Nationalism Character Building by Value Clarification Technique (VCT)

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Abstract: This study aims to describe the building of nationalism character through VCT. It is a literature study that contains the result of the use of VCT as a means of character building to elementary school students. The building of nationalism character can be more optimal because VCT is a way to deliver the lesson to educate the students in order to let them identify, judge, and make decisions to the problems of their daily life. In addition, VCT is a good way for affective learning because the process of value building was conducted by the value analysis process that existing among the students. The previously existing value then be aligned with the new values that will be build. Based on the assessment conducted, it can be concluded that VCT can be used in building of nationalism value.

Keywords: Nationalism, VCT

1. Introduction

Education directs humans to try to develop the potential that exists within themselves to be able to deal with the changes that occur in life. Hamalik [1] defined education as: a process in order to influence students to be able to adapt as well as possible to their environment and thus it will cause changes in themselves that enable it to function more optimally in society.

This means that education is not only demanded in the cognitive aspect, but also in the affective and psychomotor aspect. National Education System Law [2] explained that education serves to: develop capability and form dignified national character and civilization in order to educate the lives of the nation, aiming for the development of the potential of students to be faithful and devoted to God, noble, healthy, knowledgeable, capable, creative, independent, democratic and responsible citizen.

Educational challenge today is stronger globalization phase. It drives changes in the times. Decreased nationalism is one of the effects of globalization. Buchori [3] said that various problems faced by the community and those become the task of the education world to answer the challenges, namely: lack of readiness to face globalization, low quality of labor, low quality of products, fading of national wisdom, ethos less reliable work, and the fading of nationalism. To response these problems, it is necessary to do education reform. Without education reform, there is no political reforms, economic reforms, or social reforms because reform relates to human attitudes and human attitudes can only be changed through the educational process [4].

In addition, Yaumi [5] stated that according to the character counts there are six pillars of education consist, namely: trustworthiness, respect, responsibility, fairness, caring, and nationalism also citizenship. Knowledge without understanding the values of life will lead to deviant behaviors. [6] Therefore, the formation of the character of nationalism is an urgent matter to be immediately followed up.

Nationalism is an understanding that underlies the formation of the spirit of Indonesian nationality and it needs to be fostered from an early age [7]. Fertilization of the love of the homeland from an early age will make students not easily affected by the negative impact of current globalization. In this case, educational institutions are responsible for the formation of the character of nationalism among students. The formation of the character of nationalism should be integrated in the learning system in schools which is expected to shape the nationalist spirit of children from an early age.
In the effort of character building, it is necessary to choose the right learning method so that affective learning can be implemented properly. One method that can be used in the integration of the character of nationalism in learning is the VCT. The VCT is one of the right learning models as a vehicle for cultivating attitudes, such as social sense, nationalism, and belief systems [7].

VCT is a teaching technique to help students find and determine a value that is considered appropriate in dealing with a problem through the process of analyzing existing values and embedded in students [8]. This was supported by [9], who stated that the cultivation of nationalism through VCT can be more optimal because VCT is a way of delivering learning material to foster students to be able to identify, assess and make decisions related to which value will be chosen in full confidence. In addition, according to [10], the VCT method is superior to affective learning because (1) it is able to develop and personalize values and morals, (2) able to clarify and express the content of the material delivered, (3) able to clarify and assessing the quality of students’ moral values and moral values in real life, (4) being able to invite, involve, foster, and develop students’ self-potential, especially their intellectual potential, (5) able to provide learning experiences in various lives, (6) able to resist, negate, intervene, and subvert various naive moral values that exist in the value and moral system that is in a person, and (7) able to guide and motivate to live a decent and high moral life.

Derived from the finding of the problem, the urgency of this research is the need of innovation in the learning process. One of which is the use of VCT in learning. Hence, this study aims to conduct an analytical study related to the use of VCT in the formation of nationalism character.

