VCT LEARNING MODEL ASSISTED BY USING CONFIDENCE CARDS IN JUNIOR HIGH SCHOOL 2, PADANGSIDIMPUAN, INDONESIA

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ABSTRACT*: This study aims to investigate students' average final score by using VCT learning model assisted by using confidence cards in State Junior High School 2 of Padangsidimpuan on Civic Education. The learning process that occurs in schools especially in class, there is interaction between teacher and students. For this reason the teacher must have the knowledge and skills in managing the teaching and learning process. The result shows there is a difference between average score of the experimental class learning outcomes and the average score of the learning outcomes of the class. Where the average score of the experimental class learning outcomes is higher than the average score of the control class towards average of final score on Civic Education. The influence of learning model and emotional intelligence on final score is 71.6%.*

KEYWORDS: VCT learning model; confidence cards; civic education

INTRODUCTION

Education plays an important role in the life of a nation because education is the process of delivering culture from one generation to the next, which includes skills, knowledge, attitudes and values and certain patterns of behavior. Education is a business or activity that is carried out intentionally, regularly and planned with the intention of changing or developing the desired behavior. School as a formal institution is a means to achieve these educational goals. Through school, students learn various kinds of things. In formal education, learning shows that there are changes that are positive so that in the final stage new skills, skills and knowledge will be obtained. The results of the learning process are reflected in their learning achievements. But in an effort to achieve learning achievement must be considered the course of the learning process.

The process and results of learning that occur in individuals is something that is important, because through learning individuals know their environment and adjust to the environment around them. Learning is not only remembering, but wider than that, namely experiencing. Learning outcomes are not a mastery of the results of training, but a change in behavior that occurs in students. To realize the process and learning outcomes of qualified students in accordance with the expectations of the community and the demands of the curriculum, the role of the teacher is very important. In teaching and learning activities the teacher's assignments are as determinants, implementers, and as evaluators of student learning success. All tasks are carried out in an effort to help teach students to gain knowledge, skills, and skills, as well as certain values and attitudes. In addition, the teacher also plays an important role in the effort to develop students' critical thinking skills. For this reason the teacher needs

to understand the learning model or the appropriate learning approaches in order to be able to encourage student learning success.

The learning process carried out by students as mentioned Purwanto (2010) is the key to the success of student learning. Learning outcomes as a product of the teaching and learning process is part of the interaction of a number of learning success factors that can be sourced from within the learner (internal factors) or from outside the learner (external factors). The teacher is a factor that influences the success of student learning. The teacher is a figure of a leader who has the opportunity to shape and build personality, good attitude and behavior skills. Teachers must always try to present interesting lessons and provide motivation and learning guidance to students so they can develop the potential for learning and creativity through teaching and learning activities in the classroom.

The learning process that occurs in schools especially in class, there is interaction between teacher and students. As instructors, teachers guide, educate, motivate, and facilitate the learning needs of students in the classroom. For this reason the teacher must have the knowledge and skills in managing the teaching and learning process. As for the problem of learning difficulties of students in the class, the teacher is less using teaching aids, in addition, when the teacher's teaching and learning process is dominant, it uses lecture, question and answer, and assignment.

Based on the interview of the researcher towards the Civics Education teacher of State Junior High School 2 Of Padangsidimpuan on December 10, 2017, it was found that students were less interested in learning the Civics that the teacher delivered in the classroom. When the teacher delivers the subject matter the students pay less attention to the explanation that is delivered and often play in the classroom. Students consider Civics lessons to be lessons that are not so important that students are less serious in following the subject matter.

Furthermore, data obtained from Civic Education at SMP Negeri 2 Padangsidimpuan on December 21, 2017, Civics learning has not run optimally, this can be proven based on preliminary observations conducted by researchers at Padangsidimpuan 2 Public Middle School, and researchers received participants' daily average learning documents. Class VII students and initial observations which have low average learning outcomes as follows:

Table 1: Observation of Data from Teachers in State Junior High School 2 of Padangsidimpuan

Class	Confidence			Discipline			Cooperate		
	Not yet seen	Seen	Prominent	Not yet seen	Seen	Prominent	Not yet Seen	Seen	Prominent
VII - 1	√√√√	√√	√√	√√√√	√√	√	√√√	√	√
VII - 2	√√√√√	√	√√	√√√	√√	√	√√√	√√	√
VII – 3	√√√√	√√	√	√√√√√	√	√	√√√√	√	√
VII – 4	√√√	√	√√	√√√√	√√	√	√√√√	√√	√
VII – 5	√√√√√	√	√	√√√√√	√	√	√√√√√	√	√
VII – 6	√√√√	√√	√	√√√√	√	√√√	√√√	√√	√
VII – 7	√√√√	√√√	√√	√	√√	√√√	√√√	√	√√√
VII - 8	√√√√	√	√	√√√√√	√√	√√	√√√√	√√	√√

