

**VCT LEARNING MODEL ASSISTED BY USING CONFIDENCE CARDS IN  
JUNIOR HIGH SCHOOL 2, PADANGSIDIMPUAN, INDONESIA**

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**ABSTRACT:** *This study aims to investigate students' average final score by using VCT learning model assisted by using confidence cards in State Junior High School 2 of Padangsidempuan on Civic Education. The learning process that occurs in schools especially in class, there is interaction between teacher and students. For this reason the teacher must have the knowledge and skills in managing the teaching and learning process. The result shows there is a difference between average score of the experimental class learning outcomes and the average score of the learning outcomes of the class. Where the average score of the experimental class learning outcomes is higher than the average score of the control class towards average of final score on Civic Education. The influence of learning model and emotional intelligence on final score is 71.6%.*

**KEYWORDS:** VCT learning model; confidence cards; civic education

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## INTRODUCTION

Education carries out a crucial function in the life journey of a nation for it is the procedure of transforming culture from one generation to the next generation, which involves abilities, knowledge, attitudes and values and particularly patterns of behavior. It is also a business or practices that is conducted intentionally, systematically and prepared with the purpose of altering or promoting the expected behavior. School as a formally institution is a way to reach these educational objectives. Through school institution, learners lesson learned various kinds of problems. In formally education, instruction indicates that here are positively changes in order to in the end stage new abilities, skills and knowledge will be achieved. The findings of the studying procedure are described in their studying attainments. But in an effort to find out studying attainment must be considered the course of the studying procedure.

The process and results of studying that occur in every persons is something crucial, for through studying individuals recognize their millieu and adapt to the millieu around them. Instruction is not only reminding, but wider than that experiencing one. Studying outputs are not a overcoming of the findings of coaching, on the contrary, behavioral changes are occured in students. To realize the process and studying outcomes of qualified learners in suitable with the expectations of the community and the demands of the curriculum, the function of the educator is very important. In teaching and studying activities the educator's assignments are as determinants, implementers, and as evaluators of student learning success. All tasks are carried out in an effort to help teach students to achieve knowledge, abilities, and abilities, also certain values and attitudes. In addition, the teacher also conducts a significance function in the effort to develop students' critical thought abilities. For this reason the teacher needs

to understand the learning model or the appropriate learning approaches in order to be able to encourage student learning success.

The learning process carried out by students as mentioned Purwanto (2010) is the key to the success of learner's instruction. Learning findings as a product of the educating and studying procedure. It is also part of the mutual interaction of an accumulative of studying success factors that is able to be sourced from within the learner (internal factors) or from outside the learner (external factors). The teacher is a factor that influences the achievements of learner studying. The teacher is a figure of a leader who has the opportunity to shape and build personality, good attitude and behavior skills. Teachers must always try to present interesting lessons and provide motivation and learning guidance to students so they can develop the potential for learning and creativity through educating and studying practices in the classroom.

The studying process that occurs in schools especially in class, there is mutual communication between teacher and learners. As instructors, they guide, educate, motivate, and facilitate the learning needs of students in the classroom. For this reasoning, the educator must have the knowledge and skills in managing the educating and learning process. Becoming the problem of learner's learning difficulties in the classroom, when the educator is less using teaching aids, in addition, when the teacher's teaching and learning process is dominant, it uses lecture, question and answer, and assignment.

Based on the interview of the researcher towards the Civics Education teacher of State Junior High School 2 Of Padangsidempuan on December 10, 2017, it was found that students were less interested in learning the Civics that the teacher delivered in the classroom. If the educator delivers the subject substances, then the students pay less attention to the explanation that is delivered and often play in the classroom. Students consider Civics lessons to be lessons that are not so important that students are less serious in following the subject matter.

