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Effectiveness of Problem Based Learning and Value Clarification Technique in History Learning to Improve Moral Awareness

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ABSTRACT

Moral awareness is one of the students' affective skill that able to become a successful indicator of history learning. It causes history learning has a purpose in building students' attitude. The study intended to know the effectiveness of learning history by using problem based learning and value clarification technique for improving students' moral awareness. The research method used experimental quasi. Its sample was students of XI Social Science SMAN 2 Padang, consisting of twenty nine students in experimental class and twenty eight students in control class. Based on statistical measurement result showed the mean of post-test score in experimental class was 127 and control class was 111.25. Hypothesis test result by using t test independent samples, was gotten t arithmetic value of 1.749 with significant level of $0,000 < 0,025$, thus H_0 rejected. Furthermore, it could be concluded that problem based learning and value clarification technique effective to improve students' moral awareness of history learning in high school.

Keyword: problem based learning, value clarification technique, moral awareness, history learning

INTRODUCTION

Moral awareness should be a basis of taking attitude and interaction in globalization era nowadays. They are caused that moral awareness can instruct children able to make well consideration of their attitude in daily live either in school or in society (Driyarkara in Elmubarok, 2009). Human behavior-based on good moral awareness, definitely can also contribute good character building process. It causes a good character will be built due to the good behavior custom.

Indonesian nation nowadays that still occurs character crisis and moral degradation causes awareness of moral become a significant thing must be improved.

The happened character crisis can be seen through criminal and juvenile delinquency cases that still arise in mass media press and found in social life. The several problem such as embellishment, corruption, free sex, deception, wickedness, narcotics evasion, and so on.

Many problems and conflicts of teenagers (students) related to morality also often occur, such as student brawls, glue addiction, narcotics, free sex and etc, especially in this research area, namely in the city of Padang. Based on data obtained from GO Sumbar Online News on Tuesday, 05 January 2016 14:17 WIB. It was reported that during 2015, the Padang Satpol PP handled as many as 433 cases of teenager delinquency.

In 2016 there were also many cases of teenager delinquency, especially the problem of moral degradation. One of them is the Valora News Online News report, reporting that the Padang Civil Service Police Unit (*Satpol PP*), secured 12 pairs of non-married teenagers in a number of inns in the Padang City area, Sunday (24/7/2016). The more juvenile delinquency in the city of Padang until 2017, the Mayor is very concerned and the City Government continues to try to overcome these problems. Through the online news SpiritSumbang.com, 7 January 2017, the Mayor of Padang said that "the occurrence of acts of juvenile delinquency was one of them caused by less attention from parents. Including a lack of internalization of religious values, education, and others." In 2018, there were also many news reports in the mass media related to the teenage moral crisis such as student brawls, immorality, narcotics, and etc.

Furthermore, the occurred various problems of character crisis and moral degradation is the impact of globalization that cannot be wisely anticipated by society, especially the young generation. Various problems will continue to appear if there is no action to solve them. A way to solve the problem is through education. Education does not always take place in the school environment, but also can occur in the family environment and even the community. Therefore, education does not recognize the boundaries of places for people to more understand and more critical in thinking to achieve the character of a better self. Education can be defined as a process of instilling and developing the knowledge learner of life, attitude in life so that later he can distinguish what is wrong and what is right, good and bad, so that his presence in the middle of society will be meaningful and functioning optimally (Zamroni in Elmubarak, 2009).

Indonesia's current education process that used the Curriculum of 2013, seek to require learners to develop good behavior and character. It was explained that the 2nd Main Competence (KI-2) requires learners to be able to develop behavior (honest, disciplined, responsible, caring, polite, friendly, cooperative, peace-loving, responsive and proactive) and showed attitude as part of the solution to the various

problems of the nation in interacting effectively with the social and natural environment and in placing itself as a reflection of the nation in the association of the world. The achievement of this competence reflected a good attitude and moral conscience.

In history learning, the achievement of the 2nd Main Competence was also a very crucial achievement, because it was very relevant to the purpose of learning history as an effort to form the character of the nation. However, current historical learning conditions that seemed monotonous and merely convey historical facts were still found in schools. Historical learning with conventional learning model was still the primary choice of learning model undertaken by the teachers. So the efforts of developing a more innovative model was still very less. This had an impact on the lack of application of innovative models in learning history so that the purpose of history learning was so difficult to achieve optimally.

