Increasing Social Science Knowledge on the Material of Socio-Cultural Diversity Using the Method of Value Clarification Technique Grade 4 SDN Pulogebang 07 East Jakarta

Awiria[1], Ujang Jamaludin[2], Raharjo[3], Damanhuri[4], Nana Hendracipta[5], Wika Hardika Legiani[6]

[1]Universitas Bhayangkara Jakarta Raya, Indonesia
[2,4,5,6]Universitas Sultan Ageng Tirtayasa, Indonesia
[3]Universitas Negeri Jakarta, Indonesia
[1]awiria@dsn.ubharajaya.ac.id, [2]ujangjamaludin@untirta.ac.id, [3]raharjo@unj.ac.id,
[4]damanhuri@untirta.ac.id, [5]nanahendrcipta@untirta.ac.id, [6]wika_hardika@untirta.ac.id

Abstract

The purpose of this study was to determine the application of the Value Clarification Technique method to increase students' knowledge of socio-cultural diversity. This research was conducted at SDN Pulogebang 07 East Jakarta, with the research subjects of grade IV students totaling 30 students. This research uses classroom action research from Mc. Taggart performed over two cycles. Each cycle consists of the planning stage, action implementation, observation and reflection. The process of collecting data through questions, observations, and observation sheets of the implementation of the Value Clarification Technique method using teacher and student observation sheets, and the results of documentation in the form of photos. The results showed an increase in students' socio-cultural diversity knowledge through the Value Clarification Technique method. This is evidenced by the results of the initial questions about the knowledge of the socio-cultural diversity of students in every indicator that have not been able to answer correctly as much as 50%, then in the first cycle it was 41.66%, then in the second cycle it was 23.33%. While the teacher's activity in the first cycle was 80% and the students were 85%, in the second cycle the presentation of the results of teachers and students was 100% (mastery learning). The implication of this research indicates that the use of the Value Clarification Technique method can increase knowledge of socio-cultural diversity.

Keywords: Value Clarification Technique, Socio-Cultural Diversity, Social Sciences

I.   Introduction

Education has a very important role in ensuring human survival, because education is a means to improve and develop the quality of human resources, with education in human life being directed. education is continuously built and developed so that from a process of implementing learning, it can produce golden generations, superior generations and can be expected to bring the Indonesian nation towards a better direction. Education in Indonesia has different characteristics from other countries, namely education that is multicultural based, namely education where there are differences such as ethnicity, culture, ethnicity and religion, which makes the implementation of education in Indonesia must prioritize multiculturalism (Maseleno et al., 2019).

The greatness of Indonesia's socio-cultural diversity is a gift from God as a manifestation of the most generous and at the same time a problem that requires wisdom in dealing with it. Indonesia is the largest archipelagic country in the world which is very plural, both in terms of ethnicity, race, language, customs, cultural arts, religions and beliefs. On the

basis of the above facts, Indonesia is prone to internal conflicts with the nuances of ERR&B (ethnicity, religion, race, and between groups), it is deemed necessary to have an education system that can provide alternative solutions for all the needs and demands of the Indonesian people (Ambarudin, 2016) .

To prevent negative things from socio-cultural diversity, especially in elementary schools, it is necessary to instill knowledge about the importance of socio-cultural diversity, such as the inclusion of a curriculum on multicultural education covering subject matter that is related to socio-cultural diversity. In learning, teachers in basic education should also be multicultural based, namely prioritizing socio-cultural differences as a reference in carrying out learning in the classroom. Schools must provide sufficient knowledge to teachers so that they can carry out multicultural-based education and learning, this requires teachers to validate student culture, help students become agents of change in their communities and see cultural diversity as an asset (Djonko-Moore, Jiang and Gibson, 2018).

The purpose of this study was to increase students' knowledge of cultural diversity based on the use of the Value Clarification Technique learning method, because this method is to help students use rational thinking and develop awareness of not only their personalities but also social values (Rai, 2013). This means inviting students to understand the values of each situation, especially those of others. The Value Clarification Technique learning method is a technique that helps identify and critically assess a person's values, beliefs, and opinions regarding different problems. Values are normative standards and criteria, which determine how people act based on choices. Values affect the way a person thinks, behaves and makes decisions about various problems. Provides the inherent value of the same practice, viz. Early marriage, which is more inclined in some beginnings, but prohibited in others, it is important to examine it independently of value in a specific way to receive proper and adequate appreciation (Choundhary, 2014).