This is due to the fact that there are still many students who do not pay full attention to the explanations from the teacher, students often chat with friends, get sleepy, support their chin. During the learning process students rarely understand the subject matter. In discussion activities students do not show a bad attitude, do not cooperate in groups, do not respect the opinions of others. The behavior of students does not show character as students are expected to even learn motivation is not good where the daily scores of students of Civics in less than satisfactory in the last four semesters are obtained such as the table below

Table 2: Score Average on Civic Education of VII Grade in State Junior High School 2 of Padangsidimpuan

Class	Score Average on Civic Education in Semester I
VII-1	65
VII-2	63
VII-3	62
VII-4	60
VII-5	63
VII-6	61
VII-7	60
VII-8	62

Source : State Junior High School 2 Of Padangsidimpuan, 2017

Based on Table 1.2 above the score average of the first semester the results of Civic Education participants' learning outcomes are still low, the learning outcomes obtained by students do not meet the standards or do not reach the expected completeness for productive lessons namely 70. Learning outcomes obtained by students who are still under completeness learning. This needs to be a concern in an effort to make improvements in the implementation of learning.

REVIEW OF LITERATURE

Behavioristic Theory

The experts expressed about learning theory such as behavioristic theory. According to the behavioristic theory of learning is behavior change as a result of the interaction between stimulus and response (Budianingsih, 2005). In other words learning is a form of change experienced by students in terms of their ability to behave in new ways as a result of interactions between stimulus and response. Someone is considered to have learned something if he can show changes in his behavior. In learning, the following are found: a) Opportunities for occurrence of events that give rise to a learning response, b) the learner's response and c) the consequences that reinforce that response. Strengthening occurs in stimuli that reinforce the consequences (Budianingsih, 2005).

Slameto (2003: 7) says: "Learning is a business process carried out by someone to obtain a change in new behavior as a whole, as a result of his own experience in interaction with his environment". Slameto's opinion and the behavioristic theory above illustrate that learning is a change, namely acquiring knowledge so that changes occur from not knowing to knowing. Besides that, it also changes the behavior of individuals who learn. Someone is considered to

have learned if he has been able to show changes in behavior. The behavioristic view claims the importance of input or input in the form of stimulus and output or output in the form of a response. What happens between stimulus and response is not considered important because it is not normally observed and measured. While learning according to cognitive theory is different from the behavioristic theory. Cognitive theory is more concerned with the learning process than learning outcomes. One adherent of cognitive theory is Gagne. According to Gagne learning is a complex activity. Learning outcomes in the form of capabilities (skills). After learning people have skills, knowledge, attitudes and values. The emergence of these capabilities is from stimulation originating from the environment, and cognitive processes carried out by learners (Dimyati, 2006).

Cognitive Theory

Learning is a set of cognitive processes that change the nature of stimulation of the environment through processing information into new capacities. If someone can do something that cannot be done before learning, or if his behavior changes so that other ways to deal with the situation than before. These behaviors cover observations, actions, skills, feelings, interests, rewards and attitudes. Learning is not only about intellectuals, but about the whole person of the child.

Learning according to cognitive theory is a change in perception and understanding, which is not always a form of behavior that can be observed and measured. The assumption of this theory is that every person already has knowledge and experience that has been arranged in the form of cognitive structures they have (Dimyati, 2006). The learning process will run well if the subject matter or new information adapts to the cognitive structure that someone has. If learning is said to be a change in behavior, the change in behavior is not caused by the process of growth or maturity of the transient organism, however, the changes referred to are changes in behavior that occur in a process of individual relationships, attitudes, values (Dimyati. 2006) .

Constructive Theory

Knowledge is not an item that can simply be moved from someone's mind (educator) to someone else (students). The transfer must be interpreted and formed by the students themselves. This formation process runs continuously every time a reorganization is held because there is a new understanding. Kukla in Adisusilo (2014) mentions that knowledge is in the form of concepts, norms, values, morals formed by reason by abstracting facts, experiencing reality that exists around humans.

Based on the description above, it can be stated that learning according to constructive theory forming a schema concept / some concepts, values and knowledge structures that have been possessed for knowledge. VCT learning model (Value Clarification Technique) can refer to the three learning theories above.

VCT (Value Clarification Technique) Learning Model Assisted by Confidence Cards

Adisusilo (2014) says "VCT is a value education approach where students are trained to find, choose to analyze, decide, take their own attitudes to the values of life they want to fight for. Students are helped clarify, clarify, clarify their life values, through values problem solving, discussion, dialogue and presentation. For example students are helped to realize which value of life should be prioritized and implemented, through discussion of cases of life that are full

of values or moral conflicts. So VCT places emphasis on helping students learn their own feelings and actions, to increase their awareness of their own values. Furthermore, according to Djahiri (1985) the VCT learning model included: pilot methods, value analysis, lists / matrices, belief cards, interviews, jurisprudence and value inquiry techniques. The above model is considered very suitable to be applied in PKn learning, because PKn subjects carry out a mission to foster the values, morals, attitudes, and behavior of students, in addition to fostering knowledge for students.

