

## Development of Big Book Based on Value Clarification Technique (VCT) to Improve Critical Reasoning of Fourth Grade Students

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### ABSTRACT

This study aims to create and develop VCT-based big book learning media to improve critical reasoning of students in Class IV of MI Al Kautsar Joho, Madiun Regency. This study was conducted in Class IV of MI Al Kautsar Joho, Madiun Regency. This study uses development (Research and Development). The results of this study are Bigbook Learning Media using the VCT model with a percentage increase in learning outcomes and students' critical reasoning abilities (1) in the pretest, the average student learning outcomes obtained a score of 59.7. While the posttest results showed that all students got scores above the KKM (KKM = 75) with an average class score of 80.8. This shows a success in learning in terms of cognitive aspects with an average increase in learning outcomes of 26%, (2) The results shown by the pretest results of 27 class IV students showed an average of 449 out of 540. This shows a success in learning in terms of cognitive aspects with an average increase in learning outcomes of 83% or in the good category. Conclusion: Big Book Learning Media using the Value Clarification Technique (VCT) model is very suitable for use in the learning process and is able to improve students' critical reasoning patterns in the diversity material of Class IV MI Al Kautsar Joho, Madiun Regency.

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## INTRODUCTION

The Indonesian nation has a diversity of tribes, cultures, customs, religions, and languages. This diversity is important to strengthen the Bhineka framework in the lives of people in Indonesia (Qodir, 2018). One way to care for and maintain diversity is through education in schools (Suprpto, 2020). This is important because based on the results of a survey from the Setara Institute in 2016, the situation of intolerance in the student environment is quite concerning (Institute, 2021). This condition certainly shows that students' tolerance towards diversity needs to be taught to students not only in terms of knowledge, but also attitudes and skills. On the other hand, the Indonesian Ministry of Education and Culture issued a program related to the Pancasila Student Profile (Sufyadi et al., 2021). There are 6

competencies in forming the Pancasila student profile. One of them is Critical Reasoning. Critical reasoning skills are the ability to solve problems (Rahayuningsih, 2022). It is hoped that students will be able to reason critically by processing objectively, connecting information, conducting analysis, evaluating and drawing conclusions (Ministry of Education and Culture, 2020). This is interpreted as showing an attitude of tolerance regarding diversity requiring critical reasoning skills.

Based on pre-research at MI Al Kautsar Joho, Madiun Regency. on May 18-20, 2022, it showed students' critical reasoning skills on diversity material in everyday life. In fact, there are cases of bullying against students whose parents' economic circumstances are different. This means that this condition shows that in terms of knowledge, students can understand diversity material, but in terms of attitude and skills they do not show an attitude of tolerance for diversity of individual characteristics at school. Data was obtained from the results of interviews and observations conducted by grade IV students of MI Al Kautsar Joho, Madiun Regency. The media used by teachers cannot be said to be effective because there are still students who have low learning motivation. Teachers still use learning media in the form of videos and powerpoints. Therefore, teachers consider diversity material important for students to understand so that they can reason critically when facing problems in everyday life.

One of the learning media that can be developed for critical reasoning related to diversity material is through Big Book. According to Madyawati (2016) Big Book learning media is a picture book that is chosen to enlarge both images and text (Madyawati, 2016). This is in accordance with the word of Allah SWT. in Surah al-Nahl verse 44, namely: "We have sent down to you the Qur'an, that you explain to mankind what has been revealed to them and that they may think". Thus, the use of Big Book media can help students carry out the critical reasoning process in understanding and demonstrating an attitude of tolerance for diversity from the material presented in the Big Book. Several research results show that the use of Big Books is effective in improving students' critical thinking/reasoning at elementary school level (Ardayani & Suarjana, 2021; Kurniaman & Sismulyasih Sb, 2019; Laily & Gunansyah, 2018; Purnamasari & Wuryandani, 2020; Rizkyawan & Paksi, 2022; Wuryandani et al., 2020). This basis can provide reinforcement in the development of Big Books at MI Al Kautsar Joho, Madiun Regency as a learning medium can improve the critical reasoning skills of grade IV students related to diversity material.

The difference with the results of previous studies is that the development of this Big Book learning media will use the Value Clarification Technique (VCT) model. The VCT model is used because based on several research results, it shows the effectiveness of the VCT model in improving students' critical thinking/reasoning abilities (Dewantoro & Sartono, 2019; Fahyuni & Bandono, 2017; Hasan & Mawardi, 2021; Puspita et al., 2020; Ula et al., 2021). The use of the VCT model in the development of Big Books can help students apply critical thinking/reasoning skills to deal with individual diversity problems in everyday life. Therefore, this study proposes the development of a Big Book using the Value Clarification Technique (VCT) model to improve students' critical reasoning abilities in the diversity material of class IV MI Al Kautsar Joho, Madiun Regency. which has been proven valid and is worthy of being tested on students.

