

# DEVELOPMENT OF “SI PANCA” BASED ON VALUE CLARIFICATION TO IMPLEMENT NATIONALISM AND CRITICAL THINKING

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**Abstract.** The purpose of national education in shaping the character of the Indonesian nation is through the subjects of Citizenship Education (PKn). Instilling character values in the eyes of Citizenship Education (PKn) in schools must start early. This is very influential on the survival of students. Various improvement efforts have not achieved optimal results. Improvement efforts are needed to instill and think critically by using the application of Si Panca based on Value Clarification Technique (VCT). This study uses a quantitative approach with a population of 81 students. Based on the results of research on the impact of the application of Si Panca based on Value Clarification Technique (VCT). In this literature study, several things will be learned, including: Civics Learning, Si Panca Applications, Value Clarification Technique (VCT) Models. The results of the literature analysis show that the application of Si Panca based on Value Clarification Technique (VCT) can instill the character of love for the homeland and critical thinking skills.

**Keywords:** Si Panca Application; Value Clarification Technique (VCT) model; Love for the Motherland Character; Critical Thinking Ability.

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## INTRODUCTION

The formation of people who believe and have noble character is the goal to be achieved from education. This is not an easy thing to achieve without a long process of education. Therefore, education must start from infancy until throughout life. The education system in Indonesia is regulated in the Law of the Republic of Indonesia number 20 of 2003 article 3 concerning the national education system (UU Sisdiknas). To achieve the goal of national education in shaping the character of the Indonesian nation is through the subject of Citizenship Education (Civil Education). Civics is a subject that focuses on the formation of citizens who are able to carry out their rights and obligations to become good, intelligent, skilled and national citizens, language, and ethnic groups by Pancasila and the 1945 Constitution.

Education is an alternative to shape one's character ([Wening, 2012](#)), education is the process of creating a value system that focuses on building individual characters to face future challenges. The inculcation of character values must start early, especially important for the ages of students. Then character education in schools has a great influence on the survival of children, later they are directly involved in social life. The character has a subjective nature, because it is related to the anthropological structure of humans and their actions in interpreting their freedom so that they emphasize their uniqueness when compared to other people. One of the main problems in shaping the character of children in school

is the problem of discipline. Discipline is the steps or efforts needed by the components of educational institutions, parents, and the community to develop the success of children's behavior academically and socially. Discipline of students in elementary schools is a difficult task for educators to be able to direct and guide them.

In implementing Civics learning in several Kepahiang sub-districts, teachers still experience obstacles and difficulties. In applying learning that can stimulate and direct the student's learning process to acquire attitudes, knowledge, and skills that result in changes in behavior and student personal growth. This is because Civics learning is only done by reading texts or listening to teachers, which results in the objectives of Civics learning not being fully achieved. Civics learning should be developed through a learning process that is able to foster the formation of students' personalities as a whole, which includes fostering students' affective, cognitive, and psychomotor potentials that are instilled in students from an early age ([Kurniati, Nurdin, & Nurasmawati, 2020](#)).

The purpose of Civics learning is in line with the goal of character education, namely to form a dignified character and national civilization in order to educate the nation's life. In ([Samani & Hariyanto, 2011](#)) the purpose of character education is to develop the basic potential to be kind, think well, behave well, strengthen and build the behavior of a multicultural nation, improve the nation's competitive civilization in world relations.

At present, with the development of information and communication

technology, as well as globalization, it has resulted in many advances such as the ease of finding information and communicating, but also resulting in a decline in the attitude of some of the nation's children. This can be seen from mutual respect for fellow friends of different cultures which lead to fights between students, low sense of belonging to the environment in which they are located, littering resulting in environmental damage, lack of appreciation of students during flag ceremonies. Various problems that arise from the lack of love for the homeland increasingly encourage the government to prioritize character education ([Saidek & Islami, 2016](#)), one of which is the character of love for the homeland.