2. Literature Review
2.1. Character of Nationalism

Nationalism is an important thing in the formation of national character. According to [10] character is a personality trait that is relatively stable and develops over a long period of time, not once. One of the character values which is the priority value of the Ministry of National Education, is nationality. This nationality value consists of nationalist character and respecting diversity character.

Nationalist is a way of thinking, commit, and acting, that shows high loyalty, care, and appreciation for the language, physical, social, cultural, economic and political environment of their nation. While respecting diversity is an attitude of respect for various things, both in the form of physical, nature, customs, culture, ethnicity and religion.

In line with the opinion that has been explained above, added that the attitude of nationalism is an assessment of the attitudes and behavior of students that refers to loyalty and dedication to the nation and country. Assessment of the nationalism of students is done through an assessment of feelings, attitudes and actions with the following indicators: proud as an Indonesian nation, love of the homeland and nation, willing to sacrifice for the nation, accept pluralism, pride in diverse cultures, appreciate the services hero, and prioritize public interests.

Indonesian nationalism is also called Pancasila nationalism, namely nationalism based on the values of Pancasila [13]. The ideology of Pancasila has five value principles as follows:
1) Belief in the one and only God
   In this first principle, Indonesian nation expressed trust and confidence in God. Its implemented in daily life such as mutual respect, giving opportunity and freedom to practice worship, and not imposing trust on others.
2) Fair and civilized humanity
   In this second principle, Indonesian nation recognizes, respects, and gives equal rights and freedoms to each of its citizens, but in its implementation, it must continue to respect the rights of others to maintain tolerance.
3) Indonesia Unity
   In this third principle, it more prioritizes the interests of the nation and the state. Its also implemented in life by the way of prioritizing the interests of the nation and the state rather than the interests of groups, tribes, or individuals. [14] described the main points of mind that need to be understood in the third principle, namely: a) Nasionalism; b) Love of the nation and homeland; c) To promote national unity; d) Eliminate protrusion of strength or power, descent and differences in skin color; e) Fostering a sense of belonging and affinity.
4) Democracy is led by wisdom in deliberation/representation

In the fourth principle, Indonesian nation recognizes that in order to make decisions concerning the lives of many people has to be carried out by means of consensus.

5) Social justice for all Indonesian people

In the fifth principle, Indonesian nation recognizes and respects its citizens to achieve prosperity in accordance with the results of their efforts, but in their implementation, they should not harm others.\[15\]

2.2. VCT Method

VCT can be interpreted as a teaching technique to help students in finding and determining a value that is considered appropriate in dealing with a problem through the process of analyzing existing values and embedded in students [10]. According to [15] with a VCT, students are not told to memorize the values that have been chosen by others, but they are helped to find, analyze, account for, develop, choose, take a stand and practice their own values. Thus students will be more independent in making decisions and directing their own lives. In addition, students' understanding of a concept is no longer just an abstract, but can provide meaningful experiences because students are given the opportunity to take action or real actions related to social attitudes that can be developed.

According [10] the learning steps of the VCT can be divided into three levels, namely:

a. **Freedom** of choice consists of three stages, namely: (1) choosing values freely, (2) choosing from several alternatives, and (3) choosing after analyzing the consideration of consequences that will arise as a result.

b. **Appreciating** consists of two stages of learning, namely: (1) the feeling of pleasure and pride in the values of their choice and (2) affirming the values that have become an integral part of him in public.

c. **The action** consists of three stages, namely: (1) the willingness and ability to try to implement it and (2) repeat the behavior in accordance with the choice value.

3. Material & Methodology

The method used in this study is a library research study. In this type of research, the knowledge, ideas, or findings contained in the literature have been studied so that providing scientific information related to the effectiveness of the VCT for the cultivation of the character of nationalism. Data in the study are secondary data in the form of research results such as scientific reading books, scientific journals, research reports, internet sites and others that are relevant to the VCT and the character of nationalism.

