VALUES CLARIFICATION TECHNIQUE AND SELF-CONCEPT IN INSTILLING ELEMENTARY STUDENTS' SOCIAL ATTITUDES

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Abstract : This study was aimed to investigate the effect of values clarification technique (VCT) and self-concept in instilling the social attitudes of elementary school students. This study used an experimental research design. The subjects were 44 students from Sedati Gede Public Elementary School in Sidoarjo. The experimental design used the level 2 x 2. The results showed that the use of VCT on elementary school students better than conventional approach learning in developing their social attitudes. This indicated that VCT had a significant impact on social attitudes of the students and the impact depended on the state of self-concept of the students. The awareness toward the positive values that sholud be done and negative that should be avoided such as saying thanks, showing discipline, obeying the rules, keeping the promises, and having the sense of curiosity, showing tolerance, honesty and responsibility. In addition, this study extended our knowledge that expository made teacher play a role in transferring knowledge to students. Ergo students passively accepted the moral values.

Keywords: elementary school, values clarification technique, social attitudes, self-concept

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh teknik klarifikasi nilai (VCT) dan konsep diri dalam menanamkan sikap sosial siswa sekolah dasar. Penelitian ini menggunakan desain penelitian eksperimental. Subjek penelitian adalah 44 siswa dari SDN Sedati Gede di Sidoarjo. Desain eksperimental menggunakan level 2 x 2. Hasil penelitian menunjukkan bahwa penggunaan VCT pada siswa sekolah dasar lebih baik daripada pendekatan pembelajaran konvensional dalam mengembangkan sikap sosial mereka. Ini menunjukkan bahwa VCT memiliki dampak yang signifikan terhadap sikap sosial siswa dan dampaknya tergantung pada konsep diri siswa. Kesadaran terhadap nilai-nilai positif yang harus dilakukan sholud dan negatif yang harus dihindari seperti mengucapkan terima kasih, menunjukkan disiplin, mematuhi aturan, menepati janji, dan memiliki rasa ingin tahu, menunjukkan toleransi, kejujuran dan tanggung jawab. Selain itu, penelitian ini memperluas pengetahuan kami bahwa ekspositori membuat guru berperan dalam mentransfer pengetahuan kepada siswa. Siswa Ergo secara pasif menerima nilai-nilai moral.

Keywords: sekolah dasar, teknik klarifikasi nilai, sikap sosial, konsep diri

INTRODUCTION

Moral values are pivotal as a basis work of education practices, particularly in elementary education. Emerging cases of bullying among elementary school students expound

how the moral value matter. Moral values can be instilled through habituation and modelling, particularly related to the social attitudes of elementary school students. For that reason, an appropriate instructional strategy needs to construct.

Approach is starting point or someone's perspective on the learning process. This view refers to a process which is still very general in nature. There are two approaches: teacher-centered approaches and student-centered approaches (Sumantri, 2015; Sanjaya, 2016). It is a counseling approach which can be used for people to know the important values in their lives, then set the goals and ways to reach them based on the priority (Kirschenbaum, 2013).

The relation between attitude and behaviour takes place spontaneously. Fazio in his theoretical attitude to behavior process model says that when individuals faces on the situation which needs to be solved instantly, they would show their spontaneous original attitude.

Approach which has juxtaposition with moral values is Values Clarification Technique (VCT). The goal of VCT is not teaching the values but synthesizing certain values and how to obtain them, so that change the bad values in students (Sanjaya, 2016). Emerging moral values education practices have been carried out in schools to help students recognizing their goals in learning and the way how to reach them (Ruslan et al., 2016; Hakam, 2011; Berliana & Rismayadi, 2009).

Attitudes are evaluative responses to the object, a positive-neutral-negative based on education and experience (Allport in Schwarz and Bohner, 2001; Ajzen, 2005; Krech, Crutchfield & Ballachey, 1962; Baron & Byrne in Sarwono & Eko, 2015; and Luttrell et al, 2016). Thus, the social attitudes are the behaviour of individuals in social interaction. In an action, the behaviour is affected by self-concept of the individual which in the forms of perception and judgment on himself about physical, social, and spiritual and moral as well as environmental (James in Bukatko, 2012; Feist & Feist, 2006; Gecas, 1982).