The steps of the Value Clarification Technique learning method are (1) selecting, deciding, communicating, expressing ideas, beliefs, values and feelings; (2) empathize (to understand the feelings of others; see other people's perspectives); (3) solving problems; (4) statement of attitude: agree, disagree, reject or accept other people. (5) decisions; (6) has certain representation, internalizes and acts according to the values that have been used and believed (tilman, 2016).

II.   Method

The method used is classroom action research. In this research, what is improved is the socio-cultural knowledge of students through the Value Clarification Technique learning method. The data source is 30 students, in this action research the researcher acts as the designer of the learning process assisted by collaborators, the researcher will design and carry out actions as well as observe the implementation of the action, note important things that will be used as review material as well as improvements for the next cycle. The results of observations and reflections of the actions that have been taken can be used as material for data analysis and planning for the next cycle.

Classroom action research is described as a dynamic process, according to Creswell (2008: 596). Researchers reveal practical problems and create solutions for them. This study adopted an action research model developed by Kemmis and Mc Taggart. This research model takes four stages consisting of planning, acting, observing or monitoring, and reflecting or evaluating the stages.

The action research model that will be used in this study is the Kemmis and McTaggart model. The flow of action research activities according to Kemmis and McTaggart is :
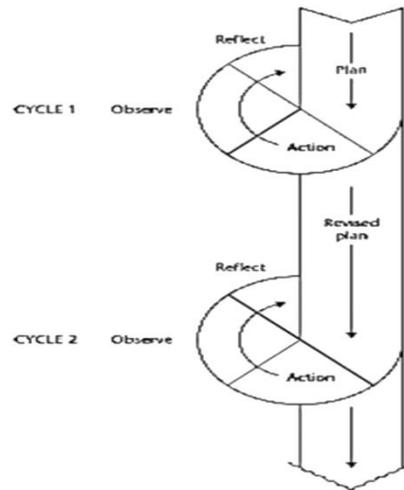
Figure 1. Kemmis and McTaggart's Model Action Research Design (Townsend, 2013)

This research was conducted in two cycles with the aim of improving the learning process of the social and cultural diversity of students in the Social Sciences subject. The steps or procedures are as follows (1) Planning, namely preparing a Learning Implementation Plan, teaching materials with material on socio-cultural diversity, (2) Preparing observation sheets for each learning session, (3) Prepare in each cycle by giving test questions, (4) The action at this stage the educator carries out learning as usual but by using the value clarification technique learning method that has been prepared in accordance with the guidelines in the Learning Implementation Plan that has been made. Data collection techniques used in this study are as follows: observation sheets, multiple choice questions, and observations. The observation sheet used in this research is the observation sheet used to observe the teacher's appearance in learning from starting to open, carrying out core activities and closing learning using the value clarification technique learning method, questions are given to measure the extent to which the development of student socio-cultural knowledge is given each time. end of the cycle, while observation for monitoring the process through direct observation systematically about the problems studied and then made notes. While data analysis was carried out qualitatively and quantitatively, data of a qualitative nature (description of the implementation of activities or learning from the actions given and the views of the teacher), then analyzed inductively, with steps to reduce data, display data, and verify data (Adler, 2015). Quantitative data in the form of descriptive statistical analysis. This technique is used to describe the characteristics of the distribution of respondents' scores in each study, the descriptive statistical technique used is in the form of a frequency distribution table, percentage, average, and standard deviation from the initial or pretest assessment.

III. Results and Discussion

Of the two cycles that have been implemented, it shows that there is an increase in the socio-cultural diversity of students using the value clarification technique method.

Cycle I

Student learning outcomes about the knowledge of socio-cultural diversity in the first cycle after. The learning process was carried out using the value clarification technique method the results were as follows:

Table 1. Student learning outcomes about knowledge of socio-cultural diversity in cycle I

No	Indicator	Frequency	%
1	Describing the diversity of ethnic groups, social and culture in Indonesia	25	83.33
2	State the forms of ethnic, social and cultural diversity in Indonesia which are bound by unity and integrity	20	66.67
3	Explain the importance of tolerance among friends	15	50.00
4	Citing examples of attitudes of unity and integrity in the diversity of the family, school and play environment	10	33.33

Based on table 1 shows that the percentage of the results of student knowledge about socio-cultural diversity obtained through learning value clarification techniques obtained data on students who can correctly answer questions about explaining the diversity of ethnic, social and cultural groups in Indonesia as many as 25 students or 83.33%, students who answered correctly about 20 people or 66.67% of the number of students who answered correctly the questions about explaining the importance of tolerance among friends were 15 people or 50.00%, students who answered correctly the questions about mentioning examples of the attitude of unity and integrity in the diversity of the family, school and play environment amounted to 10 people or 33.33%.