Furthermore, data obtained from Civic Education at SMP Negeri 2 Padangsidempuan on December 21, 2017, Civics learning has not run optimally, this can be proven based on preliminary observations conducted by researchers at Padangsidempuan 2 Public Middle School, and researchers received participants' daily average learning documents. Class VII students and initial observations which have low average learning outcomes as follows:

**Table 1: Observation of Data from Teachers in State Junior High School 2 of Padangsidempuan**

Class	Confidence			Discipline			Cooperate		
	Not yet seen	Seen	Prominent	Not yet seen	Seen	Prominent	Not yet Seen	Seen	Prominent
VII - 1	√√√√	√√	√√	√√√√	√√	√	√√√	√	√
VII - 2	√√√√√	√	√√	√√√	√√	√	√√√	√√	√
VII - 3	√√√√	√√	√	√√√√√	√	√	√√√√	√	√
VII - 4	√√√	√	√√	√√√√	√√	√	√√√√	√√	√
VII - 5	√√√√√	√	√	√√√√√	√	√	√√√√√	√	√
VII - 6	√√√√	√√	√	√√√√	√	√√√	√√√	√√	√
VII - 7	√√√√	√√√	√√	√	√√	√√√	√√√	√	√√√

VII - 8	√√√√	√	√	√√√√	√√	√√	√√√√	√√	√√
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This is due to the fact that there were still founded many learners who did not pay full concentration to the explanations from the teacher, students often chat with friends, get sleepy, support their chin. During the learning process students rarely understand the subject matter. In discussion activities students do not show a bad attitude, do not cooperate in groups, do not respect the opinions of others. The behavior of students does not show character as students are expected to even learn motivation is not good where the daily scores of students of Civics in less than satisfactory in the last four semesters are obtained such as the table below

**Table 2: Score Average on Civic Education of VII Grade in State Junior High School 2 of Padangsidimpuan**

Class	Score Average on Civic Education in Semester I
VII-1	65
VII-2	63
VII-3	62
VII-4	60
VII-5	63
VII-6	61
VII-7	60
VII-8	62

*Source : State Junior High School 2 Of Padangsidimpuan, 2017*

Referred to Table 1.2 showed above, the score averagely of the first semester the results of Civic Education participants' learning outcomes are still low, the studying outputs achieved by learners do not meet the standards or do not reach the expected completeness for productive lessons namely 70. Learning outcomes obtained by students who are still under completeness learning. This needs to be a together concern in an effort to creating developments in the application of studying.

## REVIEW OF LITERATURE

### Behavioristic Theory

The experts expressed about learning theory such as behavioristic theory. Based on the behavioral learning theory is behavior alteration as a product of the interaction between stimulus and response (Budianingsih, 2005). In other word, studying is a shape of alteration experienced by learners in terms of their ability to behave in new ways as a result of interactions between stimulus and response. Somebody is considered to have studied something if he is able to indicate changes in his behavior. In studying, the following are found: a) Opportunities for occurrence of events that give rise to a learning response, b) the learner's response and c) the consequences that reinforce that response. Strengthening occurs in stimuli that reinforce the consequences (Budianingsih, 2005).

Slameto (2003: 7) says: "Learning is a business process carried out by someone to obtain a change in new behavior as a whole, as a result of his own experience in interaction with his environment". Slameto's opinion and the behavioristic theory above illustrate that learning is a change, namely acquiring knowledge so that changes occur from not knowing to knowing. Besides that, it also changes the behavior of individuals who learn. Somebody is considered



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have studied if he has been able to indicate changes in behavior. The behavioristic view claims the importance of input in form of stimulus and output in form of a response. What happens between stimulus and response is not considered as important thing for it is not normally observed and assessed. While instruction according to cognitive theory is not similar of the behavioristic theory. Cognitive theory is more concerned with the studying procedure than studying outputs. One adherent of cognitive theory is Gagne. According to Gagne, instruction is a complex practice. Studying outputs in form of skills. After studying people have abilities, knowledge, attitude and value. The existence of these competences is coming from stimulations originating from the milieu, and cognitive procedures carried out by learners (Dimiyati, 2006).

### **Cognitive Theory**

Instruction is a set of cognitive procedures that alter the nature of stimulation of the milieu through processing information into new capacities. If someone can do something that cannot be done before learning, or if his behavior changes so that other ways to deal with the situation than before. These behaviors cover observations, actions, skills, feelings, interests, rewards and attitudes. Learning is not only about intellectuals, but about the whole person of the child.

