

Students Perception About Value Clarification Learning Process for High School Students

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Abstract

This study aims to determine students' perceptions of the value clarification learning process with the value inquiry method in Civics subjects. This research is a naturalistic descriptive research for students high school. The sample of this study were four schools and each school was selected by one class using cluster random sampling. Data analysis techniques of the results of this study used descriptive analysis techniques. The results showed that the level of students' perceptions of the learning process was perceived as an interactive learning process: 87%; inspiring: 85%; fun: 91%; challenging: 85% and motivating: 88%. While the learning process for each component of students' perceptions is: interactive 43% very high 47% high and enough 10% enough; inspiring 39% very high 46% high and enough 15%; pleasant 58% and very high 42% high; challenging learning 35% is very high 55% high and 10% is enough; motivates 48% very high 43% high and 9% enough. The results of the study concluded that the value clarification learning process with the value inquiry method in Civics subjects by students is perceived as an excellent learning process, meaning that it meets the demands of an ideal learning process standard which is an fun, motivating, interactive, inspirational, and challenging learning process.

Keywords: *student's perception; learning process; value clarification*

1. Introduction

The practice of learning in secondary schools by teachers tends to be a teaching teacher's routine in the sense of conveying knowledge, attitudes and skills to students (Maulana et al., 2016; Inda-Caro et al., 2019; Gencoglu et al., 2021). However, this learning tends to be boring and lacks student attention. Students feel bored because subject matter is full of concepts and not directly related to their lives. This learning also does not provide inspiration and motivation to students. This paradigm must be changed because in essence learning must prioritize students learning and not teachers as teaching in the process skills approach. The process skills approach is essentially a management of teaching and learning activities that focus on engaging students actively and creatively in the process of acquiring learning outcomes (Puspita et al., 2019). The process approach in learning suggests that in learning activities should prioritize the importance of the learning process as a process of acquiring various kinds of knowledge, values and skills by the students themselves. One of the learning processes that prioritizes the importance of the learning process is value clarification learning.

Value clarification learning is considered appropriate to be applied in learning that focuses on engaging students actively and creatively in the process of learning outcomes (Cummings R. at. al., 2010; Adisusilo, 2012; Sukisno, 2013). Therefore, the value clarification learning model is deemed necessary to be developed in Civic Education in high school. Citizenship Education (Civic Education) is a field of study that carries out a national mission to educate the lives of the Indonesian people through the corridor of "value-based education".

Citizenship Education (Civics) is curricularly designed as a subject of learning that aims to develop individual potential to become Indonesian citizens with noble, intelligent, participatory and responsible citizenship. Theoretically Civics is designed as a learning subject that contains cognitive, affective and psychomotor dimensions that are confluent or mutually penetrating and integrated in the context of the substance of ideas, values, concepts and morality of Pancasila, democratic citizenship and defense of the state. Civics are programmatically designed as a subject of learning that emphasizes the content that carries values (content embedding values) and learning experiences (learning experiences) in the form of various attitudes and behaviors that need to be realized in daily life and are life guidance for citizens in life in society, nation and state as a further elaboration of ideas, values, concepts and morals of Pancasila, democratic citizenship and defense of the state (Winataputra and Budimansyah, 2007).

The development of value clarification learning needs to be examined whether the learning process meets the standard demands of the predetermined learning process (Sukisno, 2014; Fahyuni and Bandono, 2017; Khairunisa, 2017). Furthermore, value clarification learning can develop social attitudes, nationalism values, character values in history learning (Fahyuni and Bandono, 2017; Khasanah and Suharno, 2017; Saefudin and Syabaniah, 2018). Process Standard is a criterion regarding the implementation of learning in an education unit to achieve Graduates Competency Standards. The standard of the learning process has been determined in the Government Regulation of the Republic of Indonesia number 13 of 2015 concerning the Second Amendment to Government Regulation number 19 of 2005 concerning the National Education Standards Chapter IV Process Standards Article 19 (1) The learning process in education units is organized interactively, inspiring, fun, challenge, motivate students to actively participate, and provide sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students.