Based on the results of these observations, it can be concluded that in cycle I still need further improvement in cycle II. This can be seen that there are still many students who have difficulty in the learning process using the value clarification technique, this has a low impact on the value of students' socio-cultural diversity knowledge, such as explaining the importance of tolerance among friends and citing examples of attitudes of unity and integrity in diversity in the family, school, and environment played.

The results of students' socio-cultural diversity knowledge can be described visually which is presented in the form of a bar chart image as follows:
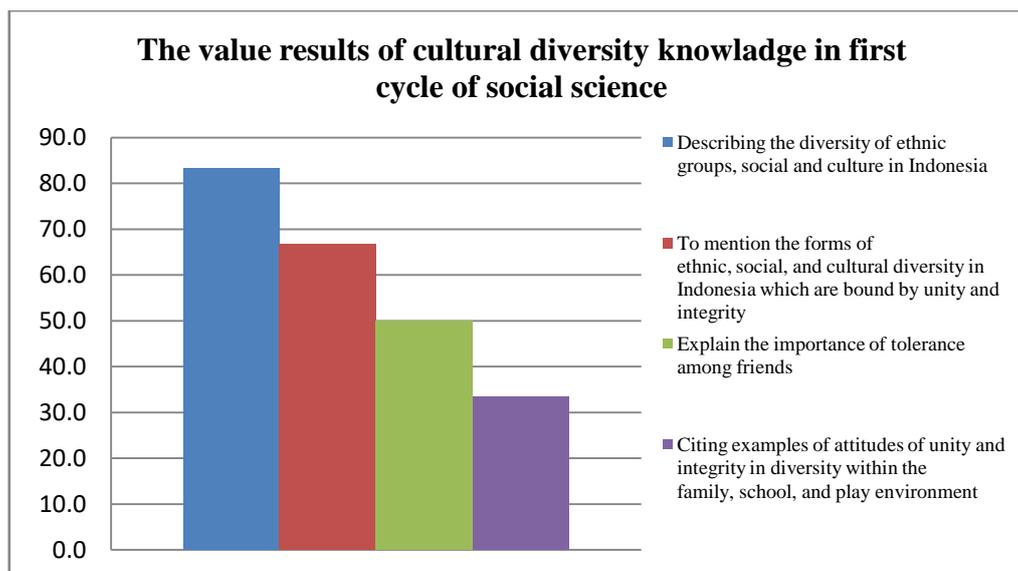

Figure 2. The value results of the students' social and cultural diversity knowledge of cycle I

Cycle II

Cycle II is a continuation of cycle I which has experienced reflection, so that from the test results in cycle I, it can be seen how the development of learning outcomes in the socio-cultural diversity of students in class IV Social Sciences subjects. Student learning outcomes about the knowledge of socio-cultural diversity in cycle II after learning with the value clarification technique method were obtained as follows:

Table 2. Student learning outcomes about knowledge of socio-cultural diversity in cycle II

No	Indicator	Frequency	%
1	Describing ethnic, social and cultural diversity in Indonesia	27	90.00
2	To mention the forms of ethnic, social, and cultural diversity in Indonesia which are bound by unity and integrity	25	83.33
3	Explain the importance of tolerance among friends	20	66.67
4	Citing examples of attitudes of unity and integrity in diversity within the family, school, and play environment	20	66.67

Based on table 2, it shows that the average and percentage of the results of students' knowledge about socio-cultural diversity obtained through value clarification technique learning obtained data from students who can correctly answer questions about explaining ethnic, social and cultural diversity in Indonesia as many as 27 students or 90.00%, Students who correctly answered questions about mentioning forms of ethnic, social, and cultural diversity in Indonesia which were bound by unity and unity totaled 25 people or 83.33%, students who correctly answered questions about explaining the importance of tolerance among friends were 20 people or 66.67%, students 20 people who answered correctly the questions about mentioning examples of unity and unity in diversity within the family, school, and play environment, or 66.67%