Studies related to the use of VCT and social attitudes are scare particularly in elementary education context. Existing studies only show that VCT is able to improve students' academic success and social attitudes. For example, the study of (Parmiti, 2018) shows that VCT in social science subject results to students' higher social attitudes and achievement than conventional teaching. Besides, in chemistry learning, VCT can be integrated with the project-based learning and problem-based approach learninges (see Sulastri, et al 2015).

Pondering the existing studies, VCT is perceived able to apply in education and it has relationship with social attitudes. However, despite the success of the existing studies to reveal the benefits of VCT in learning and the juxtaposition with social attitudes, attempts to unveil the application of VCT in instilling the social attitudes of elementary students are scare. Ergo there has been lack of knowledge on what kind of approach that can embed the social attitudes of elementary students. The overarching goal of this study therefore addresses this emerging gap. This study is aimed to devise the effect of Values Clarification Technique (VCT) on instilling the social attitudes of elementary school students through self-concept.

METHOD
Research Design

This was quantitative research with experimental design by the level of 2x2. It consisted of three research variables. The independent variable was the approach, consisting of Values Clarification Technique (VCT) (A_1) and Expository (A_2). The moderator variable was self-concept, consisting of high self-

concept (B_1) and a low self-concept (B_2). The last was the dependent variable, the social attitude (y).

The pre and post-test questionnaires are used to get the data. The instrument used in experimental group is using VCT questionnaire. While in control group is using expository questionnaire on the social attitude. The hypothesis is that students who learn using VCT get a higher social attitude than who use expository.

Research Subject

The research samples were taken by using simple random sampling because of the homogeneity of the population without seeing the levels of the the population itself. It was taken using four steps; (1) deciding the experimental class; (2) defining the students of grade four A and B Sedati Gede State elementary school Sidoarjo; (3) selecting grade four B as experimental class and grade four A as control class; (4) grading the highest and lowest scores of self concept based on the questionnaires given from the previous step.

The research population of A and B class from Sedati Gede State Elementary school were 80 students (40 students each). In order to obtain the samples of the research, the students were initially determined their high and students' self-concept (Sugiyono, 2012). Table 1 expounded the process of tabulation of the samples, it was obtained that 11 students had high and low self-concept in learning with the Values Clarification Technique (VCT). Likewise, 11 students were from the students who had high self-concept and low self-esteem with expository. In short, 44 students were research subjects. They were in experimental and control class group. Each group consisted of 22 students, 11 students from high self-concept and 11 from low self-concept

Table 1 The composition of research subjects

Approaches (A)	VCT		expository	Total
Self-Concept (B)	(A_1)	>	(A_2)	22
High Self-Concept (B_1)	(A_1B_1)	>	(A_2B_1)	22
Low Self-Concept (B_2)	(A_1B_1)	<	(A_2B_2)	
Total	22		22	

Data Collection

In this study, three questionnaires were used to collect the data. This instrument was validated using the product moment correlation technique. While the reliability of the instrument used the rational equivalence method using internal consistency test. The data was taken during the odd semester 2017/2018 from July to December 2017.

The questionnaires were tried out in Pucang Public Elementary School and showed that the questionnaires were valid and reliable. The first and second questionnaires were implemented in experimental group. The first questionnaire on social attitude measured students' honesty, discipline, responsibility, manners, caring, and confident during social interactions at school. The second questionnaire was an approach of Values Clarification Technique (VCT). It aimed to see self-assessment process that allows students to discover content and the force itself on values, by involving students how to get value not determine the value. So by building self-awareness of students on the good internalization through freedom of choice, respect and doing good.

The third questionnaire was expository approach. This questionnaire aimed to see whether teachers did direct delivery of content, aims to enable students to master the material optimally. So, it was a form of teacher-centered approaches as the owner and source of knowledge. The fourth

questionnaire was self-concept. The last questionnaire was aimed to get data on students' understanding on the advantages and disadvantages of students' own self which included: (1) physical aspect, individual assessment of everything that an individual like body, cloths, and the objects that the students possess; (2) the social aspect, social feelings perceived by the individual; (3) the moral aspect, the values and principles that give meaning and direction to the life of the students; and (4) psychological aspect, thinking, feeling, willingness, and attitude of the students towards themselves.

Data Analysis

Descriptive analysis was used to expound the description results of research variables. Likewise, prerequisite tests in the form of validity (Liliefors test) and homogeneity test (Barlett test) were administrated prior to analyze data using 2x2 factorial design ANOVA. Table 2 showed that the data from each group were normal and Table 3 demonstrated that the data from each group were homogenous.