The learning process prioritizes students 'dimensions of learning, therefore it needs to be studied about students' perceptions in the learning process. The purpose of this study was to determine students' perceptions or responses after following the value clarification learning process with the value inquiry method in Civics subjects.

2. Method

This research is a naturalistic descriptive research for students of class XI of the odd semester of State Senior High Schools (SMA) in Tuban Regency. The sample of this study were four schools, namely SMAN 2 Tuban, SMAN 3 Tuban, SMAN 1 Montong and SMAN 1 Widang. The school is two schools in Tuban sub-district and two schools in the outer district of Tuban. Each class is selected as a sample by using cluster random sampling technique. The number of samples of this study was 128 students consisting of students of SMAN 2 Tuban 29 students; SMAN 3 Tuban 30 students; SMAN 1 Montong 40 students; and SMAN 1 Widang 29 students. This research was conducted at the beginning of the odd semester of the 2017-2018 school year, namely July to September 2017.

This study uses an Educational Research and Development model. Educational research and development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle. The steps of R & D (Setyosari, 2010 and Sugiono, 2011) consist of studying research findings related to products to be developed, developing products based on these findings, testing fields in the settings where they will be used eventually, and revising them to correct deficiencies found at the stage of submitting the test. The steps of the study are elaborated into three stages, namely the first stage of the survey, the second stage of the development of value clarification learning models that is carried out by developing learning and implementation designs, and thirdly testing the learning model.

The research instrument was prepared based on the data needed in this study, which was adjusted to the needs based on the stages of research. The stages in this study include the pre-survey stage, model development, and validation test stages. The instruments developed in this study were learning media, questionnaire instruments for teachers, learning designs, student worksheets, observation instruments, and evaluation instruments. Student perception data were obtained using a closed questionnaire method in the form of a Likert scale with five answer choices which were the lowest choice to the highest (1 = Very Low; 2 = Low; 3 = Enough; 4 = High; and 5 = Very High). Questionnaire of students' perceptions of the value clarification learning process with this value inquiry method measures the level of quality of the learning process that has been carried out by students as an interactive, innovative, fun, challenging, and motivating learning process.

Data analysis techniques of the results of this study used descriptive analytic techniques to show the level of students' perceptions by looking for the percentage of students' perceptions of the learning process. The percentage of student perceptions was obtained by calculating the number of student scores divided by the maximum score (Student Perception = (Total Score) / (5 x Number of Students) X 100%). While the level of student perceptions for each component is obtained by counting the number of students in each choice divided by the number of students multiplied by 100% (level of perception = (number of students who choose) / (number of all students) X 100%).

3. Result and Discussion

3.1 Description of Student Perception

Students' perceptions of the value clarification learning process with the value inquiry method in Civics subjects in class XI students at Tuban High School obtained data as shown in the following table. Value clarification learning with the value inquiry method is a learning process that meets the demands of an ideal learning process standard which is an interactive learning process, inspiring, fun, challenging and motivational. Value clarification learning with the students' value inquiry method as an interactive learning process: 87%; inspiring; 85%; fun: 91%; challenging: 85% and motivating: 88% (Table 1; Figure 1). It can be understood that this learning is perceived by students as very good learning because the percentage of perception is very high.