Based on the results of these observations, it can be concluded that in cycle II there was a significant increase. This can be seen from table 2 which shows the increase in students who answered correctly in each indicator, such as in cycle I students who answered correctly on indicators explaining the diversity of ethnic, social and cultural groups in Indonesia, the number of 25 students or 83.33% to 27 students or 90.00% , students who correctly answered questions about mentioning forms of ethnic, social, and cultural diversity in Indonesia which were bound by unity and integrity totaled 20 students or 66.67% to 25 people or 83.33%, students who correctly answered questions about explaining the importance of tolerance among friends amounted to 15 students or 50.00% 20 people or 66.67%, students who answered correctly about citing examples of attitudes of unity and integrity in diversity in the family, school and play environment totaled 10 people or 33.33% to 20 people or 66.67%.

The results of the knowledge of the socio-cultural diversity of students in cycle II can be described visually which is presented in the form of a bar chart image as follows:
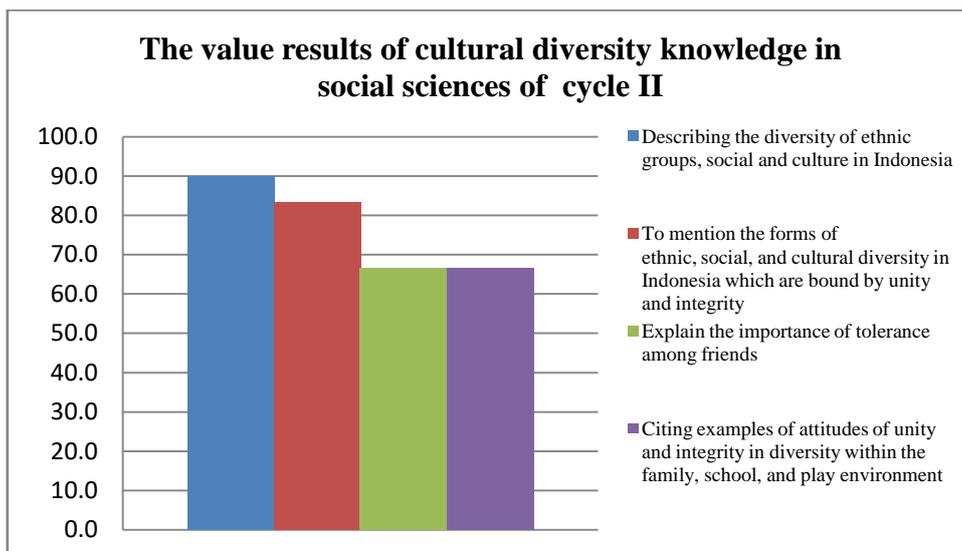
Figure 3. The value results of the students' social and cultural diversity knowledge of cycle II

From the two cycles that have been implemented, it can be concluded that there is an increase in the socio-cultural diversity of students, such as explaining the diversity of ethnic, social and cultural groups in Indonesia, mentioning forms of ethnic, social, and cultural diversity in Indonesia which are bound by unity and integrity, explaining the importance of tolerance. among friends, mentioning examples of attitudes of unity and unity in diversity in the family, school, and play environment through the value clarification technique method can be seen visually on the cycle diagram Comparisons of national cultural diversity can be seen in the image below:
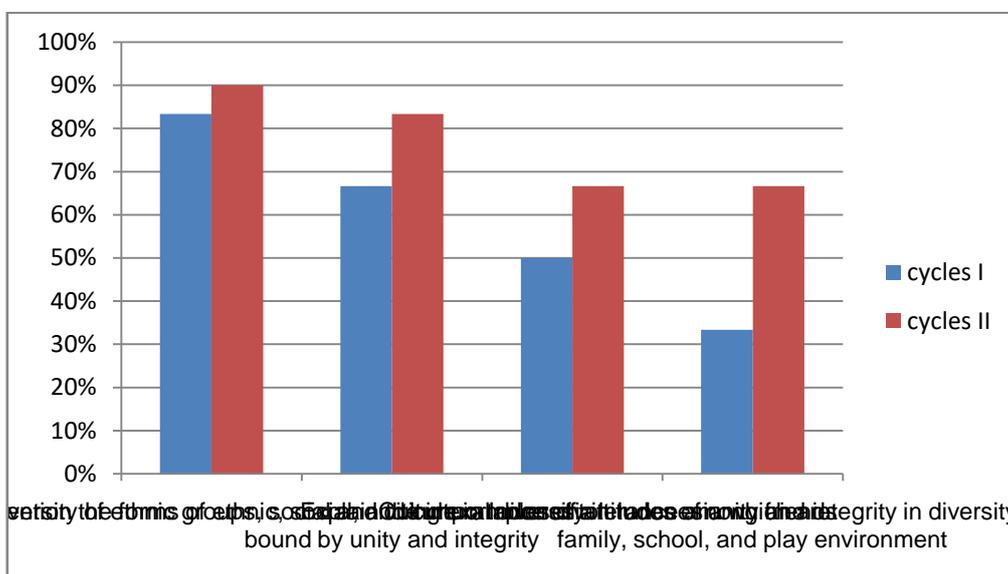

