

ABSTRAK

Riska Julia Safitri 2025. Penerapan Model Value Clarification Technique (VCT) Berbantuan Media Pembelajaran Interaktif untuk Meningkatkan Hasil Belajar Kognitif Siswa Kelas V Sekolah Dasar. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun. Pembimbing (I) Dr. Hendra Erik Rudyanto, S.Pd., M.Pd (II) Meli Budiarti S.Sos., AM.

Pembelajaran IPAS di sekolah dasar masih menggunakan metode ceramah dengan pembelajaran berpusat pada guru dengan guru memberikan penjelasan kemudian siswa mengerjakan tugas. Penelitian ini bertujuan untuk mengetahui peningkatan hasil belajar kognitif siswa pada mata pelajaran IPAS materi seperti apakah budaya daerahku melalui penerapan model *Value Clarification Technique (VCT)* berbantuan media pembelajaran interaktif. Latar belakang penelitian ini adalah rendahnya hasil belajar kognitif siswa yang disebabkan oleh kurangnya variasi model dan media pembelajaran. Model dan media dapat mewujudkan pembelajaran yang lebih aktif dan menyenangkan. Jenis penelitian yang digunakan adalah Penelitian Tindakan Kelas dengan subjek penelitian siswa kelas V di SDN Gunungsari yang hasil belajar kognitifnya masih rendah berjumlah 13 orang. Pengumpulan data dalam penelitian ini meliputi observasi, tes dan dokumentasi. Hasil penelitian ini menunjukkan adanya peningkatan hasil belajar siswa melalui model *Value Clarification Technique (VCT)* berbantuan mediapembelajaran interaktif di sekolah dasar. Pada pra siklus nilai rata-rata siswa adalah 61,61 dengan persentase ketuntasan 38%. Pada siklus I rata-rata nilai IPAS siswa adalah 63,46 dengan persentase ketuntasan 54%. Pada siklus II rata-rata nilai IPAS adalah 82,30 dengan persentase 92%, Hasil penelitian menunjukkan bahwa penerapan model VCT yang dipadukan dengan media interaktif mampu meningkatkan partisipasi dan hasil belajar kognitif siswa. Media pembelajaran interaktif terbukti membuat pembelajaran lebih menarik, interaktif, dan mudah dipahami siswa. Dengan demikian, penggunaan model VCT berbantuan media pembelajaran interaktif efektif untuk meningkatkan hasil belajar kognitif siswa kelas V pada materi budaya daerah.

Kata kunci: *Value Clarification TechniquE (VCT)*, Media Pembelajaran Interaktif, Hasil Belajar Kognitif

ABSTRACT

Riska Julia Safitri 2025. Application of the Value Clarification Technique (VCT) Model Assisted by Interactive Learning Media to Improve Cognitive Learning Outcomes of Fifth Grade Elementary School Students. Thesis. Elementary School Teacher Education Study Program, FKIP, Universitas PGRI Madiun. Advisors: (I) Dr. Hendra Erik Rudyanto, S.Pd., M.Pd. (II) Meli Budiarti S.Sos., AM.

Science learning in elementary schools still uses the lecture method with teacher-centered learning where the teacher provides explanations and then students do assignments. This study aims to determine the improvement of students' cognitive learning outcomes in the subject of Science, such as what is my regional culture through the application of the Value Clarification Technique (VCT) model assisted by interactive learning media. The background of this study is the low cognitive learning outcomes of students caused by the lack of variety of learning models and media. Models and media can create more active and enjoyable learning. The type of research used is Classroom Action Research with research subjects of grade V students at Gunungsari Elementary School whose cognitive learning outcomes are still low, totaling 13 people. Data collection in this study includes observation, tests and documentation. The results of this study indicate an increase in student learning outcomes through the Value Clarification Technique (VCT) model assisted by interactive learning media in elementary schools. In the pre-cycle, the average student score was 61.61 with a completion percentage of 38%. In the first cycle, the average student score in Science was 63.46 with a completion percentage of 54%. In cycle II, the average social studies score was 82.30, with a percentage of 92%. The results of the study indicate that the implementation of the VCT model combined with interactive media can improve student participation and cognitive learning outcomes. Interactive learning media has been proven to make learning more interesting, interactive, and easier for students to understand. Thus, the use of the VCT model assisted by interactive learning media is effective in improving the cognitive learning outcomes of fifth-grade students on regional culture material.

Keywords: Value Clarification Technique (VCT), Interactive Learning Media, Cognitive Learning Outcomes