In this study, the chosen history learning of model was problem based learning by combining with value clarification technique approach. The problem-based learning model tried to emphasize the learner's activity in the process of thinking and solving problems given by the teacher. The problem was very relevant to the various cases of character crisis and moral degradation that occurred in the midst of society. In this case, there is also conducted integration of values in learning through value clarification technique approach, so that the integration of values could be internalized into each learner. The syntax was problem orientation, organizing learners and choosing values, investigating problems, presenting results and expressing values, and evaluating and actualizing values. This was expected to impact on improving the character and moral awareness of learners.

Trianto (2007) explained that problem-based learning presented students, situations and problems that were authentic and meaningful which could make it easy for students to conduct investigations. This problem-based learning model also trains and develops the ability to solve problems that were oriented to authentic problems from the actual lives of student, to stimulate high-order thinking (Shoimin, 2014). Thus,

learning that puts forward problem solving could train students to be more wise and take the values of the learning that is implemented. This is also supported by research from Supanti; Joebagio, Hermanu; & Musadad (2017) indicating that the application of problem based learning model can create challenging and meaningful learning conditions because students try to solve real problems by mobilizing all the knowledge that has been previously owned and using various sources learning that is around the students.

In addition, to the negative impact of association, low character and moral awareness of students could also be caused by learning that lack of integration of values. Through the value clarification technique approach was expected to help students internalize the values into him. Because, value clarification technique was a value education approach where students were trained to find, choose, analyze, decide to take a stand alone values of life to be fought (Adisusilo, 2012). Value clarification technique approach could also be interpreted as a teaching technique to help students in finding and determining a value which was considered good in facing a problem through the process of analyzing the values that already exist and build in the students (Sanjaya, 2006).

One of the characteristics of value clarification technique as an approach in attitude learning is the process of cultivating values is done through the process of value analysis that already existed before in the students, then adjust to the new values to be internalized (Suryani & Agung, 2012). This value clarification technique approach also emphasizes the effort to assist students in assessing their own feelings and actions to increase their awareness about their own values (Elmubarak, 2009).

The research results of Suryani (2013) say that the value clarification technique effectively to increase the role of learning history in the character formation of students which in turn can improve the character of the nation. Another research by Ekasari (2017) explains that learning with value clarification technique also provides an opportunity for students to discover, and analyze values in every historical event.

Students are not only faced with historical facts but also are required to find values.

Lickona in (Suyadi, 2013) argued that character education included three elements, they are knowing the good, desiring the good, and doing the good. So that students could know the goodness, love and actualize it into him. Efforts to apply problem based learning model and value clarification technique were also done to support character education in learning history in school.

Based on the several explanations above, it was investigated whether the combination of problem-based learning and value clarification technique can improve students' moral awareness compared with conventional learning model in SMA Negeri 2 Padang. In line with the formulation of the problem, the purpose of this study is to determine the level of effectiveness and differences in moral awareness of students by using learning model problem-based learning and value clarification technique with conventional learning models.

RESEARCH METHOD

This research used quasi experimental method with applied research design was control group pretest-posttest. The population in this study were students in SMA Negeri 2 Padang academic year 2017/2018. The data collection technique is done by questionnaire and student's worksheets are designed according to the steps of the value clarification technique approach. Data processing is done with the help of the SPSS (Statistic Product and Service Solution) application versi 23.0 for Windows. The sample of this research was taken by cluster random sampling technique after analyzed normality test, homogeneity test, and anava test showed normal and homogenous distributed class. The sample in this research is XI Social Science 1 as experimental group which gained learning with problem based learning and value clarification technique and XI Social Science 2 as control group that got learning with conventional model. The independent variables in this study were learning that used learning model problem based learning and value clarification technique. The dependent variable in this research was moral awareness of students.