Figure 4. Comparison of the knowledge values of the students' socio-cultural diversity in cycles I and II.

The picture above shows the results of the knowledge of socio-cultural diversity in cycle I learning based on each indicator such as the indicator explaining the diversity of ethnicity, social and culture in Indonesia, there are 5 students or 16.67% who have not been able to answer correctly, so only 3 students or 10.00% are left. have not answered correctly in

cycle II, mentioning the form of ethnic, social, and cultural diversity in Indonesia which is bound by unity and unity, there are 10 students or 33.33 who have not answered correctly so only 5 students or 16.67% have not answered correctly in the cycle II, explaining the importance of tolerance among friends in cycle I 15 students or 50.00% have not answered correctly to 10 students or 33.33% in cycle II, citing examples of attitudes of unity and unity in diversity in the family, school, and play environment there are 20 students or 66.67% who have not answered correctly in cycle I to only 10 students or 33.33% in the second cycle.

The researcher emphasized that the increase in knowledge of students' socio-cultural diversity was observed and described in field notes and other documentation, then the comparison of the results of data analysis on learning activities using the value clarification technique method can be seen in the results of observations in cycles I and II which are presented in the graph below:
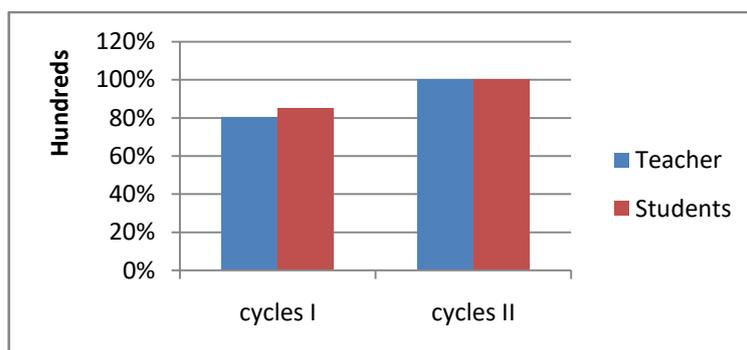

Figure 5. Comparison of the Results of Observation of Teacher and Student Activities in Cycles I and II

In the diagram, in cycle I the presentation of teacher results is 80%, students are 85%, in cycle II the presentation of teacher and student results is 100%. Based on field note data, and documentation, from the learning process and based on the theory reviewed by researchers, it can be explained that there has been an increase in social science learning about the socio-cultural diversity of students through the value clarification technique per indicator method, such as the decrease in students who answered the wrong questions. in cycle I as many as 50 students or 41.66% on all indicators, to only 28 students or 23.33% in cycle II on all indicators.

IV. Discussion

Based on the research results obtained, the learning process and theory described by the researcher, it can be explained that there has been an increase in the socio-cultural diversity of students with the value clarification technique method. This happens because the value clarification technique method invites students to assess the meaning of each event they experience. The findings of this study are in line with Sanjaya (2008: 283) who argues that applying the value clarification technique method is a way to instill and explore certain values of students. This model can help students find and determine values that are considered good in dealing with problems through the process of analyzing the values that already exist and are embedded in students.

V. Conclusion

In this study, it can be concluded that learning Social Sciences about students 'socio-cultural diversity can increase the value of students' socio-cultural knowledge, such as explaining the diversity of ethnic, social and cultural groups in Indonesia, mentioning forms

of ethnic, social, and cultural diversity in Indonesia which are bound by unity and unity, and explains the importance of tolerance among friends, citing examples of attitudes of unity and integrity in diversity in the family, school, and play environment. It can be seen from the decrease in students who answered the wrong questions in cycle I as many as 50 students or 41.66% on all indicators, to only 28 students or 23.33% in cycle II on all indicators.

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