In the learning process, a teaching material is needed that internalizes character values that have begun to fade to students. According to ([Khairunisa, 2017](#)) that character values can be instilled in students, one of which is through the *Value Clarification Technique* (VCT) value cultivation technique. VCT is a value-planting technique that students are trained to find, choose, analyze, decide, and take their own stand for the values of life that they want to fight for. Students are helped to clarify, clarify or clarify their life values through value problem solving, discussions, dialogues and presentations. For example, students are helped to realize which values of life should be prioritized and implemented, through discussing issues that are full of conflicting values or morals.

The VCT value planting technique can assist students in finding and determining a value that is considered good, through

the learning process by giving problems that exist in the surrounding environment through discussion, dialogue and presentation and formulating these values themselves according to their choice and directed to find out the intent. value of a given problem. In order for the VCT value planting technique to be carried out properly, it needs to be supported by the availability of available applications, one of which is using the Si Panca application. The Si Panca application is an application that contains the points of Pancasila and the application of Pancasila values in everyday life to help and facilitate teachers in teaching and learning activities so that effective interactions will be formed between students and teachers, so as to increase the activities of students in the learning process. learning. Based on the explanation that has been explained, the purpose of the presentation of this article is as follows:

1. Describe the characteristics of the Si Panca application
2. Describes the characteristics of Si Panca application based on *Value Clarification Technique* (VCT).
3. Describe the impact of the application of Si Panca based on *Value Clarification Technique* (VCT).

## METHODS

This study uses a quantitative approach with a population of 81 students. The number of samples in this study were 41 students in the experimental class and 40 students in the control class. The sampling technique in this study was simple random sampling. The data collection used is an

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independence questionnaire.

## RESULTS AND DISCUSSION

The demands of Civics learning in elementary schools are to shape the character to educate the nation's life. The purpose of Civics learning is in line with the goal of character education, namely to form a dignified national character and civilization in order to educate the nation's life. The purpose of character education ([Nurjaya, Sobarna, Affandi, Erlangga, & Sarwani, 2020](#)) is to develop the values that shape the nation's character, namely Pancasila, including: (1) developing the potential of students to become human beings with good hearts, good thoughts, and good behavior; (2) build a nation characterized by Pancasila; (3) develop the potential of citizens to have self-confidence, be proud of their nation and country and love mankind. Therefore, supporting applications are needed to achieve Civics learning objectives.

The Si Panca application is an android-based application on Pancasila material for grade IV elementary school students. In line with ([Qoidah, Lailatul Umi & Paksj, 2021](#)) in making learning media for Si Panca based on Android, it is expected to produce a product that meets the following specifications: 1) In learning media for Si Panca based on Android, there are media application titles, instructions for use, the play button, materials, games consisting of a knowledge quiz containing 10 questions and puzzle games containing 5 questions, and developer profiles; 2) The Android-based Si Panca Learning Media is packaged using an application that uses the Android

operating system with the existence (apk); 3) Android-based Si Panca learning media can only be run on Android with a minimum version 5.0 (Android Lollipop); 4) In operating the Android-based Si Panca learning media, it does not require an internet network; and 5) The size of Si Panca's learning media application is 14 MB. The development of Si Panca's learning media based on Android has limitations. The limitations of research and development of Si Panca's learning media based on Android are: 1) This Android based Si Panca learning media only contains material about Pancasila which includes the understanding of Pancasila, the Pancasila symbol, the precepts and the Pancasila symbol according to the material in grade IV Elementary School; 2) This android-based Si Panca learning media can only be accessed on android smartphones with a minimum version 5.0 (Android Lollipop); 3) This android-based Si Panca learning media uses a children's theme and uses semi-standard language to attract students' attention and students can more easily capture the content of the material quickly; 4) The Android-based Si Panca Learning Media is declared feasible if it obtains a minimum validity score of 61%.

