

## ABSTRAK

### **PENGEMBANGAN KARAKTER PEDULI DAN TANGGUNG JAWAB MELALUI IMPLEMENTASI MODEL PEMBELAJARAN VALUE CLARIFICATION TECHNIQUE (VCT) (Penelitian Tindakan Kelas di Kelas IVA SDN Tunjung 1 Kecamatan Burneh Kabupaten Bangkalan)**

**Prayitno**

Pengembangan karakter merupakan bagian proses yang tidak terpisahkan dari pembelajaran. Karakter peduli dan tanggung jawab siswa kelas IVA SDN Tunjung 1 Kecamatan Burneh Kabupaten Bangkalan, belum berkembang dan membudaya. Mengatasi rendahnya karakter tersebut, diimplementasikan model pembelajaran *Value Clarification Technique* (VCT) pada mata pelajaran Pendidikan Pancasila dan Kewarganegaraan (PPKn), dengan tujuan menggambarkan secara mendalam kondisi awal, perencanaan, implementasi, evaluasi, kendala, upaya dan mengeksplorasi dampaknya. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK). Data diperoleh melalui pedoman observasi, dokumentasi, catatan lapangan, wawancara, dan penilaian diri. Perencanaan dimulai dengan membedah KI dan KD, menyusun silabus dan RPP serta memilih bahan ajar yang sesuai. Implementasi pada siklus I model VCT analisis gambar, siklus II VCT daftar nilai dan siklus III VCT games. Evaluasi untuk mengetahui tahap pengetahuan (kognitif), internalisasi dalam sikap dan perilaku. Pengetahuan dan internalisasi karakter peduli lingkungan, peduli sosial dan tanggung jawab sebelum implementasi model VCT belum membudaya (MK). Diakhir siklus III pembudayaan (MK) pengetahuan karakter peduli lingkungan 64,86%, karakter peduli sosial 64,86%, dan karakter tanggung jawab 64,86%. Internalisasi pembudayaan (MK) diakhir siklus III karakter peduli 64,86%, karakter peduli sosial 64,86%, dan karakter tanggung jawab 70,27%. Kendalanya antara lain sulit memilih bahan ajar kontekstual, menentukan alat penilaian, menjaga kesinambungan, menerapkan pada mata pelajaran lain. Upaya yang dapat ditempuh yaitu mencari bahan ajar sekurang-kurangnya peristiwa pernah didengar, skor maksimal lalu mengurangi sesuai kriteria, mengawasi, memberi tauladan, memilih model pembelajaran lain. Kesimpulannya melalui implementasi model pembelajaran VCT pada mata pelajaran PPKn, karakter peduli dan tanggung jawab siswa berkembang membudaya, bisa mengambil keputusan baik dan buruk sesuai pengetahuan, kebiasaan bersikap dan berperilaku sehari-hari baik.

**Kata Kunci:** Karakter, Peduli, Tanggung jawab, Penelitian Tindakan Kelas, *Value Clarification Technique*.

## ABSTRACT

### **DEVELOPING THE CHARACTER TRAITS OF CARING AND RESPONSIBILITY THROUGH THE IMPLEMENTATION OF VALUE CLARIFICATION TECHNIQUE (VCT) LEARNING MODEL**

Prayitno, 2015

**PENGEMBANGAN KARAKTER PEDULI DAN TANGGUNGJAWAB MELALUI IMPLEMENTASI MODEL  
PEMBELAJARAN VALUE CLARIFICATION TECHNIQUE (VCT)**

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**(Classroom Action Research in Class IVA of SDN Tunjung 1 Burneh District,  
Bangkalan Regency)**

**Prayitno**

Character development is an inseparable part of learning process. The character traits of caring and responsibility among students of class IVA of SDN (State Primary School) Tunjung 1 Burneh District, Bangkalan Regency, have not been developed and cultivated. To solve the issue, Value Clarification Technique (VCT) learning model was implemented in the subject of *Pancasila* (the Five Principles of Indonesia) and Citizenship Education (PPKn), aimed to describe in-depth the initial condition, planning, implementation, evaluation, obstacles, efforts, and their impacts. The research used Classroom Action Research method. Data were obtained through observation, documentation, field notes, interview, and self-assessment. Planning was initiated by exploring core competences and basic competences, making syllabus and lesson plans, and selecting appropriate teaching materials. The implementation in cycle I was done through VCT with picture analysis, cycle II VCT with a list of values, and cycle III VCT with games. The evaluation was conducted to find the cognitive stage and internalization into attitude and behaviors. It was found that the knowledge and internalization of green character (caring for the environment), social care and responsibility before the implementation of VCT model were not cultivated. At the end of cycle III, the cultivation of the knowledge of green character was 64.86%, the character of social care 64.86%, and the character of responsibility 64.86%. The internalization and cultivation at the end of cycle III for the character of caring was 64.86%, social care 64.86%, and responsibility 70.72%. The obstacles met were, among others, difficulties in selecting contextual teaching materials, determining assessment instrument, maintaining continuity, and implementing the model in other subjects. The efforts to tackle these problems are searching for teaching materials at least from familiar events, reducing the maximum scores according to the criteria, supervising, providing examples, and selecting other learning models. It is concluded that through the implementation of VCT learning model in the subject of PPKn, the character traits of caring and responsibility of students develop and become cultivated; the students become able to distinguish good from bad based on their knowledge, and show good attitude and behaviors in daily life.

**Keywords:** Character, Caring, Responsibility, Classroom Action Research, Value Clarification Technique.