Table 2 The result of normality test

Group	N	L_0	L_t	Conclusion of Data
1	22	.0978	0189	Normal
2	22	.0809	0189	Normal
3	11	.1336	0,249	Normal
4	11	.1214	0,249	Normal
5	11	.0980	0,249	Normal
6	11	.1239	0,249	Normal

Notes:
Group 1 = entire group using VCT
Group 2 = entire group using Expository
Group 3 = the group with high self-concept using VCT
Group 4 = the group with low self-concept using VCT
Group 5 = the group with high self-concept using Expositoryy
Group 6 = the group with low self-concept using Expository
Lo = the value of Lillifors observation
Lt = the value of Lillifors table

Table 3 The result of homogeneity test

Group	Variance	Combined variance	$X2_c$	$X2_t$	Conclusion of Data
1	1.4324				
2	1.4022	25.4098	.0295	7.81	
3	1.3907				Homogeneous
4	1.3934				

FINDINGS

Descriptive Statistics

Description of the research findings were presented as follow.

Table 4 The result of research

approach Self-concept	VCT	expository
High	$\sum X = 1023$ $\sum X^2 = 95\,269$ $\overline{X} = 93$ SD = 3.61 N = 11	$\sum X = 937$ $\sum X^2 = 80\,175$ $\overline{X} = 85.18$ SD = 6 N = 11

Table 4 shows that the highest result of VCT Group using self concept is x: 1023, x^2 : 95.269, the average of x: 93 with the standard deviation (SD): 3.61 and N: 11. The highest result of VCT group learning strategy of expository with self-concept is x: 937, x^2 :80175, the average of x: 85.18, SD: 6, and N: 11.

The result of group learning strategy of VCT is x: 1936, x^2 : 171.384, the average of x: 88, SD: 6.96, and N: 22. The result of group learning strategy of VCT of expository with self-concept is x: 1859, x^2 : 157.747, the average of x: 84.5, SD: 5.61, and N: 22.

Table 4 showed the calculation of interval data, the absolute and relative frequency of social attitudes with high self-concept group was taught using *values* Clarification Technique (VCT) instructional strategy. Furthermore, the

data of social attitudes of a group with high self-concept were using VCT instructional strategy. It was obtain ranges between 86 and 96. It was also obtained the average of 93.00 with standard deviation of 3.61. The median score (Me) was 93 while the mode (Mo) was 92. These data distribution is presented as follow.

Table 5 The frequency distribution of social attitudes with high group self-concept using VCT

No.	Interval Class	Absolute Frequency	Relative Frequency (%)
1	84-86	1	9.09
2	87-89	1	9.09
3	90-92	3	27.27
4	93-95	2	18.18
5	96-98	4	36.36
		11	100

Table 5 showed that 1 or 9.09% of students scored 84-86, 1 or 9.09% of students that scored 87-89, 3 or 27.27% of students scored 90-92, and 2 or 18.18% of students scored 93-95, and 4 or 36.36% of students scored 96-98%. Furthermore, for the result of Histogram, Figure 1 is presented.
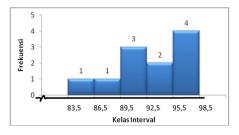

Figure 1 Histogram of social attitudes groups with high self-concept taught using VCT

Figure 1 showed the calculation of interval class, absolute frequency and relative frequency of social attitudes in the group with high self-concept teaching using Expository.

The data of social attitudes with high self-concept group teaching using Expository were obtained ranges between 75 and 94 with an average of 85.1. Furthermore, the standard deviation was 6.00 while the median was 86. The mode was 79. These

distributions were then presented in Table 6.

Table 6 The frequency distribution score of social attitudes group with high self-concept group taught using the Expository

No.	Interval Class	Absolute Frequency	Relative Frequency (%)
1	75-78	1	9.09
2	79-82	2	18.18
3	83-86	4	36.36
4	97-90	2	18.18
5	91-94	2	18.18
		11	100

Table 6 showed that 1 or 9.09% of students scored 75-78, 2 or 18.18% of students scored 79-82, and 4 or 36.36% of students scored 83-86, 2 or 18.18% of students scored 87-90, and 2 students or 18.18% of students scored 91-94. The Histogram of these score distribution is presented as follow
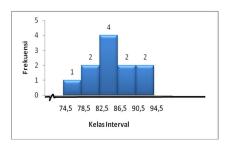

