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INNOVATION OF DEVELOPMENT OF THE CONTEXTUAL AND VALUE CLARIFICATION TECHNIQUE (CVCT) IN LEARNING CITIZENSHIP EDUCATION IN INDONESIA

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Abstract

Purpose of the study: Analyze Innovation the contextual value clarification technique model (CVCT) implementation in learning Citizenship.

Methodology: The method used in this research is research and development. Development research is research-oriented to develop and validate products used in education.

Main Findings: Contextual value clarification technique Model (CVCT) implementation in Citizenship learning may work well according to the lesson plan and CVCT learning model steps. The contextual value clarification technique Model (CVCT) can increase the internalization of learners' values of *Pancasila*.

Applications of this study: In learning Citizenship Education needs to be done a paradigm shift, from learning that emphasizes transfers of knowledge to transfers of values. The motivational-based CVCT learning model can improve the quality of processes and the quality of results in Citizenship Education learning.

Novelty/Originality of this study: The implementation of teacher-centred learning needs to be changed into student-centred learning. This is intended so that students are active in the learning process so that the teacher's role does not dominate during the learning process, but rather as a moderator, facilitator, and resource person. If this learning paradigm can be understood and carried out by teachers, the learning process will be of quality.

Keywords: Innovation, Development, Pancasila Values, CVCT Model, Citizenship.

INTRODUCTION

The facts above show that the internalization of the *Pancasila* values has not run as expected. Responding to this, it is necessary to always seek the internalization of the *Pancasila* values in the learning process of Citizenship at schools. This is in line with Borba (2001: 1) who states that by developing the ideas, you will obtain the action, determine the action, you will obtain a habit, develop a habit, you will obtain the moral, develop moral you will obtain the benefits. This states that by developing ideas, getting action, determining actions, getting habits, developing habits, getting morals, developing morals to get benefits.

The low of the *Pancasila* values internalization which is characterized by a deviation from the *Pancasila* values is also based on the initial questionnaire with a sample of 150 students drawn from five different classes. Sampling was done by purposive random sampling technique. A comparison of the number of samples in each class made the same that one class of 30 students are drawn randomly. The research instrument is a closed questionnaire consisting of 25 questions. Each question in the questionnaire has four possible answers are graded. The questionnaire was created based on the values embodied in the principles of *Pancasila* from principles one to five, and they are used to see how far the internalization of the *Pancasila* values in the students. The results show that the students' average value of internalization of the *Pancasila* is still in the poor category. As for each category are listed below, students in the very less category were 10% (15 students), students in the category less were 60% (90 students), students in enough category were 20% (30 students), students with the good category were 10% (15), students with the excellent category were 0%.

According to Ellis (1998), the learning approach to action was initiated by Newman, by giving deep attention to efforts to involve students in making social changes. According to Ellis (1998: 42), this approach seeks to enhance the skills of "moral reasoning" and the affective dimension, and the most important goal is to provide teaching to students as citizens in a democratic society. In the process of learning, the teacher plays a strategic role in efforts to form a national character through the development of personality and values as desired. This is because the teacher in the learning process is not sufficiently armed with the knowledge in the subject matter being taught, but need to pay attention to other aspects that support the realization of the development potential of learners. The role of teachers, in this case, cannot be replaced by other roles (Supriyadi, 1998). Therefore, teachers should not only provide knowledge but also must give the values in educating students, so that the learning taking place as a whole can produce messages either knowledge, attitudes, and skills. Finally, students can grow and develop into a human personality (Sardiman, 2002).