RESULT AND DISCUSSION

Problem based learning model are centralized learning through relevant problems and one of the student-centered learning models. Problem based learning is a learning that requires students to construct their own knowledge through problems (Abdurrozak, Rizal; Jayadinata, Kurnia, Asep; & 'Atun, 2016). Through the PBL model, students gain experience in dealing with realistic problems, emphasizing the use of the communication, collaboration, and available resources to formulate ideas and develop reasoning skills (Nafiah, 2014). PBL is used because it has some advantages that is a good enough technique to better understand the content of the lesson, can improve the effectiveness of student learning, and able to help students to understand the problem in real life (Ambarita, Alben; Liana, Eka; & Ertikanto, 2018).

Haris & Gunansyah (2013), value clarification technique is a value education technique where students are trained to find, choose, analyze, help students in finding and decide to take their own attitudes about the values of life they want to fight for. Basically inductive, departing from group experiences towards general ideas about knowledge and self-awareness. Sutaryanto (2015), using a value clarification technique with the pilot method as a step in learning the value of nationalism to students. Through the application of value clarification techniques it is expected that students can choose, decide, communicate, express confidence, solve problems and having a position in making decisions, so that they are able to internalize and behave accordingly values that have been chosen and believed (Wijayanti, 2013).

The effectiveness of the model is done in order to measure the quality of the learning model used in the learning process. In the effectiveness test, there has been a comparison of two classes, namely the experimental class and the control class as a condition in the use of the experimental method in testing this effectiveness. The effectiveness test in this study was carried out with 3 steps of the data analysis process carried out through SPSS type 23, namely: a) test of student achievement equality and moral awareness by comparing the results of the pretest of the two classes; b) test the

improvement of students' moral achievement and awareness by comparing the results of the experimental class's pretest and posttest; and c) test the effectiveness of students' achievement and moral awareness by comparing the results of the posttest of the two classes, aiming to determine students' achievement and moral awareness after applying the developed model of learning.

Based on the results of the effectiveness test it is known that this model can be an effective model in integrating values derived from local wisdom into the process of learning history at school. In addition, the model that combines problem based learning and value clarification technique approach can effectively link history learning material with various problems of moral crisis that are developing in the community. So that through this model, history learning feels contextual, meaningful and does not seem monotonous because it only offers past facts.

Many previous researchers also developed models by integrating local wisdom values into learning. Among them are research from Nunuk Suryani (2013) with the title "Pengembangan Model Internalisasi Nilai Karakter dalam Pembelajaran Sejarah Melalui Model Value Clarification Technique" (Jurnal Paramita, Vol.23 No.2 Juni 2013), explained that the VCT model can be effective in internalizing character values in history learning. Yudi Pratama; Sariyatun; & Joebagio (2017) with the title "The development of Means-Ends Analysis and Value Clarification Technique Integration Model to explore the local Wisdom in Historical Learning" (Journal of Education and Learning. Vol. 11 (2), this model effectively meets the needs of innovative learning models and also has an impact on improving the quality of learning as well as being a means of improving students' character. Novita Mujiyati & Sumiyatun (2016) with the title "Konstruksi Pembelajaran Sejarah melalui Problem Based Learning" (Jurnal Historia. Vol.4 No.2), explained that the construction of history learning can be conveyed through problem-based learning that trains students to think critically and can solve problems wisely who refers to the values in each historical events. Based on various research findings above, it was concluded that the model tested in this study was also effective in integrating values derived from local wisdom, fulfilling needs in

innovative learning models, and having an impact on improving the quality of learning, cognitive, and character of students in the school.

The result of questionnaire test showed that the average of experiment class was 107,34 while the mean of control class was 117,04. In the preliminary analysis, equality test shows that the class of PBL - VCT and conventional in a balanced state, that was known that the value of F for 2.347 with a significance level of 0.131 was bigger than 0.05. It showed that both of these classes had equality. The value of T -2.795 with a significance level of 0.072 that was bigger than 0.05. It also meant that the competencies of both classes could be said to be equivalent. This could be seen from the following table:

Table 1
Result of T Test Equality of Moral Awareness

F	Sig.	T	Df	Sig. (2-tailed)
2,347	0,131	-2,795	55	0,072

Source : SPSS analysis (2018)

Before conducting to the T-test of equality of moral consciousness, in both classes, it had been tested for normality and homogeneity as a condition of T test of equality of experimental class and control class. Result of normality test showed result that experiment class obtained by result of significance value equal to 0,581 whereas for control class obtained result of significance value equal to 0,613. In conclusion, both classes were in normal state because they are greater than 0.05. While homogeneity test showed result of significance equal to 0,131. Thus, it could be concluded that both classes (experiments and controls) were of the same variant because they were bigger than 0.05.