Data analysis techniques in literature research include three stages, namely: organize, synthesize, and identify [16]. In the organizing stage, the literature used will be reviewed so that it is relevant to research problems which are then grouped according to certain categories. The synthesize stage is to bring together the literature that has been grouped into an integrated summary by looking for links between each literature. Identifying stage is identifying issues that are considered important in the literature.

4. Results and Discussion

**Value Clarification Technique (VCT)**

The VCT learning model was first used by Louis Raths in the 1950s when teaching at New York University. Hall [15] mentioned that by value clarification we mean a methodology or process by which we help a person to discover values through behavior, feelings, ideas, and through important choices he has made and is continually, in fact, acting upon in and through his life. In line with that, [12] also described that values clarification is a theory that helps people define their values. The theory assumes that if an individual is successful in clarifying his or her own values, then changes in behavior will result. This indicates that the VCT method helps students to determine a value in depth. [8] explained that VCT as a value learning model has purposes, namely: 1) To measure or determine the level of students awareness of a value. 2) To foster students' awareness of values that are positive and negative to be fostered towards improvement and increasing in value. 3) To cultivate certain values in students through rational and acceptable methods so that in the end they will belong to students. 4) To train
students how to assess, accept and make decisions about issues in daily life.

According [7], in VCT students are invited to (a) find out and measure the level of awareness about a value that will be the basis for determining the target values that will be achieved, (b) determine students' awareness of the values owned which is then embedded towards improvement, (c) instill certain values to students through a rational way, so that the value becomes moral awareness not a moral obligation for students, (d) train students in accepting their values and the position of others, and make good decisions. Value classification is going to be effective, if the teacher as a facilitator is accepting and neutral towards the choice of values of students. Teachers must avoid coercion to students, respect students' opinions, and must be able to encourage students to take an honest attitude. In addition, teachers need to identify student learning styles. Learning styles are the key to developing performance and work, learning activities in school and in interpersonal situations. Kirchenbaum [18] stated that value classification is not "value-free" or relativistic, but rather through a process of intellectual potential integration that involves all human potential. The following is an overview of the classification of values and theoretical framework about value clarification.

![](image)

**Table 1. Syntax of VCT model**

<table>
<thead>
<tr>
<th>No</th>
<th>Teachers’ activity</th>
<th>Students’ activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers make or search for stimulus media, in the form of an example of state/action that contains contrasting values according to the topic or theme of the learning target.</td>
<td>Determining the discussion or verification of arguments in this phase has begun to instill the target values and concepts in accordance with the learning material.</td>
</tr>
<tr>
<td>2</td>
<td>Teachers offer stimulus by reading stories or showing pictures, photos, or movies.</td>
<td>Students determine the argument and clarification of the establishment (through teacher questions) as individual, group, and classical.</td>
</tr>
<tr>
<td>3</td>
<td>Teachers give chances several times to students to selftalking or group discussion in response to the stimulus given.</td>
<td>Students carry out guided dialogue through teacher questions, either individually or classically.</td>
</tr>
<tr>
<td>4</td>
<td>Teachers were able to stimulate, engage, and involve in potential of intellectual students.</td>
<td>Students carry out things that are affordable by students' intellectual knowledge and potential (in the student's life environment).</td>
</tr>
</tbody>
</table>

Source: [20]

The aspect of openness in learning will strengthen the relationship between students and teachers so that learning in accordance with existing syntax can work effectively.

One of the characteristics of VCT is the process of cultivating values carried out through the process of analyzing the values that already exist in students and then aligning them with the new values that will be invested. VCT learning can be carried out using various methods such as value problem solving, discussion, dialogue, and presentation [21]. The steps for VCT learning according to John Jerolimek [8] are as follows:

a. **Freedom** of choice consists of three stages, namely: choosing values freely, choosing from several alternatives, and choosing after analyzing the consideration of consequences that will arise as a result.

b. **Appreciating** consists of two stages of learning, namely: the feeling of pleasure and pride in the values of their choice and affirming the values that have become an integral part of him in public.

c. **The action** consists of three stages, namely: the willingness and ability to try to implement it and repeat the behavior in accordance with the choice value.
The three steps of learning will be effective, if VCT is developed through dialogue between students and teachers.