To realize the learning process to encourage the development and achievement of student potential in a comprehensive manner required teachers who have the holistic learning knowledge and frame. The success of the learning process depends on the ability of teachers to master models of innovative learning, learners-action oriented. The development of



the expected learning model is a model that allows learners to learn actively and enjoyable so that students obtain good quality results. (Trisiana, A: 2013)

Based on the facts above, they indicate, that the internalization of the *Pancasila* values among learners is still low. Whereas the internalization of the *Pancasila* values among learners becomes essential to actualize the values. If it is not resolved soon there will be a moral deterioration among students or learners sustainable. The sustaining moral deterioration among students or learners will have a serious impact on the state and nation sustain. Because students are the generation who are expected to receive and continue leadership in this country, we cannot imagine what would happen if, in the future, this country is led by a generation who has an incompatible moral attitude with the *Pancasila* values. The improvement of the quality of Citizenship learning can be shown through the increase of students' participation in following the lesson, the students are more focused in following the learning process, the students are happy and interested in learning Citizenship and students are motivated to follow the learning of Citizenship (Trisiana, A: 2014). On the other hand, the quantitative results of cognitive in the form of subject assessment score and effective results on the actualization of *Pancasila* values are also increased. The ARCS model (Attention, Relevance, Confidence, Satisfaction), was developed by Keller (2010) based on the expectancy-value theory which contains two components, namely the value of the objectives to be achieved and expectations (expectancy). From these two components, Keller (2010) was developed into four components. The four components of motivation are attention, relevance, confidence, and satisfaction with the ARCS acronym.

Student activity increases because the contextual model is a learning model in which learning concept emphasizes on students' activity or student-centred learning (Trisiana, A: 2015). In the learning process, teachers are required to encourage and create an active classroom atmosphere. Contextual models also make Citizenship learning interesting. This is because the contextual model in its implementation requires teachers to link the material learned with the students' environment. The material that the teacher transfers to the students will be less meaningful if the material does not match what students see and experience every day. The process of learning the Citizenship subject by using the motivational-based contextual model can improve the quality of the learning process qualitatively. Therefore, students will feel happy and interested in the material is learned based on their life experiences. Besides, the contextual model is a learning model whose philosophical foundation is constructivism.

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Based on the description above, it should be offered a CVCT model as an effort to increase the internalization of the *Pancasila* values in learning Citizenship. CVCT Model is a learning model that is a combination of a contextual learning model approach and a clarification values technique called VCT (Value Clarification Technique). The objectives of this study are: Analyzing the conditions of citizenship education learning that includes the condition of the teacher, the



condition of students; Describe the design of the learning plan; Implementation of learning; Innovation needs a learning model.

LITERATURE REVIEW

Contextual Learning Models

Innovation is a new invention that is different from the existing or previously known. People or entrepreneurs who always innovate can be said as an innovative entrepreneur. Learning model innovation can be done through the development of the learning model. This can be done by measuring the application of learning undertaken by the teacher (Han-Yu Sung, Gwo-Jen Hwang dan Hong-Sheng Chang: 2015). The implementation of Citizenship Education learning can work well following the lesson plans and steps of the CVCT learning model; Johnson (2006) three pillars in the CTL (*Contextual teaching and learning*) system, namely:

- CTL reflects the principle of interdependence. Interdependence manifests itself, for example when students join to solve problems and when teachers meet with their peers. This is evident when different subjects are linked, and when partnerships combine schools with the business world.
- CTL reflects the principle of differentiation. Differentiation becomes apparent when CTL challenges students to respect each other's uniqueness, to respect differences, to be creative, to work together, to produce new ideas and different results, and to realize that diversity is a sign of stability and strength.
- CTL reflects the principle of self-organization. Self-organization is seen when students search and find their different abilities and interests, benefit from the feedback provided by authentic assessments, review their efforts in setting clear goals and high standards and participate in activities that are student-centered that makes their hearts sing.

Aqib (2013) Suggests that 5 theories underlie contextual learning models, namely:

- Knowledge-Based Construction. This theory emphasizes the importance of students building their knowledge through active involvement in the learning process.
- Effort Based Learning. This theory states that working hard to achieve learning goals will motivate someone to engage in activities related to commitment to learning.
- Socialization. This case emphasizes that learning is a social process that determines learning goals. Therefore social and cultural factors need to be considered in teaching planning.
- Situated Learning. In this case, knowledge and learning must be conditioned in a particular physical and social context (community, home, etc.) in achieving goals.
- Distributed Learning. In this case, humans are an integrated part of the learning process. Therefore you must share knowledge and tasks.