According to cognitive theory, instruction is an alteration in terms of perception and comprehension, which is not always in form of behavior that is able to be observed and assessed. This theory assumption is that every person has already knowledge and experience that has been structured in form of cognitive structures they have (Dimiyati, 2006). The studying procedures will run well if the subject matter or new data adjusts to the cognitive structure that someone has. If learning is said to be a change in behavior, the change in behavior is not caused by the process of growth or maturity of the transient organism, however, the changes referred to are changes in behavior that occur in a process of individual relationships, attitudes, values (Dimiyati, 2006).

### **Constructive Theory**

Knowledge is not an item that can simply be moved from someone's mind (educator) to someone else (learners). The movement must be meant and formed by the learners themselves. This formation process runs continuously every time a reorganization is held because there is a new understanding. Kukla in Adisusilo (2014) mentions that knowledge is in the form of concepts, norms, values, morals formed by reason by abstracting facts, experiencing reality that exists around humans.

According to the description above, it is able to be stated that instruction according to constructive theory forming a schema concept / some concepts, values and knowledge structures that have been possessed for knowledge. VCT learning model (Value Clarification Technique) can refer to the three learning theories above.

### **VCT (Value Clarification Technique) Learning Model Assisted by Confidence Cards**

Adisusilo (2014) said "VCT is an approach in value education where learners are guided to get, identify to analyze, determine, take their own attitudes to the values of life they would like to fight for. Learners are facilitated to clarify their life values, through values problem solving, discussion, dialogue and presentation. For instances learners are facilitated to realize which value of real life should be focused on and conducted, through discussion of cases of life that are full



of values or moral conflicts. So VCT emphasizes on assisting learners learn their own emotions and behaviors, to rise their awareness of their own significance values. Furthermore, according to Djahiri (1985) the VCT learning model included: pilot methods, value analysis, lists / matrices, belief cards, interviews, jurisprudence and value inquiry techniques. The above model is viewed in mostly compatible to be conducted in PKn instruction, for PKn subject carry out a mission to foster learner's values, morals, attitudes, and behavior, in addition to fostering knowledge for learners.

There are many instructions that is able to be employed in the educating and studying procedures such as in the field of PKn study, for example the VCT model which is a studying pattern that gives learners the opportunity to determine the values to be chosen based on the value taking process.

The purpose of the VCT learning model according to Adisusilo (2014) is:

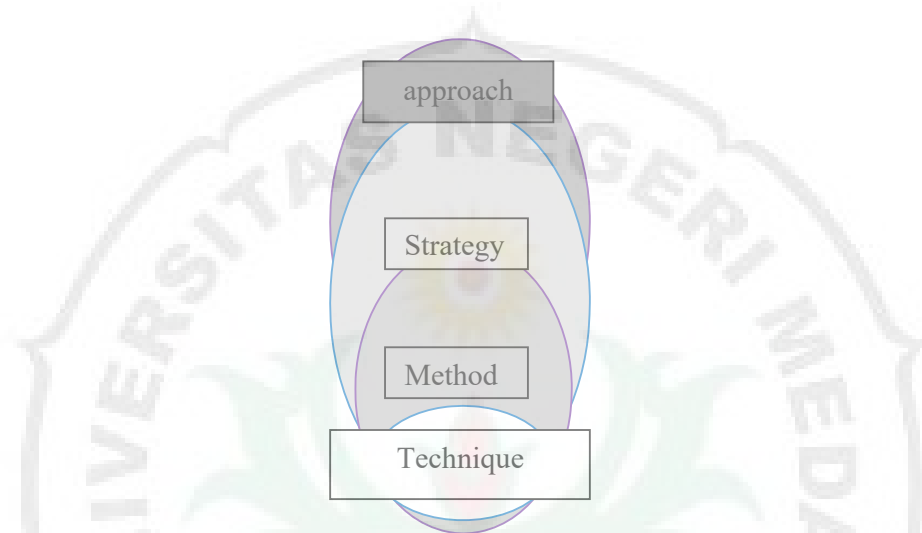
- a. Helping learners to apply and choose their own values and the values of others.
- b. Assisting learners to be able to interact openly and honestly with related others, to the values they believe in.
- c. Assisting learners to be able to employ reason and emotion awareness to comprehend their own emotions, values and behavior patterns.

