Research article

Games in Learning Value Clarification Techniques: An Alternative for Affective Learning in Elementary Schools

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Abstract.

The purpose of this study was to describe how games can be used to learn value clarification techniques (VCT). Affective learning is centered on cognitive learning and so it is not often applied in class. Affective learning is usually only carried out by teachers in schools, particularly in elementary schools, if there are problems with student attitudes, and only advice and rules are given. This is based on the idea that unwanted attitudes can be prevented. Affective learning is needed in the classroom as a way to manage attitudes, and it can involve interesting games to be more embedded in student's learning. Using VCT in affective learning differs from cognitive or psychomotor learning because of its focus on values. The implementation of VCT using games is done by providing a stimulus in the form of a moral dilemma that students must solve. This approach must take into account the advantages and disadvantages of implementing games in the classroom.

Keywords: games, VCT, effective learning, elementary school

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1. Introduction

The national development carried out by the Indonesian government is not only in the physical sector, but also in the field of education. In the *Undang-Undang Republik Indonesia no* 14 [1] it explains that the improvement of the quality of Indonesian people includes attitudes (having faith, being cautious, having a noble character), knowledge and skills. Improving human quality is carried out through educational institutions by learning in the classroom. Educational institutions are responsible for the development of the potential of students, both in terms of knowledge, skills, and attitudes [2]. The three learning outcomes have their respective targets. Part of the cognitive realm is knowledge, abilities and intellectual skills. Psychomotor deals with physical and motor skills. Affective deals with feelings, attitudes, interests and values. Learning values controls behavior and raises awareness in students [3].

Classroom learning should lead to these three things. However, in the classroom, especially in elementary schools, teachers still direct their learning only on cognitive or knowledge [2]. The lack of affective education in the classroom, one of the reasons is because the implementation of values education has not received a proportional attention and place in the curriculum [4]. The lack of proportion in the curriculum results in teachers not placing value education on the lesson plans that are made.

So far, our education has been too dominant in the cognitive field. Concepts, norms, religious values, customs are widely read and only memorized, but very few are implemented in everyday life [5]. Religious values and customs which should be the basic attitudes of one's actions ultimately become things that are memorized. Because learning leads to memorizing, not applying.

Apart from the lack of proportion in the curriculum, another obstacle in the application of affective learning is the large number of students. With a large number of students, teachers must be able to foster awareness in students of the good values from the national culture and find ways so that students can apply these, or these characteristics in family, school, and community life.

The highest level of affective learning is the awareness of students. Therefore, the application of affective learning is different from cognitive and psychomotor learning. Because affective learning is subjective and easy to change [6].

Affective learning is important because in this globalization era, the bonds of moral values are starting to weaken. Society is experiencing a moral crisis. And further explained that education throughout the world is now reviewing the need for moral education [4]. This moral education is in the form of affective learning in the classroom. In the implementation of learning, a teacher is required to be professional in providing guidance for students so that there is no moral decline which can make humans arrogant, selfish, and individualistic [7]

The importance of learning attitudes or affective is also in a hadith which reads:

مَنْ سَنَّ فِي الْإِسْلَامِ سُنَّةً حَسَنَةً. فَلَهُ أَجْرُهَا وَأَجْرُ مَنْ عَمِلَ بِهَا بَعْدَهُ مِنْ غَيْرِ أَنْ

يَنْقُصَ مِنْ أُجُورِهِمْ شَيْءٌ ، وَمَنْ سَنَّ فِي الْإِسْلَامِ سُنَّةً سَيِّئَةً ، كَانَ عَلَيْهِ وِزْرُهَا

وَوِزْرُ مَنْ عَمِلَ بِهَا مِنْ بَعْدِهِ مِنْ غَيْرِ أَنْ يَنْقُصَ مِنْ أَوْزَارِهِمْ شَيْءٌ

Meaning: Whoever sets a good example in Islam, then for him the reward for his good deeds, and the reward for those who follow him until the Day of Resurrection. This does not preclude the reward of those who follow him. And for those who set a bad example in Islam, then for him the sin for his deeds and the sin for those who follow him until the Day of Resurrection, it does not reduce the sins of those who follow him (H.R Muslim).