According to [22], several VCT game models that are appropriate to the characteristics and needs of children, especially early childhood which are (1) examploratory behavior, (2) repostase, (3) VCT model of the story which story is not finished, (4) the VCT model which is listed both good and bad, and (5) roleplay.

**VCT Model: Example of The Examploratory Behavior**

Steps for learning activities: 1) Find/create a stimulus in the form of an example of a situation/action that contains contrast values. Adjust stimulus with topics, themes and target lessons. 2) Assemble the stimulus in the form of a story that is able to bring the child's psychological feelings and touch his conscience (adjust also to the learning process and learning material). Stimulus was made through reading stories by the teacher / child. 3) The phase of teaching and learning activities consists of: (a) determination of arguments and clarification of positions, (b) discussion/verification of arguments, (c) and conclusion. In this conclusion phase the teacher gives conclusions and deflects the child's response to the concept or subject matter.

**VCT Model: Repostase**

Steps for learning activities: 1) Teachers places the picture or media on the writing board or circulates pictures or media for a few moments. Students are left to cluster and comment. Teachers supervise and pay attention to the responses and comments of each student as an input material to provide an initial step in the value clarification learning discussed. 2) Teachers identify the input of students (individual then group) without commenting on it. 3) Clarification of the problem is a detailed expression and argumentation. At this stage the teacher specifies the clarity/answer/response of each student while directing the concept or subject matter. 4) Inferenced by students, group or with the teacher or directly by the teacher. 5) Following-up learning activities.

**VCT Model Story Not Done**

Steps for learning activities: 1) The teacher gives a story. However, the story is not finished yet. 2) Students are asked to make a response or comment on the story. 3) Students are asked to continue the story. That continuation is the value of the child, which is then discussed with the teacher. The conclusion of the story that has been continued can be made together or by the teacher directly.

**VCT Model: Good Bad List**

Steps for learning activities: 1) The teacher prepares the stimulus list instrument. The list of stimuli is in the form of examples of daily actions which are the application of items from the learning material. 2) The stimulus list instrument can be delivered by reading it one by one, both individually and classical. 3) Completing the answers by students individually and followed by the opinions of others. 4) The results of the students’ answers are recorded by the teacher. At this stage, the team did not comment on the answer. 5) Looking for clarification, arguments for answers to both individual, group and classical. Here, the role of the teacher to clarify and manipulate is very important. 6) Conclusion (joint) and direction of the teacher (returning items into the material or concept). 7) Perform remedial or enrichment

**VCT Model: Roleplay**

Steps for learning activities: 1) Call a number of students as potential perpetrators (the number and nature are adapted to the screened theme). 2) Explain to them (which also means the class) what to do. 3) Make a stimulus or fill in the game. 4) Have the actors carry out their respective roles (in the meantime the other children pay attention to the course of the game). 5) After the group enters the group, you may ask the second group to find a comparison or stabilization. 6) Phase picking results through: (a) Disclosure of the feelings or experiences of the perpetrators; (b) Disclosure of feelings from other children's opinions; and (c) Inference and direct direction or by the teacher directly.

The games in VCT require good cooperation between teachers and students. Therefore, the relationship between students and teachers must be harmoniously established.

The things that teachers need to pay attention to in implementing VCT through the dialogue process, namely: (1) teachers avoid
sending messages through the process of giving advice, (2) teachers do not force students to give certain respects if students do not want, (3) teachers try to dialogue freely and openly, (4) the dialogue is carried out to individuals, not to class groups, (5) teachers avoid responses that can cause students to be cornered, (6) teachers are not to urge students on certain positions, and (7) teachers are not to delve deeper into students' reasons. Besides the weaknesses that often occur in the process of learning the value or attitude is learning process which is carried out directly by teachers, indicating that the teachers implement values that they consider good without paying attention to the values that have been embedded in the student. As a result, there is often conflict or conflict in students because of incompatibility between old values that have been formed with the new values instilled by the teacher. Students often experience difficulties in aligning old values and new values [23].