Djahiri (1985) explains that "from all of methods of value learning, VCT is faraway more effective, that has so many advantages compared to other methods or approaches. This model is in suitable with the realm of democracy life, which possibly facilitates student to choose, determine, process and promote his own values with the assistance of a teacher. Value clarification, students are not told to remember and are not fed with values that have been chosen by other parties, but are helped to find, analyze, account for, increase, identify, take attitudes and implementation the values of their own lives. Learners do not which value is chosen good and right for him, but given the opportunity to appear his own choices which values to follow, strike for and practice in his life. Thus students are increasingly independent, increasingly able to make their own decisions and direct their own lives without unnecessary interference from other parties. In life, humans are always faced with situations that invite them to make choices. Without the skills to make choices.

### **Civic Education (PKn) Learning Model**

Winarno (2013) states that the studying approach is basically a form of studying that is illustrated from the beginning to the ending which is packed specifically by the educator. In other words, the studying model is a frame of approach implementation, instruction methods and techniques, and instruction strategies. Winarno (2013: 73) argues that "learning approaches are broader than learning strategies". The learning approach basically starts from the activity of teachers and students. On the one hand there is a strategy that emphasizes the activeness of the teacher (active teacher) and on the other hand there is a strategy that emphasizes the active participation of students (active students). So there are two opposite poles, namely the active teacher strategy (expository approach) and active student strategy (discovery approach). The learning approach is in the range between teacher-centered strategies and student-centered strategies. From the learning approach it is revealed to be a learning strategy. Then the

learning strategy is broader than the learning methods and techniques. Schematically the correlation among approaches, strategies, methods and techniques can be described as described by Winarno (2013) as follows:



**Figure 1.**

### **Relationship between Approaches, Strategies, Methods and Learning techniques**

Complete learning on value is a learning system that expects each student to be able to master the components of the basic values thoroughly. Learning to clarify value is learning that uses the complicated problem of values in students to be implanted as student learning material.

### **Emotional Intelligence (Emotional Intelligence)**

Technically and conceptually, a symptom and problem does not just happen or stand alone, but there is a reason why a symptom or problem appears in such a way. To examine a symptom or problem, scientific research needs to be confirmed by a theory that has been verified. Therefore, the construct of a theory is used to examine a symptom, a problem, even a certain event so that there are relationships with certain situations. To study a problem, of course, a theory is needed that is relevant to the problem to be studied, in this case the theory can be used as a justification for scientific ideas and pragmentation problems. The theories that are relevant to the problem to be examined are emotional intelligence.

Albin (2006) mentions "emotions are feelings that we experience". We call various emotions that arise in us with various names such as sadness, joyful disappointment, crying, anger, hate, love. The names we give to certain feelings influence how we think about those feelings. Human development experts find intelligence that is koqnitif or known as intellectual intelligence or known as IQ (Intelligence Quotient) which according to Komalasari (2012) with the term intelligence is "the capability of a someone in adapting to the environment by using common sense so that in this case related to someone's understanding



"Therefore, when the theory of success of an individual has a high IQ, he also has hope for success compared to individuals who have a low IQ.

Goleman (2002) says that: "to achieve success in work is needed not only" Cognitive Intelligence "but also" Emotional Intelligence ". Emotional Intelligence abbreviated as EI is: "The capability to lead negative things (anger, anxiety, lack of self-confidence) and the capability to concentrate on positive things such as self-confidence and harmony with people surround. John Mayer, a psychologist from the University of New Hampshire, defines EQ more simply. According to Mayer, EQ is the capability to realize other 's emotions and how to control their own emotions. While Goleman defines EQ more broadly, including optimism, awareness, motivation, empathy and competence in social relations. In his next book, "Emotional Intelligence" Goleman emphasizes the need for emotional intelligence in the world of work, a field that is often considered to use "analytical thinking" rather than involving feelings or emotions, according to everyone in a company or organization required to have a high EQ. argues that IQ is relatively fixed, while EQ can change so that it can be formed and studied Emotional intelligence includes understanding the ability to control various emotional competency parameters, such as self-control, initiative, empathy, inspiration and the ability to work together. Emotional intelligence is the capability to deal with emotions and foster relationships with other people Emotional intelligence is something that can be learned and therefore can be mastered by everyone.