Giving examples, especially to children, is one part of affective learning, namely modeling. Giving good examples by the teacher continuously will make students follow what they do

Attitude habituation uses affective learning which effective for students, namely learning that is able to provide freedom to choose, study and analyze one's own actions and people's actions. This learning aims to increase students' awareness of their own values. This learning can be carried out with a Value Clarification Technique (VCT).

Actually, affective learning is difficult to measure because it relates to a person's values and awareness. However, with the application of VCT teachers can find out the level of awareness of the values in students. VCT has been introduced as affective learning in Indonesia since Curriculum-1975, which is known as *tekhnik pembelajaran nilai*. However, teachers rarely use it in the classroom and use more conventional models. VCT is basically inductive in nature, starting from group experiences towards general ideas about knowledge and self-awareness [8]. VCT emphasizes the process of clarifying values that previously existed in students, then balancing them with new values that are deliberately given. The assignment of the new value will not cause an overlap with the existing value. With the learning steps they have, VCT will be able to help students develop these values in an integrated manner, thus forming a consistent value system. With VCT learning, it will be easy to express students' attitudes, values, and morals towards a case presented by the teacher [9].

The presentation of cases in VCT learning can be done in various ways. Although some teachers consider the application of VCT difficult, it can be overcome by contextual learning, which is done by directing attitude learning to things that happen around students. This contextual learning can be realized in games. In addition to facilitating the implementation of learning, games can also attract students' interest, so that they pay more attention and can capture the meaning of learning. Therefore, the application of VCT learning with games is expected to make learning more effective and fun for students.

2. Methods

This research uses a qualitative approach. In qualitative research, there are two types of data collection, namely literature study and field study. The literature study examines written sources such as annual report documents, laws and regulations, and certificates [10]. In this study, literature study was used, so that the results obtained were in the

form of a description based on a literature review of games in VCT learning as affective learning.

This research leads to literature study so that data analysis techniques focus on document study. The documents in this research are in the form of all supporting data that can complement and deepen the study. The data analysis technique in this study used the Miles & Hubermen method, namely data reduction, data display, and conclusion [11]. Data reduction is done by summarizing, and selecting things that are considered important as data. After the data is selected, the data display is then performed. In this study, data display was carried out with narrative text. The next step is conclusion or verification. The conclusions in qualitative research are new findings that have never existed before

The validity of the data in this study is the credibility and transferability test. The credibility test is carried out by increasing persistence, by making observations more carefully and continuously, so as to provide accurate and systematic data descriptions about something being observed. The transfermability test is carried out by providing a clear, detailed, systematic, and reliable description so that the research results can provide a clear picture.

3. Result and Discussion

3.1. Affective Learning in Elementary School

There are three things that must be achieved in learning, they are cognitive, affective and psychomotor. Cognitive is related to knowledge, affective is an attitude related to values in society, and psychomotor is related to skills. These three things are inseparable and interrelated. Attitude and knowledge especially have a strong influence. Attitudes in learning are influenced by what students learn. So that the attitude shown by students is a result of the material or learning carried out by students [12]. Conversely, affective conditions will affect the conditions of student learning both cognitive and psychomotor [13]. Affective learning or attitude learning is different from cognitive or psychomotor learning. Attitude can be defined as the ability to accept or reject an object based on an assessment of the object [14]. Attitudes start with feelings, like or dislike, and are related to the response shown to something [15]. Apart from being a feeling of liking or disliking something, it is also a determinant of someone's behavior. Because attitude can determine a person's behavior [16].

In attitude, there are three components which are called cognition, affection and conation [17]. Cognition is related to belief, affection concerns a person's emotional life, while conation is a tendency to behave. Cognition components will give rise to perceptions, ideas and concepts about something that is seen. Perception is influenced by experience, the learning process (socialization), the breadth of one's views and knowledge. The experience factor and the learning process will give shape and structure to what is seen. Meanwhile, the breadth of views and knowledge will give meaning to the object in question. Then based on the norms and values that a person adheres to, he will have certain beliefs in an object. Furthermore, the affection component provides an emotional evaluation in the form of feeling happy or unhappy, agreeing or disagreeing with the object. In the next stage, the conation component plays a role which determines the willingness or readiness to act on the object [2].