Based on of the results of the analysis of series of conducted statistical tests with the help of SPSS type 23 showed that the initial value data of students in XI Social Science 1 as later became the experimental class and XI Social Science 2 as later became the control class came from the population of normal distribution, homogeneous, and had the equal average. Because it met the various

requirements that the sample came from the equal conditions or circumstances, that was, the same initial moral awareness conditions, the two classes could be used as samples in this study.

Furthermore, the experimental class was given treatment by applying the learning with problem based learning model and value clarification technique. In the learning process were given various cases relevant to the material and various problems that occur in the community. Teachers become facilitators in every step of the learning process tailored to the synergy of learning problem based learning and value clarification technique. In the learning process was also the integration of value with the help of value clarification technique so that students could choose the value, express, and actualize it in him so that the impact on the character changes in the daily interaction.

The value clarification techniques are done by combining them together with the steps of problem based learning model. Arends (2008) explained that to assist students in realizing learning objectives, problem-based learning occurs in four steps, namely (1) problem orientation, (2) organizing, (3) investigation, developing and (4) presenting, and (5) analyzing and evaluating. Whereas for values clarification technique consists of three steps, namely (1) choosing values, (2) respecting values, (3) values actualization (Hall and Simon in Adisusilo, 2012).

History learning uses a problem based learning model trying to integrate value clarification techniques as an effort to educate moral values in learning history. based on this results in the development of history learning with the PBL + VCT models with the following steps: (1) Problem Orientation, (2) Organizing and Choosing Values, (3) Problem Investigation, (4) Presenting and Respecting Values, (5) Evaluation and Values Actualization (Pernantah, 2018). History learning of this model doesn't only make students follow the values taught by the teacher, but are able to choose values independently. The students will have consideration of good and bad values so that they can be actualized in their lives.

Teachers also being a facilitator could also help learners in reflection of learning

and provide strengthening associated with the internalization of values solved by students through learning problem-based learning and value clarification technique. So that when the learning process was over the teacher could know the increase in the character and moral awareness of students made with observations and questionnaires distributed to the students.

To know the improvement of moral awareness ability of students in the experimental class. The result of pretest and posttest of experiment class questionnaire was used as a reference or guidance in measuring test of improvement through Tair Test (Paired Sample T Test) with the help of SPSS type 23. However, before T test, first tested normality and homogeneity test in this experiment class . This step was done in order to test the test hypothesis of improvement, whether H_0 accepted and H_1 rejected or just the opposite.

Based on the increase of results of normality test, it was known that for the data pretest questionnaire obtained results of significance value of 0.581 while for the posttest data obtained results of significance value of 0.573. In conclusion, both data in the experimental class were in normal state because they were bigger than 0.05. While the homogeneity test results, it was known that the results of significance of 0.847. So it could be concluded that the two data obtained get a homogeneous assessment because it was bigger than 0.05. After the two tests above, it could be done T test of moral awareness raising because before the T test needed to be tested normality and homogeneity.

Based on the results of statistical analysis of T test SPSS type 23, noted that the value of T -17.868 with a significance level of 0.000 is smaller than 0.05, so H_1 accepted and H_0 rejected. This meant that there was a significantly increase and positively influence before and after being given treatment or implementation of learning-based problem-learning model and value clarification technique. This could be seen from the following table:

Table 2
Result of T test Increased Moral Awareness

Mean	Std. Deviation	T	Df	Sig. (2-tailed)
-19,655	5,924	-17,868	28	0,000

Source : SPSS analysis (2018)

After the equality test and the improvement test, the next step was the effectiveness test. In the effectiveness test, a comparison of post-test results of students 'moral awareness of the experimental class (XI Social Science 1) and control class (XI Social Science 2) with the aim of determining whether historical learning model using problem based learning and value clarification technique could increase participants' moral awareness educate. In measuring the effectiveness test was done through T-test (Independent Samples T Test) with the help of SPSS type 23. However, before T test, first tested normality and homogeneity test. This test was also conducted to test the hypothesis of effectiveness test whether H_0 accepted or H_0 rejected.