## RESEARCH METHODS

In this study, the researcher used the type of research and development or Research and Development (R&D). The definition of research and development according to Sugiyono is research that aims to develop or produce a product and validate it (Sugiyono, 2014). While the development model used in this study is the ADDIE model developed by Dick and Carry (1996) (Samsu, 2017). This model consists of five stages, namely analysis, design, development, implementation, and evaluation. Data were collected by researchers through interviews, observations, and tests. Interviews were conducted with grade IV teachers of MI Al Kautsar Joho Kab. Madiun. to find initial problems until after the use of big book media. Then observations were carried out using observation guidelines when implementing big book media. This is related to student responses, supporting factors and inhibiting the implementation of big book media. While the use of descriptive tests to determine students' critical reasoning abilities. While this study uses qualitative data analysis techniques in the form of test results, interviews and observations that have been obtained are then collected and reduced to obtain conclusions. Second, using quantitative data analysis with data from assessments by media experts, material experts and learning experts collected and then analyzed.

## RESULTS

### Development Product Validation

This research and development activity aims to produce a product in the form of media called 'Big Book', namely a large book learning media on the material of Diversity in Indonesia

which has been tested valid and is suitable for trial to grade IV students of MI Al Kautsar Joho, Madiun Regency. In accordance with the definition of media in (Wuryandani et al., 2020) that learning media is anything that can convey messages and can stimulate students to learn so that they can achieve learning objectives properly. The 'Big Book' media is expected to help teachers and facilitate students in PPKn learning activities, especially the Diversity material. Diversity learning is one of the most important materials for students to master. This is because the Indonesian nation has a diversity of tribes, cultures, customs, religions, and languages. This diversity is important to strengthen the Bhineka framework in the lives of people in Indonesia (Qodir, 2018). One way to maintain and preserve diversity is through education in schools (Suprpto, 2020). This is important because based on the results of a survey from the Setara Institute in 2016, the situation of intolerance in the student environment is quite concerning (Institute, 2021). Therefore, it is very important to teach students to think critically in facing challenges and problems that arise in everyday life.

The following is an analysis related to media development design, validity results, attractiveness, and advantages and disadvantages of the 'Big Book' media:

#### 1) Media Development Design Analysis

The 'Bigbook' media was developed using the ADDIE development model which has five stages, namely analysis, design, development, implementation, and assessment. This model is used because it is very helpful for researchers to develop a learning media that is suitable for use. Each phase can be repeated and the evaluation stage can be carried out at each stage so that it can support increasing the effectiveness of the media (Branch, 2009). This is in accordance with the conditions when developing the 'Big Book' media. According to Madyawati (2016) Big book learning media is a picture book that is chosen to enlarge both images and text (Madyawati, 2016).

This is in accordance with the word of Allah SWT. in Surah al-Nahl verse 44, namely: "We have sent down to you the Qur'an, that you explain to mankind what has been revealed to them and that they may reflect". The media development process was designed based on the characteristics of grade IV students of MI Al Kautsar Joho Kab. Madiun. According to Piaget's development theory in (Wardani & Setyadi, 2020), the average age of fourth grade students, which is 9-10 years, is at the concrete operational stage. At this stage, students' cognitive development is still tied to concrete/real objects.

Students will find it easier to understand the material if they see or touch objects and experience them directly. This is in accordance with the results of an interview with a fourth grade teacher at MI Al Kautsar Joho, Madiun Regency, that the characteristics of students in this class are more receptive to material through real objects or events. For example, teachers always relate learning to events in everyday life so that it is easy to understand. Thus, the use of Big Book media can help students carry out critical reasoning processes in understanding and demonstrating an attitude of tolerance for diversity from the material presented in the Big Book. The results of this study are in accordance with several research results showing that the use of Big Books is effective in improving students' critical thinking/reasoning at the elementary school level (Ardayani & Suarjana, 2021; Kurniaman & Sismulyasih Sb, 2019; Laily & Gunansyah, 2018; Purnamasari & Wuryandani, 2020; Rizkyawan & Paksi, 2022; Wuryandani et al., 2020). This basis can provide reinforcement in the development of Big Books at MI Al Kautsar Joho, Madiun Regency. as a learning medium that can improve the critical reasoning skills of grade IV students related to diversity material.