Table 1. Student Perceptions of Value Clarification Learning

No.	Component	Score obtained	Maximum Score	Percentage
1.	Interactive	554	640	87%
2.	Inspirative	543	640	85%
3.	Fun	584	640	91%
4.	Challenging	544	640	85%
5.	Motivate	562	640	88%

The highest perception of the learning process in the components of a fun learning process. Data on students' perceptions of the value clarification learning process with the value inquiry method in Civics subjects in class XI students at Tuban High School can be stated in the graph as follows:

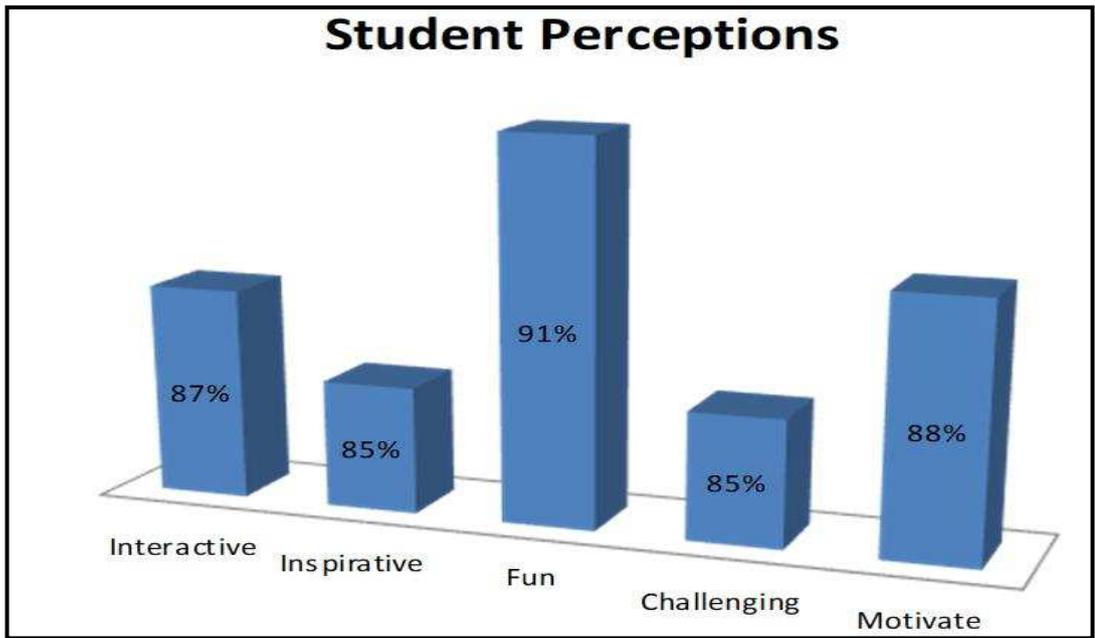


Figure 1. The graph of students' perceptions of value clarification learning process with the value inquiry method in Civics subjects in class XI SMA Tuban

3.2 Students' perceptions of value clarification learning with value inquiry methods as interactive learning.

While Value clarification learning with the students' value inquiry method as interactive learning: interactive 43% very high 47% high and enough 10% enough (Table 2, Figure 2).

Table 2 Students' perceptions as Interactive Learning

No.	Perception Rate	Number of Students	Total All Students	Percentage
1.	Very High	55	128	43%
2.	High	60	128	47%
3.	Enough	13	128	10%
4.	Low	0	128	0%
5.	Very Low	0	128	0%

This student' perception data can be stated in the graph as follows:

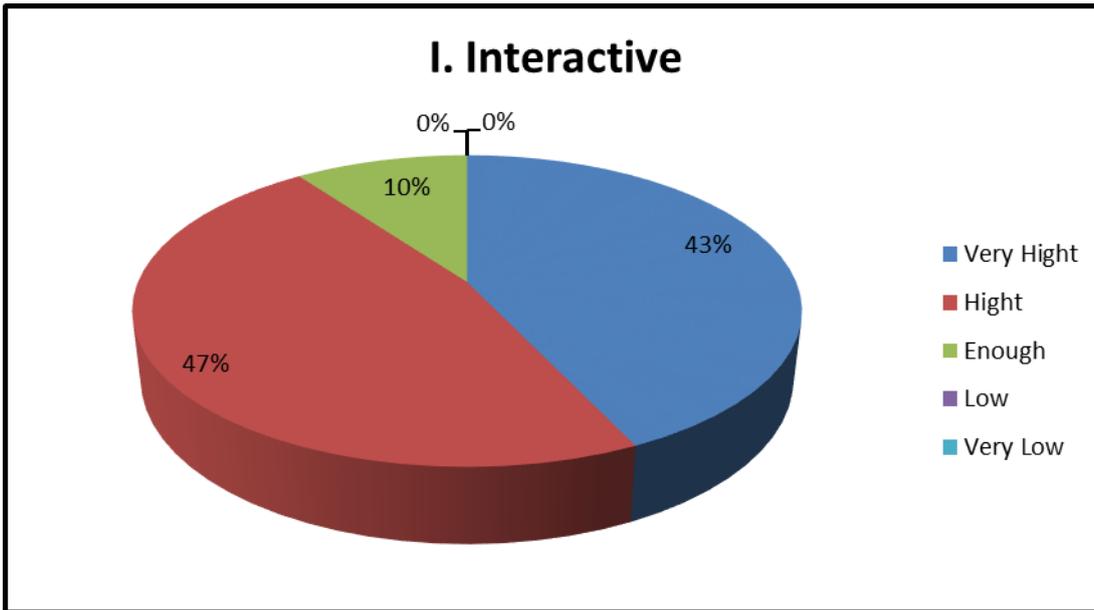


Figure 2. The graph of students' perceptions of value clarification learning process with the value inquiry method as interactive learning

3.3 Students' perceptions of value clarification learning with value inquiry methods as inspirational learning

Value clarification learning with the students' value inquiry method as inspirational learning is inspiring 39% very high 46% high and enough 15% (Table 3, Figure 3).

Table 3 Student perceptions as Inspirational Learning

No.	Perception Rate	Number of Students	Total All Students	Percentage
1.	Very High	50	128	39%
2.	High	59	128	46%
3.	Enough	19	128	15%
4.	Low	0	128	0%
5.	Very Low	0	128	0%

This student perception data can be stated in the graph as follows:

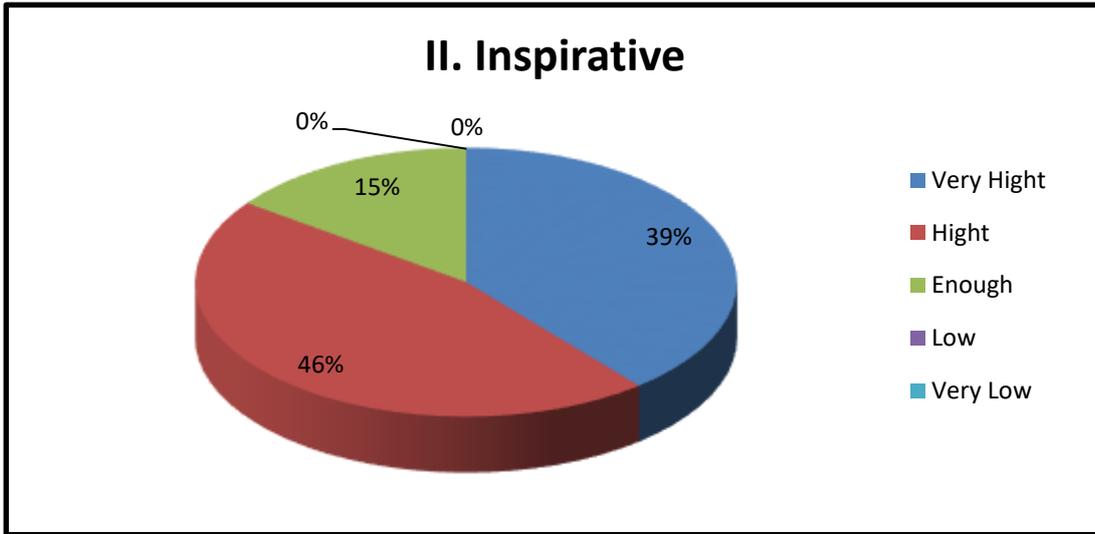


Figure 3. The graph of students' perceptions of value clarification learning process with the value inquiry method as inspirational learning
 3.4 Students' perceptions of value clarification learning with value inquiry methods as enjoyable learning.

