

The use of value clarification technique-based-picture story media as an alternative media to value education in primary school

By Adi Bandono



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Abstract

Developing learning media by adjusting it to the subject materials' characteristics and students' development needs to be done. Based on this concern, this research is aiming at developing picture story media that is based on value clarification technique (VCT) as an alternative value education in primary school. This research employed Research and Development (R & D) study approach and specifically adapted the study model from Dick and Carey (2001). Data collection was done through documentation note, observation, questionnaire, and try out. Data that had been collected then was analysed by using qualitative and quantitative methods (mix methods). Based on the try out result, it shows that the picture story media that is being developed has fulfilled the criteria of validity, effectivity, and practicality. Besides, based on the observation results of the tests' try out process, it shows that the media has given positive impact towards the expected learning process and results.

Keywords: media; picture story; value education

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Introduction

In today's condition, strengthening educational system in Indonesia as an effort to solve morality crisis through character building education becomes essential. This is relevant to the mandate contained in Indonesian law or UU No. 20, 2003 about *National Education System*, which says that National Education has a function to develop the ability and build dignified character as well as civilization in order to enrich the education of the nation. It is aiming at developing students' potentials, so they will grow as a human who is decent to the God, noble, healthy, know-

ledgeable, capable, creative, independent, as well democratic and responsible when it comes to social responsibility (Atmadja, 2011).

The character education that refers to a group of value is seen as important that the existence cannot be neglected and separated from the student as a future generation. Even, other countries also have been proven to have similar concern towards this character education. As the example, research conducted by Gulnara (2006), revealed that Kazakhstan and Germany are implemented value education since they believed that the role of education is not only as an institution that has

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a job to transfer knowledge and train students' ability, but also to teach about value education since an early age. Supporting that argumentation, Dalton and Crosby (2010) explained that education as a tool has a role in integrating someone to the knowledge, ability, and manner in relation to its implementation in society. Further, according to Wening (2012), education is a process of creating a system of value that focuses on character building of an individual to face future challenges.

The implementation of value education in current Primary School curriculum actually can be done through all school subjects. However, each subject carries a different level of value education. One of the subject that is specifically significant in improving the value education for Primary School or *Madrasah Ibtidaiyah* students is Islamic Education. Through this subject, students will learn about four sub learning materials with different characteristics. First, sub material of Quran and Hadith that focuses on the ability of reading and writing, understanding the textual and contextual meaning, as well as the implementation of both source of religion in daily life. Second, sub material of Aqidah that focuses on the ability of understanding and maintaining the true faith and also appreciating and implementing values of *al-Asma' al-Husna*. Third, the sub material of Akhlaq that focuses on the ability to habituate students in doing good and avoiding bad things. Forth, Fiqh that focuses mainly on the ability to do the worship and *mua-malat* in the proper way. Fifth, the Islamic culture history that upholds the ability of taking *Ibrat* from historical phenomena (Islam) which may help students to learn from the previous success person in Islam and integrate the knowledge into the existing social, culture, economy, technology and art in life to develop Islamic civilization and culture (Permenag No. 912 Year 2003).

The success of the learning implementation in value education through Islamic education only can be achieved if the teacher is able to design the learning

atmosphere that is innovative and effective. Ways to support this are by choosing suitable learning, creating an interesting media, and using students' potential by involving them in the learning process. Those are important since students' interest will appear in the learning process if the materials that they learn are meaningful to them (Ginting, 2005).

In line with that purposes, this research is aiming at developing *value clarification technique (VCT) based picture story media as an alternative to teach value education in Primary Schools*. The effectiveness of media that upholds visual aspect in various learning has been proven by previous researchers. In language context, Joana (2007) said that comically is able to motivate and improve students' ability in learning the language. Supporting that finding, Nyoman et al., (2014) and Aminah (2012) stated that comic or story as media can be used to improve children's reading development in their early age.

Besides in the field the language learning, the use of picture story as a learning media is also effective in value education context. To support this, Wahyudi (2010) explained that comic or picture story media is succeeding in supporting children to learn the civic subject in Primary School. In other words, it is proven that the relevancy of picture story media with the topic and moral value contained in the school subject has been proven to give positive impact towards learning. Even, by using this media, problem about teaching children about gender role can be overcome (Indani, 2002; Sidik, 2012).

In a broader context, Faizah (2009) stated that the use of picture story media is effective to improve value education (honesty, patience, and obedience to worship) and other abilities. Value education prepares students to be an independent individual since they are able to think, discover, and create something new, as well as to face a problem and find rationale and responsible solution towards it. The role of picture story as a learning media is to be a tool that has a function to transfer learning

message. In this context, learning refers to the communication process between student and learning resources. Furthermore, picture story media has simple and clear characteristics which make it easy for students to learn (Novianti & Syaichudin, 2010).