**VCT Role in Affective Learning**

VCT is an affective learning method that is considered effective in improving character. The role of VCT in enhancing the character of nationalism is in line with the results of [7] research which showed that the VCT can increase student nationalism on indicators: (1) pride in being an Indonesian nation; (2) love of the homeland and nation; (3) willingness to sacrifice for the nation; (4) accept pluralism; (5) pride in Indonesian cultures diversity; (6) respecting the services of a hero; and (7) prioritizing the public interest. This was also supported by the results of [21] study which mentioned effective VCT for the cultivation of nationalism, democracy and multicultural values through history learning, both for students who are auditory and visual learning styles. In addition, the results of the research by [7] concluded that there was an influence of VCT models in learning history on nationalism attitudes of class XI students of SMA Negeri 1 Jambi City. In addition, [23] stated that the application of VCT learning models has a significantly higher impact in developing attitudes towards globalization than conventional learning in high-class Civics subjects.

Based on the previous studies that have been described, it can be concluded that the VCT method supports the formation of nationalism in students. This was reinforced by [10] which stated that the VCT method was superior to affective learning because it is (1) able to foster and personalize values and morals, (2) able to clarify and express the content of the material delivered, (3) able to clarify and assess the quality of students 'moral values and moral values in real life, (4) able to invite, engage, foster, and develop students' self-potential, especially their intellectual potential, (5) able to provide learning experiences in various lives, (6) able counteract, negate, intervene, and subvert various naive moral values that exist in the value and moral system that exists in a person, and (7) guide and motivate to live decent and high moral.

The VCT also has a positive effect on other characters, such as civic disposition, responsibility, independence, and empathy. The results of the research [4] stated that the VCT learning model can improve the civic disposition of students of SD Negeri Kalasan 1. The results of the study [25] concluded that there were significant differences in students' characters which included responsibility, independence and empathy, while the character of creativity there is no significant difference.

In addition, the VCT increases students' motivation and interest in learning. This is in line with the results of Wulung's research [26] which found that VCT can evoke hidden things and this can be seen when students seem unable to interact to feel challenged then he increases his motivation and interest in learning because of the demands of the learning environment from not knowing to knowing, not can try to be better than before so this process can overcome the problem of deaf children in mastering self-esteem material that tends to be a feeling of fear of the wider environment. Similarly, the results of [27] showed that VCT has a significant influence on mastery of self-esteem behavior in Civics subjects in class III deaf students at SLB Siti Hajar Sidoarjo.

Based on the results of these studies it can be concluded that in addition to being effective in developing the character of nationalism, VCT is also effective in developing civic disposition, character of responsibility, character of independence, empathy, motivation and interest in student learning, and self-esteem behavior.
5. Conclusion

Based on the description above it can be concluded that: a) Nationalism character is a priority character of the Ministry of National Education. b) The VCT method is effective in forming the character of nationalism. c) The VCT method makes it easy for students to determine a value or meaning in depth. d) The VCT method emphasizes how a person actually builds values that he thinks are good. e) The VCT method is effective in developing the character of nationalism, VCT is also effective in developing civic disposition, the character of responsibility, the character of independence, empathy, motivation and interest in student learning, and self-esteem behavior.

Acknowledgement

This research is part of the beginner lecturer research funded by DRPM of the Ministry of Research and Technology in accordance with Decree No. 3/ E/KPT/ 2018 and agreement/contract letter No. 014/A/SP3/LP2M/AA/V/2018. We would like to thank DRPM of the Ministry of Research and Technology for funding this research, as well as the Alma Ata University, especially the Elementary School Teacher Education Study Program which has provided the opportunity to conduct this research.

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