

ABSTRAK

PENGARUH MODEL PEMBELAJARAN *VALUE CLARIFICATION TECHNIQUE* (VCT) TERHADAP SIKAP SOSIAL PESERTA DIDIK KELAS V SEKOLAH DASAR

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Sikap sosial adalah kecenderungan internal yang mengarahkan cara seseorang menilai, merasakan, dan bertindak laku dalam hubungan dengan orang lain maupun masyarakat. Masalah dalam penelitian ini adalah rendahnya sikap sosial peserta didik kelas V SD Negeri 5 Metro Timur. Penelitian ini bertujuan untuk : (1) mengetahui pengaruh model pembelajaran *Value Clarification Technique* (VCT) terhadap sikap sosial peserta didik; (2) mengetahui perbedaan sikap sosial peserta didik antara kelas eksperimen yang menggunakan model pembelajaran *Value Clarification Technique* (VCT) dengan kelas kontrol yang menggunakan model *problem based learning*. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian adalah *quasi-experiment* dan desain penelitian *non-equivalent control group*. Populasi penelitian adalah peserta didik kelas V SD Negeri 5 Metro Timur. Teknik pengambilan sampel menggunakan *purposive sampling* dengan sampel 43 peserta didik pada kelas VB sebagai kelas eksperimen dan VA sebagai kelas kontrol. Hasil analisis data menunjukkan: (1) adanya pengaruh signifikan model pembelajaran *Value Clarification Technique* (VCT) terhadap sikap sosial peserta didik dengan bantuan SPSS 25 diperoleh hasil nilai signifikansi lebih kecil daripada 0,05 ($0,002 < 0,05$), maka H_a diterima, (2) adanya perbedaan signifikan pembelajaran menggunakan model *Value Clarification Technique* (VCT) terhadap sikap sosial dibandingkan pembelajaran dengan model *problem based learning* dengan $t_{hitung} > t_{tabel}$ yaitu $5,221 > 2,093$ serta diperoleh nilai signifikansi (*Sig. 2-tailed*) diperoleh sebesar $0,000 < 0,05$.

Kata kunci: Peserta didik sekolah dasar, sikap sosial, *value clarification technique*

ABSTRACT

THE INFLUENCE OF THE VALUE CLARIFICATION TECHNIQUE (VCT) LEARNING MODEL ON THE SOCIAL ATTITUDES OF FIFTH-GRADE STUDENTS IN ELEMENTARY SCHOOL

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Social attitude is an internal tendency that directs how a person evaluates, feels, and behaves in relation to others and society. The problem in this study is the low level of social attitudes among fifth-grade students at State Elementary School 5 East Metro. This study aims to: (1) determine the effect of the Value Clarification Technique (VCT) learning model on students' social attitudes; (2) determine the difference in students' social attitudes between the experimental class using the Value Clarification Technique (VCT) learning model and the control class using the problem-based learning model. This research uses a quantitative approach with a quasi-experimental research type and a non-equivalent control group research design. The study population is the fifth-grade students of State Elementary School 5 East Metro. The sampling technique used purposive sampling with a sample of 43 students in class VB as the experimental group and VA as the control group. The data analysis results show: (1) there is a significant influence of the Value Clarification Technique (VCT) learning model on students' social attitudes, with the help of SPSS 25, the significance value obtained is less than 0.05 ($0.000 < 0.05$), so H_a is accepted, (2) there is a significant difference in learning using the Value Clarification Technique (VCT) model compared to learning with the problem-based learning model, with $t\text{-count} > t\text{-table}$, which is $5.221 > 2.093$, and the significance value (Sig. 2-tailed) obtained is $0.000 < 0.05$.

Keywords: Elementary school students, social attitudes, value clarification technique