Learning by using *value clarification technique* based picture story media is an effective effort to improve learning interest and as an alternative effort to impose the value education of primary students. According to Sudjana and Rivai (2002), picture story media in teaching and learning process can develop learning interest and create an appreciation for the reader. This is in line with Mitchell (2003) who once said that "Picture storybooks are books in which the picture and text are tightly intertwined. Neither the pictures nor the words are self-sufficient; they need each other to tell the story".

Finally, based on the various evidences about the importance of media in supporting learning process, problem that will be revealed in this research is whether or not the VCT based picture story media in Islamic Religious Education (PAI) that is being developed is proper to be used as an alternative media to teach value education for primary school students.

Method

Approach used in this research is Research and Development (R&D). As stated by Gall, Gall & Borg (2003), that developmental research as a research process should be at least started with analyzing activity regarding the needs, choosing the material that will be developed, designing the material, running the test or try out, and revising the products that will be developed. Specifically, the developmental approach used in this research is adopted from Dick and Careys' Model for Instructional Design.

In addition, data collected in this research is in both qualitative and quanti-

tative data. Therefore, the data collection was done through documentation records, observation, questionnaire, and test or try out. The analysis was done by using quantitative and qualitative method (mix method) so that both results can complete each other (Cenamo, K, & Kalk, D. 2005).

Results and Discussion

Islamic Religious Education (PAI) Test Practice by Using Picture Story Media

The process of teaching and learning Islamic subject using value clarification technique based picture story media is implemented in the form of group discussion which is combined with story example of a good role model named "Siti Masyitoh". The aim of this learning is to improve students' faith upon Allah SWT, to do right things and be honest, to be brave in showing opinion, idea, and feeling. Learning materials contained in the picture story media is presented as cartoon picture, as it is a form of fine art loved by children. The picture in this media is used as an illustration of the story that is being presented, however, Islamic learning materials are reflected through the dialogue of the characters in the story. The Figure 1, Figure 2, and Figure 3 are the examples of background illustration, environment, and dialogue of characters in a picture story entitled "Siti Masyitoh" in the VCT based story book that is being developed by the researcher.



Figure 1. Illustration and narration at the beginning of the dialogue



Figure 2. Illustration and narration when Akif is listening to his father's story



Figure 3. Illustration and narration when Akif's mother and sister take part in the dialogue of Siti Masyitoh story.

Supporting the current idea that VCT-based-picture story is relevant to children's need visually and substantially is a statement made by Yaganehpou & Hassanirok (2016) that picture story has a plot that really tells the story supported by the illustration that has equally important role with the text. Through the plot, picture story can be used by the teacher to teach about every aspect of character development, dialogue, and every situational picture based on the real-life context that is considerably needed to be used as the learning media. Supported that idea, Rothlein and Meinbach in Santoso (2008) stated that picture story book as a learning media for children has its power since it contains a message that is presented completely in one unit through the picture and script illustration. Picture aspect in every setting becomes the reflection of art fine product, while script in the narration and dialogue are the objectification from the language aspect.

Further, a learning process that was done during the try-out of a VCT-based-

picture story book in Islamic subject in primary school level can be explained in detail, as follows.

First Meeting

Learning activity conducted in first meeting, respectively, are: (1) the teacher starts lesson with praying together led by the class captain; (2) the teacher gives appreciation by giving encouragement and motivation to the students; (3) the teacher explains the material about story of "Siti Masyitoh"; (4) the teacher gives instruction to the students to read picture story book about "Siti Masyitoh" that has been prepared; (5) the teacher asks students about some examples of patience and firmness of a servant from Firaun's kingdom named "Siti Masyitoh" and (6) the teacher clarifies values contained in the story, like patient in facing the temptation, firmness and obedience in keeping the worship for Allah SWT.

Second Meeting

In the second meeting, learning activities consist of: (1) the teacher re-instructs the students to read the picture story media that has been prepared ; (2) students discuss the content of the reading material with their desk mate; (3) teacher gives instruction to every group of the students to explain the value and critical question related to the value of holding the good behaviour and faith of "Siti Masyitoh"; (4) the teacher leads the students to respond the questions related to values of the behaviours that is used as the example in the story; and (5) every group of students is asked to summarize their opinion together and present their choices of value supported by the reason behind their choice.