Based on the results of the questionnaire test conducted in the two classes after the learning process, the average post-test questionnaire value of the experimental moral awareness of the experimental class of 127 while the average post test questionnaire question of control class moral consciousness 111.25. The second post-test data of this class was used as a reference in the effectiveness test.

The results of normality effectiveness test, it was known that for the experimental class obtained the results of significance value of 0.573 while for the control class obtained the results of significance value of 0.567. In conclusion, both classes were in normal state because they were bigger than 0.05. While the homogeneity test results, it was known that the results of significance of 0.191. Thus, it was concluded that the post-test results of achievement between the two classes (experiment and control) came from the same variant as bigger than 0.05.

Based on the result of T SPSS type 23 test analysis conducted, it was known that the value of F is 1.749 and the value of T is 4.769

with a significance level of 0.000 was smaller than 0.025. This meant that the mean of the two classes was different and H_0 was rejected (there was a significant difference between the two classes). This could be seen from the following table:

Table 3
Result of T Test of Moral Awareness Effectiveness

Class of Effectiveness Test		N	Mean	Std. Deviation
Score_ Effective ness	Post Test	29	127,00	13,570
	Ex Test			
	Post Test	28	111,25	11,207
Con				
F	Sig.	T	Df	Sig. (2-tailed)
1,749	0,191	4,769	55	0,000

Source : SPSS analysis (2018)

In conclusion, the test of the effectiveness of moral awareness that had a significance level of 0.000 that was smaller than 0.025 indicated that the average of the two different classes there were differences and H_0 was rejected. So the learning model combination of learning-based learning and value clarification technique was effective in improving the moral awareness of students in history learning. This combination model (PBL + VCT) can then be applied in history learning so that there is an innovation of history learning models that have an impact to improve of the affective domain of students in schools.

Cause, history learning is not only for transfer of knowledge but also transfer of values, so that the value education in history learning is a natural and important thing to do. Through this model, history learning becomes contextual and doesn't seem very monotonous because it only exposes past facts.

Research from Yudi Pratama; Sariyatun; & Joebagio (2017) with the title "The

development of Means-Ends Analysis and Value Clarification Technique Integration Model to explore the local Wisdom in Historical Learning in Journal of Education and Learning Vol. 11 (2) pp. 179- 187), explained that the model that integrates local wisdom allows students to solve their problems and students are asked to choose and to find the values contained in it. This model can be meet for innovative learning models which in turn will have an impact on improvement the quality of learning and character of students.

CONCLUSION

Based on the result of the research and discussion above, it can be concluded that: (1) the average of students' moral awareness of XI Social Science 1 (experimental class) taught by using combination learning model of learning and value clarification technique better than average of moral awareness of students of XI Social Science 2 (control class) taught by using conventional learning model. (2) history learning by applying model of problem based learning and value clarification technique was very effective to increase moral awareness of class XI IPS students (experimental class), evidenced by the significance level of 0,000 that was smaller than 0.025. Therefore, the model of learning problem model based learning and value clarification technique could be used as an alternative learning model that can be used to improve the attitude and/or moral awareness of students in the learning process, especially history learning in schools.

History learning that can be attracting students' interest through innovative models and approaches really needs to be developed so that history learning is not boring and monotonous. History learning also needs to be developed based on the local wisdom values and internalized into students so as to have an impact on the character and morals building of students in the school. Cause, the issue of character education is still an important issue of education today and history learning have to play a role in shaping the student's character through the learning process in class.

This model can be introduced to teachers to be implemented in schools because it proved effective, so that history learning is

more innovative, active learning, and performs its functions in improving students' affective abilities. Researchers will also be able to develop and test other models in historical learning, especially history learning based on value education. So that history learning not only has an impact on improving cognitive but also affective and psychomotor abilities of students in school.

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