The selection of materials in the 'Big Book' media such as pictures, colors, font types and letter sizes is also adjusted to the characteristics of grade IV students. Big Book is a reading book that has a large size, writing, and pictures. The size of the Big Book can vary, for example A3, A4, A5, or newspaper size (Lynch, 2008 in Kurniaman & Sismulyasih Sb, 2019). The size of the Big Book must take into account the readability of all students in the class. Big Books can be used in early grades because they have characteristics that suit students' needs. This type of book will attract students' interest because its appearance attracts their attention. These learning outcomes can be used as a reference to determine how far students' abilities are related to the material being taught.

## 2) Validation Results Analysis

Validation is a way to determine the accuracy and suitability between the media developed and the media criteria for learning (Ahmad et al., 2022). Furthermore, Yamasari (Sofnidar & Yuliana, 2018) said that the validity of a media can be known after validation by a team of experts in their fields. The level of validity/feasibility of the bigbook learning media can be known based on the results of the media product validation that has been carried out by validators who are material experts and media experts. The following is an explanation of the analysis of the results of the media product validation carried out by each validator showing

the results that the use of bigbook media in this study has been carried out according to (Laily & Gunansyah, 2018; Rizkyawan & Paksi, 2022).

### 3) Analysis of Material Expert Validation Results

In the initial validation process, the material on diversity in Indonesia that was included was only material on ethnic diversity. The material was only a brief explanation of the ethnic groups in Indonesia. Based on the results of the researcher's consultation with the supervising lecturer, the material was considered lacking so that the researcher needed to add material and improve it first before being validated by the material expert. The researcher added material including traditional houses, language, food, dance, and income from several tribes. This is in accordance with the theory put forward by Azhar Arsyad (2002) that one of the criteria for media eligibility is the suitability of the material (Arsyad, 2002). Therefore, there are several inputs related to the material in the media so that it is in accordance with the learning objectives. The results of the validation by the material expert obtained a score percentage of 91%. If qualified with the media eligibility criteria, this media gets a very valid predicate (Arikunto, 2002).

These criteria indicate that the material presented in the media developed by the researcher is in accordance with the learning objectives so that the material is very suitable to be tested on the test subjects. The material expert validator also provided some input, namely Based on the validation results and input from the material expert "Improvements to the diversity material, it is better to add the benefits and functions of diversity in everyday life". Then improvements are made according to the direction and input from the material expert. The use of big books as a learning medium is suitable for elementary school students because they are liked by children and can be developed by teachers. Big books are large books that are usually used for lower grade children. Big books will present simple readings and illustrations that are in accordance with the level of language and cognitive development of children (Wuryandani et al., 2020). In its use, children can read by themselves or listen to the teacher reading the contents of the book by occasionally showing illustrations to students.

The purpose of using big books is so that students can interpret the stories or illustrations in the book well so that the messages in it can be conveyed to students optimally (Ananta et al., 2017). Meanwhile, the results of this study indicate that the benefits of using VCT-based Bigbook media to improve students' critical reasoning on diversity material are as follows: a) Children easily remember the descriptions in it; b) Students are interested in the book model;



c) Active interaction is formed between teachers and students; d) Students imitate the teacher's style in reading books; e) Increase the frequency of students asking questions related to the contents of the book (Wuryandani et al., 2020).

So it can be concluded that the material contained in the media has met the criteria for media eligibility with a very valid category so that it is worthy of being tested.

#### 4) Analysis of Media Expert Validation Results

The results of product validation by media experts obtained a percentage of 88% with valid criteria according to the media feasibility criteria table (Arikunto, 2002). This media is considered practical and easy to use by teachers and students in offline learning activities. This is also in accordance with the theory put forward by Azhar Arsyad that one of the criteria for media feasibility is flexible and practical in its use (Ananta et al., 2017; Nurani & Mahendra, 2019; Wuryandani et al., 2020). However, there were still some inputs from the validator during the media validation process. The media expert validator suggested that the selection of colors needs to be considered according to the development of grade VI children and the selection of images is adjusted to the existing story. All suggestions from the validator were used as a reference by researchers to make learning media better and more feasible to apply and on target. This shows that the 'Big Book' media is worthy of being tested on grade IV students of MI Al Kautsar Joho Kab. Madiun. These results are in accordance with several similar research results (Ardayani & Suarjana, 2021; Kurniaman & Sismulyasih Sb, 2019; Laily & Gunansyah, 2018; Purnamasari & Wuryandani, 2020).