Validity, Effectivity, and Practicality of Value Clarification Technique (VCT)-based- Picture Story Media in Islamic Subject

Content validity test of the product is done by involving experts. Picture story media validity is then categorized as good, if the average of all indicators' score results

is the average between 3.00 to 4.00. Related to that criteria, the research shows that experts of fine art who are assessing the visual aspect of the product give average score 3.67 or stand in level 94% and is classified as very good criteria. Meanwhile, the average score given by Islamic experts who assess a substantial aspect of the product is 3.73 or in level 96% which also belongs to very good criteria.

Scoring criteria towards effectivity of the developed product can be fulfilled if: (1) students who achieve the score ≥ 71 are equal to 75% of total students in the class; (2) students who are active in the learning process $\geq 75\%$ of total students in the class; (3) students who have interest in joining the lesson $\geq 75\%$ from total students in the class. Related to those criteria, test results that have been done showed that picture story media that is being developed had fulfilled the expectation. It is proven by the research data which shows that: (1) students that achieve score ≥ 85 in Islamic subject are more than 80% of total students in the class; (2) students who actively ask and discuss with the teacher or their desk mate in Islamic subject are more than 86% of total students in the class; and (3) students who have the interest to join Islamic subject by using VCT-based-picture story media are 92% from total students in the class.

The confirmation of practicality aspect of picture story that is being developed has been done using some criteria: (1) if the number of student who has positive respond $\geq 85\%$ from total students in the class; (2) if teachers who have positive respond by giving "yes" as the answer are 80% from all total questions in research questionnaire for teacher. Based on the criteria, test results show that media that is being developed from practicality aspect has been fulfilled the expectation. It is proven by the positive responds of the students towards Islamic subject that use VCT -based- picture story media is 94% from all total students in the class. Meanwhile, regarding the questionnaire, almost all teachers give a positive response to the

implementation of VCT -based- picture story media in the questionnaire. It is proven by the fact that, in average results, teachers choose "yes" for 86% questions on the questionnaire sheet.

Besides the quantitative validity, effectivity, and practicality evidence, observation results during the teaching try-out by using picture story media also show a positive result. Most of the students' behavior characterizes positive attitude that is expected to be seen in Islamic subject teaching and learning. Examples of the positive attitude are, during the lesson, students have been brave to share their idea and thought, opinion, or feeling either with their friends or with the teacher. Through that behavior, it shows that students have learned to determine their value of living well and honest.

Positive behavior improvement on the students also shown by the change of students' arrival time at school which considers more on time, students' sincerity of doing tasks given by the teacher, students' sincerity in performing congregational prayers in an orderly manner at school, students' sincerity in performing their daily duty based on class cleaning schedule, improvement of solidarity among students, students' sincerity in lending their stationary to their friends who need it, and the attitude of helping friends who need helps. Based on the explanation, it shows that, the implementation of learning by using VCT -based- picture story entitled "*Siti Masyitoh*" is able to improve the learning quality and value education results in school.

The research results, actually, have been proven to be relevant to the previous statement saying that picture story in the cognitive theoretical context of multimedia learning which containing pictures and words is more effective rather than the one which contains words only (Mayer, 2009). Meanwhile, Sudjana & Rivai (2002) also found that the use of picture story media in learning can create students' interest, make teaching and learning process become more effective, and can create posi-

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tive appreciation also has been proven in this research.

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Therefore, theoretically, the use of value clarification technique (VCT)-based-picture story media as an alternative media to value education in primary school has been appropriate with children's development aspect. As being revealed by Nur'aini (2010), a child can have a good study if his physical needs are being fulfilled, also if he feels save and comfort psychologically. Through the picture story media, other positive conditions can also be achieved besides the previous two conditions mentioned earlier, such as: (1) children can build their own knowledge; (2) children can study through social interaction with adults and other children; (3) children can build their curiosity through the learning environment; and (4) the learning process can provide space for individual variation in self-development and study.

Conclusion

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The use of value clarification technique (VCT) -based- picture story media as an alternative to teaching value education in primary school in this research considers as one of the effort to improve learning quality. Based on its characteristic, picture story media that is being developed is considerably relevant with the children development. Therefore, this media is effective and practical to be used in Islamic subject.

The effectivity of picture story media that has been developed is shown after the try out, proven by: (1) students who achieve score ≥ 85 in Islamic subject is more than 80% from all total students in the class; (2) students who actively ask and discuss the subject with either the teacher or friends are 86% from total students in the class; (3) students who have the interest to join Islamic subject by the product are 92% from all total number of students in the class. In addition to the results is the practicality of picture story media in teaching which shows that: (1) students who give positive respond towards Islamic subject by using VCT-based- picture story media are 94%

from all students in the class; and (2) teachers, mostly, give positive responds towards the use of VCT-based- picture story books in Islamic subject by choosing "yes" to the average 86% from total questions on the questionnaire sheet.

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