Affective learning leads to learning values in students. Furthermore, these values will develop into behavior and ways of treating others [18]. Affective learning has a different learning-strategy from knowledge, because affective learning strategies not only aim to achieve cognitive education, but also aim to achieve other dimensions, they are affective attitudes and skills [19]

There are several value education methods in affective learning, they are Moralizing, Modeling, Trial-error and laisez fair, and VCT (Value Clarification Technique) [20]. Moralizing is value education through advice, lectures, instruction, exhortation, and others. Modeling is done by using yourself or someone as an example. By giving examples, other people will indirectly imitate the attitudes, actions and behavior displayed by the person being used as an example or model. In schools, those who act as models include: principals, teachers, and employees. Trial and error and laisez fair, namely giving freedom to students to determine values, attitudes and actions to be taken. VCT (Value Clarification Technique), is done through a process of clarification, explanation of values through reflection and others. In class learning, so far, modeling learning is more applied, while the implementation of VCT is still rarely done. Even though this model is considered effective in value education to students.

3.2. Value Clarification technique Learning

Value Clarification Technique (VCT) is a type of learning designed as affective learning. VCT is considered as one of the learning techniques that can meet the goals of value education [2, 8]. The value clarification approach is different from the value formation approach and the value analysis approach. The value formation approach emphasizes

the cultivation of social values in children. The value analysis approach emphasizes the development of children's ability to think logically, by analyzing problems related to social values. Meanwhile, the value clarification approach emphasizes efforts to assist children in assessing their own feelings and actions to increase their awareness of their own values [21]. One approach that is considered appropriate for instilling values is the value clarification approach [22].

Clarifying values is also defined as a process of appreciation, which centers on how a person holds certain beliefs and occupies certain patterns of behavior [23]. VCT places an emphasis on helping students assess their own feelings and actions to increase their awareness of their own values [6]. VCT can be interpreted as a teaching technique to assist students in finding and determining a value that is considered good in dealing with a problem, through the process of analyzing existing and embedded values in students [24]. Self-determination of values will give students the opportunity to determine which values to fight for and practice in their lives [4]. The values taught to students are good values in society. So that VCT is not only important for students 'self-development, but also for students' ability to interact with other people [25].

VCT learning is carried out by providing a stimulus to students. Students are given a stimulus containing stories of moral dilemmas, then given difficult and dilemmatic choices. After that students are asked to make decisions quickly and accurately by considering the risks that will occur [26]. The moral dilemma given can be done through dialogue, discussion, or debate. In essence, all aims to solve problems.

Based on the explanation above, it can be concluded that VCT is an affective learning approach that helps students find and choose the values that exist in themselves so that it becomes a behavior, which is carried out with a dilemma problem stimulus.

The objectives of VCT learning [27] are: (1) to know and measure the level of students' awareness of values, so that they can be used as a basis for determining the target value to be achieved. (2) instill awareness of students about the values they have, both level and character, positive and negative, then inculcated in the direction of increasing and achieving target values, (3) instilling certain values in students in a rational and acceptable way, (4) train students to accept and assess themselves and the position of other people's values, and make decisions about a problem related to their daily interactions. The principles of VCT [27] are: (1) Cultivating values and changing attitudes are influenced by many factors, including self-potential, emotional, intellectual, community value norms, the education system, and the family environment and play, (2) attitudes and changes in attitudes are influenced by the stimulus received by students and the strength of the values that students have, (3) values, morals, and norms are

influenced by developmental factors, so that teachers must consider the level of moral development of each student, (4) changing attitudes and values requires skills to clarify values rationally, so that self-awareness arises, not because of a sense of obligation, (5) changing values requires openness between teachers and students.

Value clarification emphasizes the formation of values, the focus is on how someone can have certain values and shape behavior patterns. The value clarification process consists of seven sub processes which can be classified into 3 categories [23] they are: (1) choosing, includes choosing freely, choosing from various alternative options, and choosing from various alternatives after considering the consequences and each alternative; (2) Appreciating / upholding, including appreciating and being pleased with the choice, willing to acknowledge / confirm his choice in public; (3) acting / behaving according to his choice, repeatedly acting according to his choice until finally it becomes his pattern of life.