Value Clarification Technique

Adisusilo (2014) states that the VCT (Value Clarification Technique) is a valuable education approach where students are trained to find, choose, analyze, decide, take their attitude about the values of life they want to fight for. Students are helped to clarify, clarify, or clarify their life values through values problem solving, discussion, dialogue, and presentations. VCT (Value Clarification Technique) emphasizes efforts to assist students in assessing their feelings and deeds, to increase their awareness of their values (Lynch, R. & Dorothy, H.: 2003).

Pancasila has several functions, including 1). Pancasila as the nation's view of life, 2). Pancasila as the basis of the state, 3). Pancasila as the state ideology (Suhadi, 2001). View of life is needed by every nation that wants to stand firm and know clearly which direction will be achieved. View of life is a comprehensive insight into life consisting of a unity of a series of noble values. Noble values are benchmarks of goodness regarding matters that are fundamental and eternal in human life (Jacobsen, E. & Kauchak, D: 2009). The nation's view of life functions is the frame of reference for managing personal life, managing relations between humans and society, and managing human relations with the natural surroundings. The world view of life processes dynamically to realize the nation's view of life.

Citizenship Education

Citizenship Education is a subject that contributes to education to the development of characteristics to form a citizen who understands and lives the values of Pancasila. Citizenship Education is an effort made by the government/state to educate and develop the character of its citizens to be following the ideology and politics of the nation based on Pancasila values (Trisiana, Anita: 2019). This is done through formal education to prepare the nation's next generation to become good citizens. (Trisiana, A. et al. (2020)

Broadly speaking, there are grand theories that build the scientific family of Civic Education, namely: Legal Studies, Politics, and Moral Philosophy (Zakiyah, Q. Y. & Rusdiana: 2014). Thus from the very beginning, Pancasila and



Citizenship Education was an interdisciplinary study including aspects of education. Academically, Citizenship Education has a vision as a nation character building.

METHODOLOGY

Research Design

The type of research used in this research is research and development. Development research is research-oriented to develop and validate products used in education (Borg, Walter R & Gall, Meredith D: 1983). Besides that, development research does not only develop or arrange a learning product but also leads to efforts to formulate the learning technique so that it is ready to be used as a learning product in the classroom. Development research is research that aims to produce and develop a development model that can be used as a new product model that has been systematically tested in the field, and the product has been thoroughly reviewed and improved until the final results meet certain effectiveness, quality or standards. On the other hand, it can be stated that research and development are research methods that can be used to produce certain products and test the effectiveness of these products (Borg, Walter R & Gall, Meredith D: 2007). According to Sukmadinata (2015) called development, research is a process or steps to develop a new product or improve existing products.

Data Collection and Analysis

Data collection technique

This research data was collected through questionnaire techniques, observation, interviews, and documentation.

Validity and Reliability. This research is a qualitative data validity technique that is used is the triangulation technique, namely triangulation of methods and source triangulation than the questionnaire instrument was also sought for validity and reliability.

The questionnaire before being used in research conducted trials to determine validity and reliability. A trial to find out the validity and reliability of the questionnaire instruments for students was carried out at School at Karanganyar. The instrument tested for its validity and reliability is a questionnaire about students' responses to the implementation of Citizenship learning. Test the validity and reliability of the questionnaire instrument for teachers about teacher efforts to improve the quality of learning, about the values of Pancasila developed in the teaching of Citizenship, and the teacher's needs regarding the development of motivational-based CVCT models in Citizenship learning implemented at school in Solo Raya. Schools used for the trials included: Satya Karya Karanganyar Vocational School, Karanganyar State Vocational School, Karanganyar Vocational School 2, Muhammadiyah Vocational School 1 Sukoharjo, Bina Patria Vocational School 1 Sukoharjo, Bina Patria Vocational School 2 Sukoharjo, Vocational School 1 Klaten, Vocational School Banyudono Boyolali, Vocational School and Karanganyar school.

The validity of the instrument in the form of a questionnaire was analyzed using the product-moment technique while knowing the reliability used the Cronbach's technique.