*The Value Clarification Technique (VCT)* based Si Panca application can be used to instill and express certain values of students. In line with ([Tibaná-Herrera, Fernández-Bajón, & De Moya-Anegón, 2018](#)); ([Setiawan, Luthfiyah Nurlaela, & Yundra, 2020](#)), suggest that VCT is a way to instill and express certain values from students. ([Bahar, 2008](#)) said that this model is a clarification of attitudes in accordance with the demands of today's social studies

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learning developments. ([Decker](#) et al., 2013) adds that VCT can help students find and determine a value that they think is good in dealing with a problem through the process of analyzing values that already exist and are embedded in students.

VCT learning models include; pilot method, value analysis method, list or matrix method, belief card method, interview method, jurisprudence method and value inquiry method ([BP, Ananda, & Fatimah](#), 2021), explains that VCT has advantages for affective learning, in the sense: 1) Able to foster and instill values and morals in students in real life, 2) Able to provide learning experiences from various lives, 3) Able to counteract, negate, intervene and integrate various moral values in the system of values and morals that exist within a person, and 4) Provide an overview of moral values that should be accepted and guide and motivate to live a decent and high moral life.

The weaknesses of VCT are expressed by ([Uzochukwu, Uguru, Ezeoke, Onwujekwe, & Sibeudu](#), 2011), among others: 1) If teachers and lecturers do not have the ability to involve students with openness, mutual understanding and full of warmth, students will bring up attitudes. pseudo or imitation or fake, 2) The value system that is owned and embedded by teachers or lecturers, students and the community is not standard can interfere with the achievement of the standard value targets to be achieved or ethical values, 3) Requires creativity of teachers and lecturers in using the media available in environment, especially the actual and factual so that it is close to the daily lives of students.

The purpose of using the VCT model in Civics learning according to ([Komalasari](#), 2019), are: (1) knowing and measuring the level of awareness of students about a value; (2) instilling awareness of students about the values they have; (3) instill certain values in students through rational (logical) ways and are accepted by students; and (4) train students in accepting and assessing their own value and the value position of others. Based on the theory revealed by the experts, it can be concluded that VCT is a model for clarifying attitudes that is in accordance with the demands of today's Civics learning development. which can help students find and determine values that are considered good in dealing with a problem through the process of analyzing values that already exist and are embedded in students. The use of this method is hoped that there will be a change in the attitudes and behavior of students from an attitude of moral degradation.

The Si Panca application based on *Value Clarification Technique (VCT)* can be used by students to learn and understand Pancasila material. tense and less enthusiastic and easily bored with monotonous and passive learning media. Because learning media is a tool used by teachers to convey and provide messages or information in education to students so that they can stimulate students' attention and thoughts. This is relevant to ([Rowe](#) et al., 2015).

Based on the use of the *Value Clarification Technique (VCT)* based Si Panca Application described above, it is expected that students will find and determine the value that is considered good in dealing with a problem through

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the process of analyzing the values that already exist and are embedded in students.

## CONCLUSIONS

From the results of the study of the application of Si Panca based on *Value Clarification Technique (VCT)*. Can be concluded that:

1. The characteristics of the Si Panca application only contain material about Pancasila which includes the understanding of Pancasila, the Pancasila symbol, the precepts and the Pancasila symbol according to the material in grade IV Elementary School. This android-based Si Panca learning media uses a children's theme and uses semi-standard language to attract the attention of students and students can more easily capture the content of the material quickly.
2. The characteristics of the *Value Clarification Technique (VCT)*-based Si Panca application can be used to instill and express certain values from students, an attitude clarification model that is in accordance with the demands of today's Civics learning development, which can help students find and determine values that are considered good in dealing with a problem through the process of analyzing the values that already exist and are embedded in students. The use of this method is hoped that there will be a change in the attitudes and behavior of students from an attitude of moral degradation.
3. The impact of the *Value Clarification Technique (VCT)* based Si Panca

application, students can find and determine values that are considered good in dealing with a problem through the process of analyzing values that already exist and are embedded in students.

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