In addition to the stages described above, the stages of affective coaching [28] are: (1) the phase of freedom of choice which includes: a) choosing various alternatives, b) determining rational choices, (2) the phase of building pride which includes: a) pride in their choice, b) pride in the rational choice they put forward, (3) a phase to try / implement, consisting of: a) the opportunity to try it (trial), b) to repeat and make the standard.

In contrast to the two previous opinions which divided the steps of VCT learning into three main stages, Raths, Harmin & Simon [26] classified VCT steps into seven stages as follows: "choosing (1) Choosing freely, (2) Choosing from alternatives ; Prizing (3) Choosing thoughtful consideration of the consequences of each alternative, (4) prizing and cherishing, (5) Affirming; Acting (6) Acting upon choice, (7) Repeating.

As affective learning, VCT has advantages over others. The advantages of VCT learning [29] are: (1) values education helps students to process awareness and identify their own values and the values of others, (2) values education helps students to be able to communicate openly and honestly with others , relating to its own values, (3) values education helps students so that they are able to use rational thinking skills and emotional awareness together, to understand feelings, values, attitudes and behavior patterns. VCT also has weaknesses that often occur when using it [2], they are: the learning process is carried out directly by the teacher, meaning that the teacher instills values that they think are good without paying attention to the values that have been embedded in students. As a result, there are frequent conflicts within students because of the mismatch between the old values that have been formed and the new values

given by the teacher. Students often have difficulty aligning old and new values. Based on this, the teacher must have his own tricks to overcome his weaknesses.

3.3. Games in VCT Learning

Games are an absolute part of a child's life. Outside the classroom, play is a fundamental activity for children and one of the first activities to develop together with speaking and connecting skills with others [30]. Games are an integral part of shaping a child's personality. Therefore, in learning activities it must be made as if the child is playing, so that the process of forming children's personality is more focused, because games make people involved and clearly improve their learning [31]. In a game it is not always said that there are losers and winners, or if one loses then the other wins. A game that has no losers wins is called a zero sum game [31]. This game can be used in VCT learning.

In relation to the learning process, the application of games has advantages [33], they are: (1) involvement, students will feel involved in the learning process through games, (2) appropriate, games can be adapted to learning objectives, (3) various situations, games can be used in various situations, can be used in group or individual activities, (4) get attention, games can be an effective way to get students' attention. Besides the advantages, there are also weaknesses in using games, they are: (1) consideration of competition, because of the desire to win, the game can be competitive, (2) difficulty level, students who are not competent will feel the game is too fast or too difficult for them, (3) expensive, some games especially computer games can be very expensive to buy, (4) misguided intentions, learning objectives may be "lost" because of the desire to win rather than learn. These deficiencies can be overcome if the teacher prepares in advance. Problems with competitive considerations can be resolved with good supervision. Problems on the difficulty level can be overcome by first analyzing the character of the students, so that the difficulty level of the game can be determined. Expensive games can be prevented by using cheap property, or used goods. Misdirected intentions can be overcome by first determining game objectives and communicating them to students.

As in general learning, the benefits of games in VCT learning are the same as previously described. However, specifically, the role of games in VCT is to enliven the learning atmosphere with active involvement of students in learning, bring students to feel the social dilemmas of social life and concrete value forms. which was originally abstract, so that it is easily understood by students [28]. The difference with games in

general is that VCT games must have value. Inside there is a stimulus in the form of an abstract social dilemma so that it is easily understood by students.

4. Conclusion

Affective learning in elementary schools is not applied by teachers because it is still centered on cognitive learning. Affective learning can be done by learning value clarification techniques using games. VCT learning as affective learning has differences with cognitive or psychomotor learning, because it must contain values. The implementation of VCT using games is carried out by providing a stimulus in the form of moral dilemmas that students must solve, by considering the advantages and disadvantages of implementing games in the classroom.

Acknowledgments

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