RESULTS/FINDINGS

The Condition of Pancasila and Citizenship Education Teachers

Citizenship teachers strive to improve the quality of learning. Efforts made including improving the quality of learning planning, mastery of materials, classroom management, using instructional media, and learning models. Citizenship teachers in making learning plans are still experiencing difficulties.

Citizenship teachers in implementing learning master learning material well. The material well-controlled by the teacher is not balanced by the adoption of innovative learning methods and models by the teacher, so the learning process becomes less attractive and the activity of students is low. Teachers in teaching rarely use interesting learning media. Evaluation of learning by the teacher still emphasizes aspects of knowledge, while aspects of attitudes and skills are rarely done.

The teacher in the learning process has tried to motivate students, but the motivation given is general. The motivation that is given does not lead to motivation that raises the full attention that students must have, does not lead to the suitability of students' needs, has not led to the formation of students' confidence, and has not led to the realization of student satisfaction.

As a Citizenship teacher in the delivery of learning materials, all subjects should always be associated with efforts to internalize the values of Pancasila. The fact that teachers occur in the delivery of material does not always relate to the internalization of the values of Pancasila. The teacher only focuses on the subject matter discussed.

Citizenship teachers always try to understand several learning models. Citizenship teachers are not yet familiar with motivational-based CVCT learning models. Citizenship teachers are interested in the motivational-based CVCT learning model and wish to apply it in the Citizenship learning process. This is because the CVCT model is



a learning model that emphasizes the education of Pancasila values, which are believed to increase the internalization of Pancasila values.

Condition of Students in citizenship Learning

The motivation of students is still low in participating in Citizenship learning. It was found, that: 1). When learning students lack focus or pay less attention to the material delivered by the teacher; 2). Learners feel the material provided is not following the environment in which they live and the realities of life faced daily; 3). Learners feel that the material provided lacks confidence in dealing with the world of work; 4). Learners feel that Citizenship lessons lack direct benefits and satisfaction for themselves in the context of facing the world of work.

The level of internalization of the Pancasila values of students is still low. This result can be seen from the 150 students who were given the questionnaire stated, that 15 students (10%) were very less, 90 students (60%) were less, 30 students (20%) were sufficient, and 15 students (10%) were good.

Learning Planning

Based on the results of interviews with vocational school teachers, it was found that the Citizenship teachers in teaching had made learning plans. The lesson plan made by the teacher is a lesson plan based on the 2013 curriculum. The reality in schools shows that the Citizenship teachers in making learning plans are often discussed in the Citizenship subject teachers' deliberations forum.

The teachers in making lesson plans are still experiencing difficulties, so in making the lesson plans there are still some shortcomings or mistakes. Satya Karya Karanganyar Vocational Teacher, named Rejo said that he still had difficulty in preparing lesson plans so that sometimes, in making the lesson plans he just copy and paste from other lesson plans. The same thing was also conveyed by a teacher of Muhammadiyah I Sukoharjo Vocational School named Bambang Sahono. Other school teachers, namely Drs. Umar Sholeh, who was a teacher at Banyudono State Vocational School, said that in making the lesson plan he was still having trouble so he continued to make it as his duty, only the truth of the lesson plans that he made was unknown to him.

Learning Implementation

Based on observations about the implementation of Citizenship learning, the following matters can be stated:

a. Preliminary activities

Preliminary activities in the learning process should include orientation, apperception, motivation, and providing a reference. The reality is that not all Citizenship teachers in the learning process carry out preliminary activities coherently and completely. In carrying out preliminary activities haphazardly, there are even teachers who do not do preliminary activities in teaching but directly do the core learning activities.

b. Core Learning Activities

The demands in learning today are learning that emphasizes student-centered learning. Student activities must be prioritized. Teachers are required to apply innovative learning models by leaving learning that emphasizes teacher-centered learning.

Observation results show that teachers in the learning process still emphasize teacher-centered learning which is often referred to as teacher-centered learning. Teachers in the learning process still use varied lecture methods. The material presented is still dominated by aspects of knowledge.