There are many learning models that can be used in the teaching and learning process such as in the field of PKn study, for example the Value Clarification Technique (VCT) model which is a learning model that gives students the opportunity to determine the values to be chosen based on the value taking process.

The purpose of the VCT learning model according to Adisusilo (2014) is:

   a. Helping students to realize and identify their own values and the values of others.

   b. Helping students to be able to communicate openly and honestly with others, related

   to the values they believe in.

   c. Helping students to be able to use reason and emotional awareness to understand

      their own feelings, values and behavior patterns.

Djahiri (1985) explains that "from all of methods of value learning, VCT is far more effective, has many advantages compared to other methods or approaches. This approach is also in accordance with the realm of democracy, which allows each student to choose, determine, process and develop own values with the assistance of a teacher. Value clarification, students (students) are not told to memorize and are not fed with values that have been chosen by other parties, but are helped to find, analyze, account for, develop, choose, take attitudes and practice the values of their own lives. Students do not which value is chosen good and right for him, but given the opportunity to make his own choices which values to pursue, fight for and practice in his life. Thus students are increasingly independent, increasingly able to make their own decisions and direct their own lives without unnecessary interference from other parties. In life, humans are always faced with situations that invite them to make choices. Without the skills to make choices.

Civic Education (PKn) Learning Model

Winarno (2013) states that the learning model is basically a form of learning that is illustrated from the beginning to the end which is presented specifically by the teacher. In other words the learning model is a frame of application of an approach, learning methods and techniques, and learning strategies. Winarno (2013: 73) argues that "learning approaches are broader than learning strategies". The learning approach basically starts from the activity of teachers and students. On the one hand there is a strategy that emphasizes the activeness of the teacher (active teacher) and on the other hand there is a strategy that emphasizes the active participation of students (active students). So there are two opposite poles, namely the active teacher strategy (expository approach) and active student strategy (discovery approach). The learning approach is in the range between teacher-centered strategies and student-centered strategies. From the learning approach it is revealed to be a learning strategy. Then the

learning strategy is broader than the learning methods and techniques. Schematically the relationship between approaches, strategies, methods and techniques can be described as described by Winarno (2013) as follows:
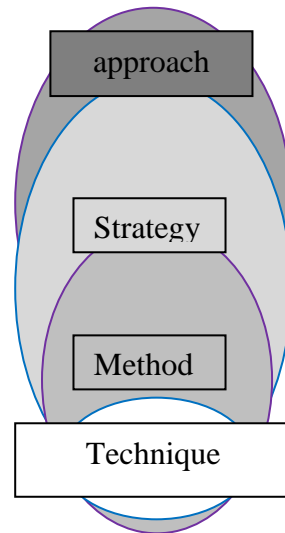

Figure 1.

Relationship between Approaches, Strategies, Methods and Learning techniques

Complete learning on value is a learning system that expects each student to be able to master the components of the basic values thoroughly. Learning to clarify value is learning that uses the complicated problem of values in students to be implanted as student learning material.

Emotional Intelligence (Emotional Intelligence)

Technically and conceptually, a symptom and problem does not just happen or stand alone, but there is a reason why a symptom or problem appears in such a way. To examine a symptom or problem, scientific research needs to be confirmed by a theory that has been verified. Therefore, the construct of a theory is used to examine a symptom, a problem, even a certain event so that there are relationships with certain situations. To study a problem, of course, a theory is needed that is relevant to the problem to be studied, in this case the theory can be used as a justification for scientific ideas and pragmentation problems. The theories that are relevant to the problem to be examined are emotional intelligence.

Albin (2006) mentions "emotions are feelings that we experience". We call various emotions that arise in us with various names such as sadness, joyful disappointment, crying, anger, hate, love. The names we give to certain feelings influence how we think about those feelings. Human development experts find intelligence that is koqnitif or known as intellectual intelligence or known as IQ (Intelligence Quotient) which according to Komalasari (2012) with the term intelligence is "the ability of a person in adapting to the environment by using common sense so that in this case related to someone's understanding

"Therefore, when the theory of success of an individual has a high IQ, he also has hope for success compared to individuals who have a low IQ.