Value clarification learning with the students' value inquiry method as enjoyable learning is very high 58% and high 42% (Table 4, Figure 4).

Table 4 Student Perception as Fun Learning

No.	Perception Rate	Number of Students	Total All Students	Percentage
1.	Very High	74	128	58%
2.	High	53	128	42%
3.	Enough	1	128	0%
4.	Low	0	128	0%
5.	Very Low	0	128	0%

This student perception data can be stated in the graph as follows:

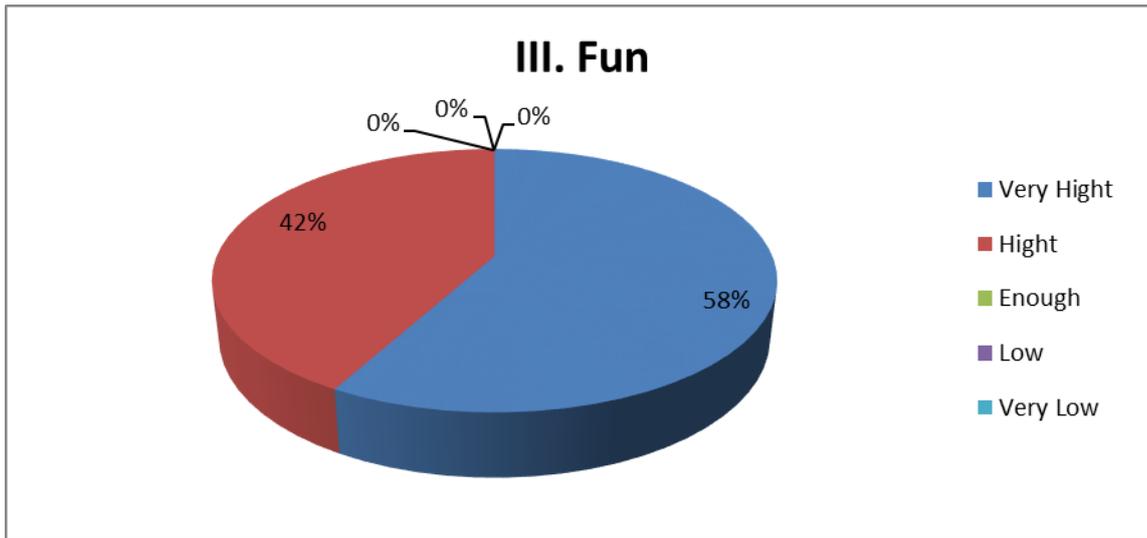


Figure 4. The graph of students' perceptions of value clarification learning process with the value inquiry method as enjoyable learning

3.5 Students' perception of value clarification learning with value inquiry methods as challenging learning

Value clarification learning with the students' value inquiry method as challenging learning is challenging learning 35% is high 55% high and 10% is enough (Table 5, Figure 5).

Table 5 Student's Perceptions as Challenging Learning

No.	Perception Rate	Number of Students	Total All Students	Percentage
1.	Very High	45	128	35%
2.	High	70	128	55%
3.	Enough	13	128	10%
4.	Low	0	128	0%
5.	Very Low	0	128	0%

This student’s perception data can be stated in the graph as follows:

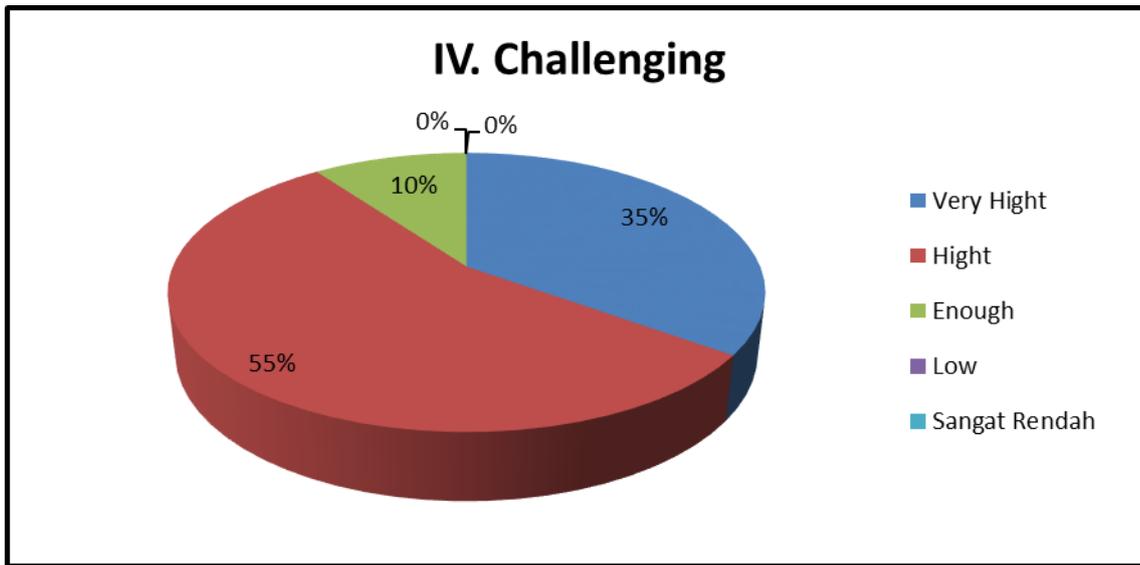


Figure 5. The graph of students' perceptions of value clarification learning process with the value inquiry method as challenging learning

3.6 Students' perception of value clarification learning with value inquiry methods as motivating learning

Value clarification learning with the students' value inquiry method as motivating learning is motivates 48%, high 43% high and 9% enough (Table 6, Figure 6). This level of perception shows that students perceive very well the value clarification learning process with the value inquiry method.

Table 6. Student Perception as Motivational Learning

No.	Perception Rate	Number of Students	Total All Students	Percentage
1.	Very High	60	128	48%
2.	High	55	128	43%
3.	Enough	11	128	9%
4.	Low	0	128	0%
5.	Very Low	0	128	0%

This student perception data can be stated in the graph as follows:

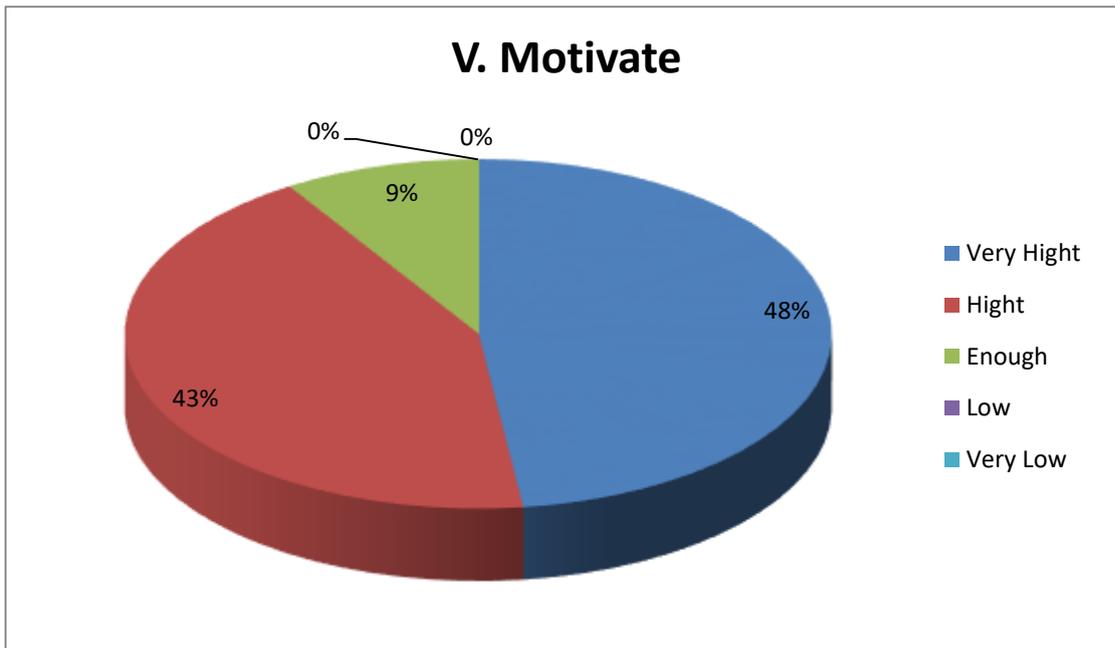


Figure 6. The graph of students' perceptions of value clarification learning process with the value inquiry method as motivating learning

Value clarification learning can be used as a solution to civic learning weaknesses in school learning practices: 1) tedious learning, 2) learning that is less motivating for students, 3) teacher-centered learning, 4) learning lacks inspiration to students, and 5) learning tends to be ignored by students because learning material is less challenging. Students feel happy in learning value clarification, because students are given the freedom to express their opinions in accordance with their life experiences and views on various issues that develop in the life of the state and society. Value clarification learning can motivate students to develop the ability to dig deeper information about various issues that are developing and encourage them to dare to express their opinions. Value clarification learning presents a pomegranate moral that develops in the life of the state and society so students are inspired to think critically and understand it from a variety of different perspectives (Puspita, 2014). Arguments often occur in value clarification learning, so this learning challenges students to have adequate information to think and to be able to express their opinions well. Through the VCT learning model it can foster students' social values, namely cooperation, tolerance, and responsibility (Sariani et al., 2016).

Learning carried out in schools must meet the standard requirements of the ideal learning process that has been determined. This is in accordance with the learning process standards that have been determined in the Regulation of the Government of the Republic of Indonesia number 13 of 2015 article 19 (1) the learning process in the education unit is held interactively, inspiratively, pleasing, challenging, motivating students. Value clarification learning can meet the standard demands of the learning process determined by the Indonesian government. The results of the study show that value clarification learning is learning that is fun, motivating, interactive, inspirational, and challenging.

Value clarification learning with the value inquiry method in Civics subjects is a teaching and learning activity that focuses on engaging students actively and creatively in the process of acquiring learning outcomes. Value clarification learning with value inquiry methods can be carried out by steps: (1) The teacher presents dilemma (questions), (2) Students perform independent tasks, (3) form small group discussions, (4) class plenary discussions and (5) closing class discussion. So that the learning of value clarification with the method of inquiry nilia is learning that is in accordance with learning that emphasizes the approach to process nil and is in accordance with the demands of the implementation of 2013 Curriculum to use Scientific Approach, including: observing, asking, reasoning, trying, forming networks. The advantages of this approach in learning are 1) the learning process is more student-centered so as to enable active and creative students in learning; 2) the learning steps are systematic, making it easier for teachers to manage the implementation of learning; 3) provide opportunities for teachers to be more creative and encourage students to be active with various learning resources; 4) learning steps involve science process skills in constructing concepts, laws or principles; 5) the learning process involves potential cognitive processes in stimulating the development of the intellect, especially high-level thinking skills of students, 6) can develop student character, and 7) assessment of learning outcomes covering all aspects of learning.

4. Conclusion

Based on the results of the study concluded that the value clarification learning process with the value inquiry method in Civics subjects by Tuban Senior High School students was perceived as a good learning process as a whole or in each component. It can be stated that the learning process meets the demands of an ideal learning process standard which is an fun, motivating, interactive, inspirational, and challenging learning process.

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