In the learning process, teachers rarely use interesting learning media that can clarify the subject matter. Even teachers in the learning process do not use learning media.

Teachers in conducting assessments should use authentic assessments that include process assessment and outcome assessment. The fact shows, that the teachers only assess the results, while the assessment process is rarely done, or even is not done.

c. Closing activities

Closing activities in learning should include conclusions, provide feedback, provide follow-up, and deliver activities at the next meeting. The reality shows, that Citizenship teachers in carrying out closing activities in the learning process rarely do these steps. The teacher ends the learning process by concluding the subject matter discussed. While feedback, providing follow-up, and informing the material or activities to be carried out at the next meeting is not carried out.

Based on table 1 above, obtained an average score of learning implementation in the First School of 4.2 or 84%, the second school of 4.2 or 84%, the third school of 4.4 or 88%, and the fourth school of 4, 4 or 88%. The average acquisition of the first school to the fourth school is 4.3 or 86%. Therefore the results of the implementation of learning by using a motivational-based CVCT model on Citizenship learning can be claimed to be very good.

Table 1: Evaluation of the Implementation of Citizenship Learning Model based on CVCT Motivational in Expanded Trials

No	RATED ASPECT	SCORE				
		Average School meetings A	Average Meeting at School B	Average Meeting in Schools C	Average Meeting in School D	Average Total
I	Preliminary activities	4,5	4,4	4,6	4,5	4,5
II	Core learning activities	4,1	4,1	4,3	4,3	4,2
III	Closing activities	4,0	4,0	4,3	4,3	4,2
	Total score	12,6	12,5	13,2	13,1	12,9
	Average	4,2	4,2	4,4	4,4	4,3
	Result Score (%)	84%	84%	88%	88%	86%

In addition to the aforementioned results, based on observations by the teacher as the implementer of learning and the teacher as a collaborator of the activities of the students in participating in the learning process the activeness of the students is already good. This is shown when the learning process of students follows lessons with concentration, enthusiasm, and full of activeness, by asking lots of questions, answering questions of peers and teachers, and doing assignments according to the assignments given by the teacher.

The Need for Learning Models

The 2013 curriculum demands in the teaching-learning process should use an innovative learning model. Through an innovative learning model, it is hoped that students can actively participate in learning. The learning model used by the teacher so far still uses conventional methods, namely by using varied lecture methods. Based on the demands of the 2013 curriculum, the Citizenship Education teachers must inevitably be prepared to always try to understand various innovative learning models and subsequently apply innovative learning models in the learning process.

Citizenship is subjects that have an important role in the effort to internalize Pancasila values to students. Therefore the learning models used by teachers should be innovative models that can increase the internalization of the values of Pancasila. Citizenship Education is the value of Pancasila education. Therefore the learning model used by teachers must be a model that can make students not only understand the level of theory but must reach the level of practicing the values of Pancasila in life at school and in the community.

In the preliminary study illustrated in table 1 about the need to develop learning models, the teachers stated that it was necessary to develop motivational-based learning models of Pancasila values to improve the internalization of Pancasila values, so new learning models were found that could be used by teachers to teach Citizenship. Specifically Citizenship the teachers conveyed that the learning model needed was: 1). The Pancasila values education model; 2). The educational model of character values; 3). An easy to implement value education model, and 4). Learning models that arouse students' motivation. In connection with the motivation of the teachers also said that the motivation needed is: 1). Motivation related to students' interests or needs; 2). Motivation related to the suitability of the material with the environment and conditions of students; 3). The motivation that can produce student confidence; and 4). The motivation that can provide benefits and satisfaction for students.

To develop the learning model of Pancasila and Citizenship Education, the teachers of Pancasila and Citizenship Education in schools are not familiar with the learning model of CVCT (Contextual Value Clarification Technique), which is a combined model of a contextual model with a VCT (Value Clarification Technique) model). The teachers are familiar with the contextual learning model. While the VCT (Value Clarification Technique) model is also not well known.