Goleman (2002) says that: "to achieve success in work is needed not only" Cognitive Intelligence "but also" Emotional Intelligence ". Emotional Intelligence abbreviated as EI is: "The ability to control negative things (anger, doubt, lack of confidence) and the ability to focus on positive things such as self-confidence and harmony with people around. John Mayer, a psychologist from the University of New Hampshire, defines EQ more simply. According to Mayer, EQ is the ability to understand other people's emotions and how to control their own emotions. While Goleman defines EQ more broadly, including optimism, awareness, motivation, empathy and competence in social relations. In his next book, "Emotional Intelligence" Goleman emphasizes the need for emotional intelligence in the world of work, a field that is often considered to use "analytical thinking" rather than involving feelings or emotions, according to everyone in a company or organization required to have a high EQ. argues that IQ is relatively fixed, while EQ can change so that it can be formed and studied Emotional intelligence includes understanding the ability to control various emotional competency parameters, such as self-control, initiative, empathy, inspiration and the ability to work together. emotional intelligence is the ability to deal with emotions and foster relationships with other people Emotional intelligence is something that can be learned and therefore can be mastered by everyone.

DISCUSSION

Based on Appendix 7, the results of group work obtained from the VCT Learning Model assisted by Confidence Cards (Experimental Class and Control Class). From these data, it can be identified the identification of data according to Annex 8. Based on Appendix 12, it is known that the description of experimental student data (VCT learning model Assisted by Belief Cards is as follows):

Table 3: Data Description of VCT Learning Model Assisted by Confidence Cards and Without Learning Model

N	Kelas Eksperimen	Kelas Kontrol
Valid	62	61
Missing	0	1
Mean	29.1935	27.8197
Median	29.0000	27.0000
Mode	29.00	25.00
Std. Deviation	2.95229	3.03594
Range	12.00	11.00
Minimum	22.00	23.00
Maximum	34.00	34.00
Sum	1810.00	1697.00

Source: Statistical Results, 2018

Based on table 4.3 above the experimental class data mean 29.19 Median 28 SD = 2.95, Range 12 minimum score = 22, maximum score 34, total score 1810 .. Furthermore, based on

the rules of sturges, it can be determined that there are many interval classes and interval class lengths (p) as mentioned by Sudjana (2009: 47)

Total Class   = 1 + 3.3 log n

$$= 1 + 3.3 \; 1.79$$

$$= 6.90$$

Total 7th grade

$$p = \frac{Range}{banyak\,kelas}$$

$$p = \frac{12}{7}$$

$$= 1,7 \; (2)$$

Then, based on Appendix 8, the frequency distribution table can be made as follows:

Table 4: Data Description of VCT Learning Model Assisted by Confidence Cards and Without Learning Model

Class Interval	Absolute Frequency	Relative Frequency
22 – 23	3	4,8
24 – 25	5	8,1
26 – 27	6	9,7
28 – 29	23	37,1
30 – 31	8	12,9
32 – 33	13	20,9
34 - 35	4	6,5
Total	62	100%

Based on the table above, 62 students are known as the highest number of students who have a score between 28-29 as many as 23 students (37.1%). While the least are students who have a score between 22-23 as many as 3 students (4.8%).

Based on table above, the data mean of the control class 27.91 Median 27 SD 3.03, Range 11 minimum score = 23, maximum score 34, total score 1697. Furthermore, based on the rules of sturges it can be determined that there are many interval classes and interval class lengths (p) as mentioned by Sudjana (2005: 47)

Total Class = 1 + 3.3 log n

$$= 1 + 3.3 \; 1,78$$

$$= 6.87 \; (6)$$

Total Class 5

$$p = \frac{Range}{banyak\,kelas}$$

$$p = \frac{11}{7}$$

$$= 1,57\ (2)$$

Then the frequency distribution table can be made as follows

Table 5: Frequency Distribution of Control Class Scores

Class Interval	Absolute Frequency	Relative Frequency
23 – 24	7	11,5
25 – 26	15	24,7
27 – 28	14	22,9
29 – 30	12	19,6
31 – 32	10	16,4
33 - 34	3	4,9
Total	61	100%

Based on the table above, the most students who have a score between 25-26 as many as 15 students (24.7%). While the least are students who have a score between 33-34 as many as 3 students (4.9%).

CONCLUSION

PKn (Civic Education) learning final scores of State Junior High School 2 Of Padangsidimpuan whose experimental class averages 78.43 Whereas PKn learning outcomes of class VII students of State Junior High School 2 Of Padangsidimpuan with control classes are on average 76.32. Furthermore, there is a difference between average score of the experimental class learning outcomes and the average score of the learning outcomes of the class. Where the average score of the experimental class learning outcomes is higher than the average score of the control class towards PKn learning outcomes. The influence of learning model and emotional intelligence on learning outcomes is 71.6%. Obviously the two variables, namely the learning model and emotional intelligence are equally influential on student learning outcomes. However, if you see a large influence, the influence of emotional intelligence is greater than the VCT learning model.

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