

PENGARUH MODEL PEMBELAJARAN *VALUE CLARIFICATION TECHNIQUE (VCT)* TERHADAP HASIL BELAJAR SISWA PADA MATA PELAJARAN PKN KELAS IV UPT SD NEGERI 068003 KAYU MANIS MEDAN TUNTUNGAN TAHUN AJARAN 2025/2026

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Value Clarification Technique (VCT)* terhadap hasil belajar siswa pada mata pelajaran PKN materi nilai-nilai Pancasila dalam kehidupan sehari-hari kelas IV UPT SD Negeri 068003 Kayu Manis Medan Tuntungan Tahun Ajaran 2025/2026. Metode penelitian yang digunakan adalah metode kuantitatif dengan jenis penelitian eksperimen semu (quasi experimental) menggunakan desain pretest-posttest control group design. Sampel penelitian terdiri atas kelas IVA sebagai kelas eksperimen berjumlah 22 siswa dan kelas IVB sebagai kelas kontrol berjumlah 21 siswa. Hasil pretest menunjukkan nilai rata-rata kelas IVA sebesar 50,23 dan kelas IVB sebesar 50,48, yang berarti kemampuan awal kedua kelas relatif sama sebelum diberikan perlakuan. Setelah diberikan perlakuan, hasil posttest menunjukkan peningkatan hasil belajar, dimana nilai rata-rata kelas eksperimen mencapai 89,55, sedangkan kelas kontrol sebesar 76,67. Pengujian hipotesis menggunakan uji-t dua sampel independen diperoleh nilai t_{hitung} sebesar 7,764 dan t_{tabel} sebesar 2,020 pada taraf signifikansi 5%. Karena $t_{hitung} > t_{tabel}$, maka H_0 ditolak dan H_a diterima, yang berarti terdapat pengaruh yang signifikan penggunaan model pembelajaran *Value Clarification Technique (VCT)* terhadap hasil belajar siswa. Kesimpulan penelitian ini menunjukkan bahwa model pembelajaran *Value Clarification Technique (VCT)* secara signifikan meningkatkan hasil belajar PKN siswa kelas IV dibandingkan dengan pembelajaran konvensional. Oleh karena itu, model pembelajaran *Value Clarification Technique (VCT)* direkomendasikan untuk digunakan sebagai alternatif pembelajaran dalam meningkatkan kualitas proses dan hasil belajar siswa.

Kata Kunci: *Value Clarification Technique (VCT), Hasil Belajar, Pendidikan Kewarganegaraan (PKN), Siswa Kelas IV*

**THE EFFECT OF THE VALUE CLARIFICATION TECHNIQUE
(VCT) LEARNING MODEL ON STUDENTS' LEARNING
OUTCOMES IN CIVIC EDUCATION ON PANCASILA VALUES
IN DAILY LIFE FOR FOURTH GRADE STUDENTS AT
UPT SD NEGERI 068003 KAYU MANIS MEDAN
TUNTUNGAN ACADEMIC YEAR 2025/2026**

ABSTRACT

This study aimed to determine the effect of the Value Clarification Technique (VCT) learning model on students' learning outcomes in Civic Education on the topic of Pancasila values in daily life for fourth grade students at UPT SD Negeri 068003 Kayu Manis Medan Tuntungan in the 2025/2026 academic year. This research employed a quantitative approach using a quasi-experimental method with a pretest-posttest control group design. The sample consisted of 22 students from class IVA as the experimental group and 21 students from class IVB as the control group. The pretest results showed that the average score of class IVA was 50.23, while class IVB obtained an average score of 50.48, indicating that both groups had relatively equal initial abilities before treatment. After the implementation of the learning model, the posttest results demonstrated an improvement in learning outcomes, where the experimental class achieved an average score of 89.55, while the control class reached 76.67. The hypothesis testing using the independent samples t-test revealed a t-value of 7.764 and a t-table value of 2.020 at a 5% significance level. Since t_{count} was greater than t_{table} , the null hypothesis was rejected and the alternative hypothesis was accepted. This indicates that the VCT learning model had a significant effect on students' learning outcomes. In conclusion, the Value Clarification Technique (VCT) learning model significantly improved students' learning outcomes in Civic Education compared to conventional teaching methods. Therefore, the VCT model is recommended as an effective learning strategy to enhance students' understanding and academic achievement.

Keywords: Value Clarification Technique, Learning Outcomes, Citizenship Education, Fourth Grade Student