Table 2: Validation of Educational Experts and Practitioners on the Motivational Based CVCT Model Learning Implementation Plan

No	Rated aspect	Score								
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Practitioner 1	Practitioner 2	Practitioner 3	Average
1	Formulation of Purpose	3,3	4,0	4,0	4,7	4,0	4,7	4,3	4,0	4,1
2	The selection and organization	3,5	4,0	4,8	4,8	3,8	4,3	3,8	3,8	4,1

of teaching materials									
Selection of learning resources / learning media	4.0	4.7	4.0	4.7	4.0	4.3	4.7	3.7	4.3
Learning Scenarios / Activities	3.0	4.0	5.0	4.3	4.0	4.3	4.8	4.0	4.0
Assessment of Learning Outcomes	3.0	4.0	4.0	5.0	4.0	5.0	5.0	4.0	4.3
Total score	17	21	22	23	20	22	21	19	20.8
Average	3.4	4.2	4.4	4.6	4.0	4.4	4.2	3.8	4.16
Result Score (%)	68%	84%	88%	92%	80%	88%	84%	76%	83.2%

The results of the evaluation of experts and education practitioners about the implementation of Learning plans such as table 2 shows an average percent of 83.2%. Based on predetermined criteria, it shows that the results are categorized as very feasible so that the draft product is very feasible to be tested in the field in a limited and extended test. The following is an explanation of the CVCT model:

Table 3: Syntax of CVCT Model Based on Motivational

No	Component	Step	Motivational (ARCS)
1	Build a concept	Apperception	Creating student attention and Creating student interest in learning (<i>Attention</i>)
2	Looking for	Observe	Creating student confidence and suitability (<i>confidence / confidence and relevant CE / compatibility</i>)
3	Find	Observation	- Connect to the needs and environment of students - Relevance / to match)
4	Asking	Ask	Create student confidence and realize student satisfaction. (<i>Confidence / confidence - self confidence and satisfaction / to satisfaction</i>)
5	Study Group	group discussion	Create student confidence and realize student satisfaction. (<i>Confidence / confidence - self confidence and satisfaction / to satisfaction</i>)
6	Demonstration	Communicating	Create student confidence and realize student satisfaction. (<i>Confidence / confidence - self confidence and satisfaction / to satisfaction</i>)
7	Reflection	Associate	Creating conformity (<i>relevant CE</i>) and satisfaction (<i>satisfaction</i>)
8	Real assessment	Rating and Closing	Creating confidence (<i>confidence</i>) and satisfaction (<i>satisfaction</i>)

DISCUSSION / ANALYSIS

Findings from schools indicate that Citizenship teachers in implementing learning rarely prepare learning media specifically according to the material presented. This has an impact on the quality of learning. Some of them are uninteresting learning, boring, students lack concentration in learning, students busy in the learning process, and lack discipline. Related to learning media [Anitah \(2009\)](#) states that media selection needs to get attention because the function of the media is very strategic in the implementation of learning. Learning will be interesting and easily understood by students if the teacher designs the media carefully and can use it according to its function. The modern model of education is the formation of a competitive creative personality with the need for continual self-improvement and self-development. It is possible due to the high level of the learning motivation of students and the motivation to acquire a future profession. It should be emphasized that e-learning has considerable potential in this aspect. ([Alfiya R Masalimova & Nikolai V. Kotryakhov; 2019](#)), ([Vineeth Kumar, V., & Tankha, G. \(2020\)](#)).

Learning media is something used by teachers to clarify learning material. Through the media, the learning process becomes more interesting and more concrete and clearer ([Trisiana, Anita: 2020](#)). The teacher in planning learning that is



compiled in the lesson plan must have determined the media used in the learning process. If the learning media included in the lesson plan is carried out with seriousness it will certainly have a positive impact on the quality of the process and learning outcomes.

The findings at the school show that Citizenship teachers already know innovative learning models, but Citizenship teachers have not implemented it in the real learning process. Citizenship teachers actually in the learning process use conventional learning models, namely varied lectures. This is done because the conventional model of varying lectures is an easy way to do it and is commonly done since becoming a teacher.