Figure 2 Histogram of social attitudes group with high self-concept taught using the Expository

ANOVA Test

Table 7 The result of ANOVA test of social attitudes at the level of $\alpha = 0.05$.

source of Variation	Df	Sq	Asq	Fo	Ft
Inter Line (b)	1	355.114	355.114	12.7136 *	4.08
Inter Column (k)	1	134.750	134.750	4.8242*	4.08
Interaction (bxk)	1	205.114	250.114	7.3434*	4.08
In	0	1117.27	27.9318		4.08
total Corrected	43	1812.25			

Notes:
*	=	significant at $\alpha = 0.05$.
Df	=	degrees of freedom
Sq	=	sum of squares
Asq	=	the average sum of squares
Fo	=	F value of observations
Ft	=	F value table

There was a difference between approach of Values Clarification Technique (VCT) and Expository on the social attitudes of students who had high self-concept.

Further analysis of variance using Tukey's test was administrated by comparing the groups with high self-concept taught using VCT (P_1) and expository (P_2) instructional strategies. Table 8 demonstrated the result of this comparison.

Table 8 The result of Tukey test

No.	group Compared	Q count	Q Table 0.05	Information
1	P_1 to P_2	8.995	3.72	Significant

Table 8 showed that the value of Q count (Qc) was 8. 995 greater than Q table = 3.72> with significant level α 0.05. This indicated that the null hypothesis (H_o) was rejected while the alternative hypothesis (H_1) was accepted. Thus, social attitudes for groups with high self-concept taught by VCT better than taught by Expository.

DISCUSSION

The results show that students who have high self-concept that learning using VCT approach have higher social attitudes than students learning using expository. This means that VCT make students active in the learning process. It has a positive impact on social attitudes of the students. This result confirms the avowal of (Jones, et al., 2017) which claims that students who have a high confidence have a high social responsibility on the environment.

Thus, students need knowledge in order to believe in moral values, understanding, internalizing and subsequently into the attitudes toward themselves, their families and the environment in social interaction. The individual requires supporting the cognitive, affective and conative component of attitudes as individuals and social beings. Accordingly, the high social attitudes can become habits and

ideals of individuals. This confirms that the value cannot be taught, it only can be built through habituation and exemplary in the school and environment. Therefore, active student learning, inspirational, attitude, responsibility, discussed both in the classroom and outside, play, storytelling, etc. are good learning practices.

Moreover, high self-concept learning with expository (conventional approaches) found had less positive impact on students' social attitude. This indicates that students who have a high confidence in the learning process have less awareness in social interactions in the environment. This is because in expository, teachers play an active role in transferring knowledge to students. Ergo students passively accept the moral values. Likewise, this could be because the knowledge and understanding towards moral values are not applied in social attitudes in everyday life.

The result of hypothesis demonstrates that approach using VCT is appropriate for students who have high self-concept. This result is consistent with in the concept of learning proposed by (Gagne in Gredler, 2011; Block in Winkell, 2007) which state that the meaning of learning is the knowledge or experience that allows changes in individual behaviours. Furthermore, the changes in this case occur due to the interaction with the environment, especially in schools. This is based upon the opinion of Fazio on the attitude-to-behaviour process model (Sarwono & Eko, 2015) which state that when individuals face rapid conditions, their attitude will be spontaneous leads to action.

Students, who have high self-concept, generally have high social attitudes and therefore they will like charity, caring, tolerance and so forth. This result expounds the nature of education from Dewantara (1977) which gives the value of education as a whole development growth both physical and mental in order to have good manners.

This result also confirms the finding of Berliana & Alen (2009), using the VCT approach, the students will have good manners and character.

CONCLUSION

This study shows that there is a difference in terms of influence between VCT and expository approaches on social attitudes of elementary school students. For students who have high self-concept, the implementation of VCT approach provides a superior effect compared to expository approach on the social attitudes of elementary school students. The awareness toward the positive values that sholud be done and negative that should be avoided such as saying thanks, showing discipline, obeying the rules, keeping the promises, and having the sense of curiosity, showing tolerance, honesty and responsibility. Those kinds of attitudes should be based on moral values got from understanding, analysing, evaluating, and implementing in the real life. Thus, recommendation is to implement VCT approach for students with high self-concept in the cultivation of social attitudes through habituation and exemplary in school.

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