## DISCUSSION

According to Appendix 7, the findings of group work founded from the VCT Learning Model assisted by Confidence Cards (Experimental and Control Classroom). From these data, it was able to be identified the identification of data according to Annex 8. According to Appendix 12, it was known that the description of experimental student data (VCT learning model Assisted by Belief Cards is as follows):

**Table 3: Data Description of VCT Learning Model Assisted by Confidence Cards and Without Learning Model**

N	Kelas Eksperimen	Kelas Kontrol
Valid	62	61
Missing	0	1
Mean	29.1935	27.8197
Median	29.0000	27.0000
Mode	29.00	25.00
Std. Deviation	2.95229	3.03594
Range	12.00	11.00
Minimum	22.00	23.00
Maximum	34.00	34.00
Sum	1810.00	1697.00

*Source: Statistical Results, 2018*

Based on table 4.3 above the experimental class data mean 29.19 Median 28 SD = 2.95, Range 12 minimum score = 22, maximum score 34, total score 1810 .. Furthermore, based on

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the rules of sturges, it can be determined that there are many interval classes and interval class lengths (p) as mentioned by Sudjana (2009: 47)

$$\begin{aligned} \text{Total Class} &= 1 + 3.3 \log n \\ &= 1 + 3.3 \ 1.79 \\ &= 6.90 \end{aligned}$$

Total 7<sup>th</sup> grade

$$\begin{aligned} p &= \frac{\text{Range}}{\text{banyakkelas}} \\ p &= \frac{12}{7} \\ &= 1,7 \ (2) \end{aligned}$$

Then, based on Appendix 8, the frequency distribution table can be made as follows:

**Table 4: Data Description of VCT Learning Model Assisted by Confidence Cards and Without Learning Model**

Class Interval	Absolute Frequency	Relative Frequency
22 – 23	3	4,8
24 – 25	5	8,1
26 – 27	6	9,7
28 – 29	23	37,1
30 – 31	8	12,9
32 – 33	13	20,9
34 – 35	4	6,5
Total	62	100%

Referred to the table showed above, 62 students are recognized as the highest number of students who have a score between 28-29 as many as 23 students (37.1%). While the least are students who have a score between 22-23 as many as 3 students (4.8%).

Based on table above, the data mean of the control class 27.91 Median 27 SD 3.03, Range 11 minimum score = 23, maximum score 34, total score 1697. Furthermore, based on the rules of sturges it can be determined that there are many interval classes and interval class lengths (p) as mentioned by Sudjana (2005: 47)

$$\begin{aligned} \text{Total Class} &= 1 + 3.3 \log n \\ &= 1 + 3.3 \ 1,78 \\ &= 6.87 \ (6) \end{aligned}$$

Total Class 5

$$p = \frac{\text{Range}}{\text{banyakkelas}}$$

$$p = \frac{11}{7}$$

$$= 1,57 (2)$$

Then the frequency distribution table can be made as follows

**Table 5: Frequency Distribution of Control Class Scores**

Class Interval	Absolute Frequency	Relative Frequency
23 – 24	7	11,5
25 – 26	15	24,7
27 – 28	14	22,9
29 – 30	12	19,6
31 – 32	10	16,4
33 - 34	3	4,9
Total	61	100%

Based on the table above, the most students who have a score between 25-26 as many as 15 students (24.7%). While the least are students who have a score between 33-34 as many as 3 students (4.9%).

## CONCLUSION

PKn (Civic Education) learning final scores of State Junior High School 2 Of Padangsidempuan whose experimental class averages 78.43 Whereas PKn studying outputs of classroom VII learners of State Junior High School 2 Of Padangsidempuan with control classes are on average 76.32. Furthermore, there is a difference between averagely score of the experimental classroom studying outputs and the averagely score of the learning outcomes of the class. Where the average score of the experimental class learning outcomes is higher than the average score of the control class towards PKn learning outcomes. The impact of studying pattern and emotional intelligence on studying outputs is 71.6%. Obviously the two variables, namely the studying pattern and social-emotional intelligence are equally influential on student learning outcomes. However, if you see a large influence, the impact of social-emotional intelligence is greater than the VCT instruction model.

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