In particular, Citizenship teachers are not familiar with the CVCT Learning model, but Citizenship teachers are happy and supportive when there are innovative learning models found in the education of Pancasila values. Teachers in this era demand to become a professional teacher. Professional teachers, in addition to having four competencies, must also commit to always try to improve them in developing the four basic competencies they already have. As a consequence of a commitment, the teacher should not only master at the level of theory but must be implemented at the level of practice.

Theories about innovative learning models that have been understood by teachers should also be implemented in the learning process. Teachers must understand the theories about innovative learning models and must be able to implement innovative learning models properly. This is due to the innovative learning that can have a positive impact on the quality of the process and the quality of learning outcomes.

The findings in the learning process conducted by the teacher have motivated students. The motivation conveyed by the teacher in general. The motivational principle conveyed by the teacher to students is that students must study diligently and diligently. Motivation like this is called general motivation.

The motivation for students, of course, must be adjusted to the situation and conditions of students. Among them are ARCS motivation (attention, relevance, confidence, and satisfaction). Success in the learning process is determined by several factors, one of the factors that determine is the motivation factor of students. Therefore in the learning process motivation needs to be instilled in students. This is in line with the opinion of Keller (2010) which states, that each person only wants to learn things that attract his attention and that benefit him.

The learning process implemented by teachers should be able to encourage students to focus on the material learned. Students can focus attention if the material is interesting for students. Therefore the learning process carried out must be able to appeal to students. Besides, to motivate the students, the material provided must be following the needs of students, according to the conditions of students, and following the environment of students. On the other hand, the motivation of students can be realized if the material provided by the teacher can instill confidence and provide benefits or satisfaction for students.

The preliminary research findings also show that Citizenship teachers in implementing the learning process are still oriented to the subject matter. The teacher rarely links the subject matter discussed with the internalization process of Pancasila values. Even though Citizenship is one of Pancasila's values education subjects Pancasila value education should be continuously pursued in the learning process of Citizenship.

CONCLUSION

The implementation of Citizenship Education learning carried out by teachers in the Vocational High Schools in Solo Raya still uses the teacher-center learning approach. The learning process emphasizes aspects of knowledge. The teachers in the learning process are still using conventional learning models, namely varied lectures. Student motivation in attending Citizenship Education lessons is still low. Besides, the level of internalization of Pancasila values is still low. This is from 150 students showing that 15 students (10%) had very low levels of internalization, 90 students (60%) were lacking, 30 students (20%) were sufficient and 15 students (10%) were good. Therefore we need an innovative learning model that uses a student-centred learning approach.

The motivational-based CVCT model has been successfully developed. The development procedure is through the steps: preparation of the draft model, validation of the draft model by experts and practitioners, revision of the draft model, limited trials and expanded draft models, and refinement of the product draft.

Teachers and students' responses to the motivational-based CVCT model stated well. This is from 35 Citizenship Education teachers showing that: (a). 90% are happy and 10% are very happy with the existence of a value education model that has been developed; (b). 80% said it was easy and 20% was very easy to implement in learning Citizenship; (c). 100% stated that motivational-based CVCT models can improve the quality of processes and results. Besides, of the 200 students who were given Citizenship Education lessons using a motivational-based CVCT model, it showed that: (a). 85% expressed interest and 15% expressed great interest; (b). 95% said they were happy and 5% said they were very happy; (c). 80% stated motivated and 20% stated highly motivated.

LIMITATION AND STUDY FORWARD

The motivational-based CVCT model is a character value education model. Therefore the CVCT model can not only be used in Citizenship Education learning but can also be used in social science lessons, especially in the delivery of material related to character.

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AUTHORS CONTRIBUTION

Sutoyo and Anita Trisiana are lecturers and researchers at Slamet Riyadi University who focus their research on the learning of civic education. Both are also active in examining the issue of citizenship as a national issue of citizenship.

- Sutoyo in this study contributed to the development of citizenship education learning, through the development of contextual models, then formulating the model syntax.
- Anita Trisiana has a role as a data processor, which tests the results of learning models that have been developed by processing data from experts and expert validators who justify the model being developed.

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