#### Media Interest Level Analysis

Good learning media, in addition to being in accordance with learning objectives, must also be able to increase interest in learning and be able to attract students' attention. This aims to create an active, enjoyable, and meaningful learning atmosphere for students (Arsyad, 2002). In the development of the 'Big Book' media, researchers used a questionnaire to determine students' responses to the attractiveness of the media. The results of the student response questionnaire to the attractiveness of the media showed a percentage of 84%. This figure shows that this media is considered very interesting according to the media attractiveness table according to Pertiwi in (Laily & Gunansyah, 2018) for grade IV students of MI Al Kautsar Joho, Madiun Regency. The research conducted by (Rizkyawan & Paksi, 2022) also showed that the bigbook learning media is very interesting and is able to reason critically for students

in the learning process (Ananta et al., 2017; Rumtini et al., 2022). This is in line with the theory expressed by Setyadi in (Helmi & Aditya, 2020) that interesting learning media can have a positive impact on students, including increasing motivation and making it easier for students to understand the material given.

This is in accordance with the positive response of students observed by researchers during the learning process using the 'Big Book' media in class based on the results of observations during the study. Students compete to come to the front and answer the questions in the 'Big Book' media. Based on the results of the questionnaire and the theory of the attractiveness of the media, it can be concluded that the 'Big Book' media is very interesting so that it can increase motivation and make it easier for students to learn. This is in accordance with research that shows the use of Bigbook media can have a positive impact on students' understanding of critical reasoning (Ananta et al., 2017; Ardayani & Suarjana, 2021; Laily & Gunansyah, 2018).

### **Analysis of Advantages and Disadvantages of Media**

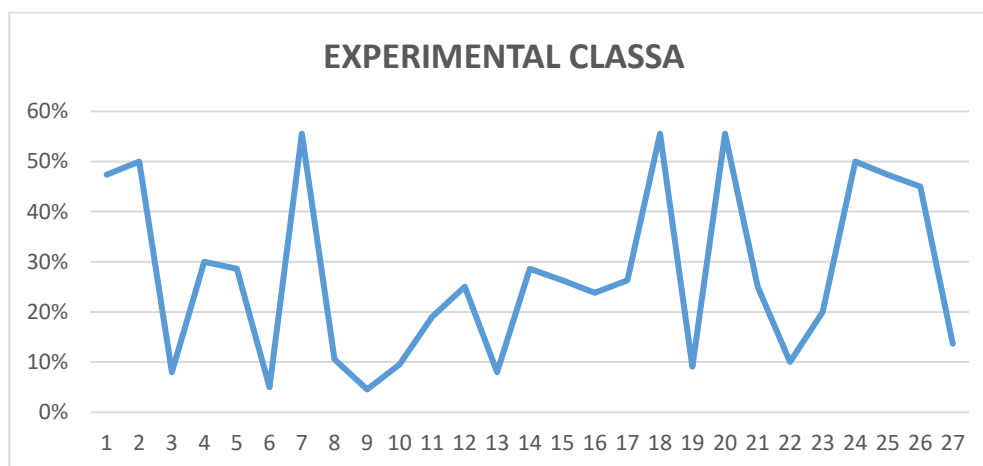
Judging from the results of observations and interviews with homeroom teachers, the media developed in this study has several advantages and disadvantages. The advantages of the media include the following: The results of the study showed the same thing as expressed by Rulfiarini and Sukidi M (2018: 630). Some of the disadvantages of big book media are: 1) Big book media must be properly maintained so that it is not easily torn/damaged, 2) The reading text in the big book generally only covers the core/main part of an event, so the presentation of the material cannot be presented in detail, so the teacher must convey or explain the picture again in detail, 3) because the big book is large, the process of making the big book takes a long time and a lot of energy. In addition to having disadvantages, big book media also has advantages, the results of the study showed the same thing as found by Rulfiarini and Sukidi M (2018: 631), namely 1) having text and images with large sizes so that they can be seen clearly by all students in the class, both those sitting in the front and back 2) the material in the big book is presented concisely and clearly, 3) has color variants that can attract students' attention. So that students do not feel bored.

### **Analysis of Learning Outcomes and Students' Critical Reasoning Abilities**

The learning media developed in this study can be said to be media that can improve students' learning outcomes and critical reasoning abilities. This is evidenced by the results of



the student response questionnaire which shows that the big book media is very interesting. In addition, students' learning motivation can be seen based on student behavior that shows high curiosity, focus, and student activity during learning activities and observation results. This is in line with research conducted by (Nurani & Mahendra, 2019; Wuryandani et al., 2020) that one of the roles of learning media is to improve students' critical reasoning (Laily & Gunansyah, 2018; Maulana et al., 2019; Rumtini et al., 2022; Ula et al., 2021). Students' critical reasoning has an important role in the abilities that students must have when solving problems and finding solutions in everyday life. The test was conducted 2 times (Pretest and Posttest) with the aim of determining the increase in learning outcomes before and after using bigbook media with the VCT method for grade IV students of MI Al Kautsar Joho, Madiun Regency.



**Graph 1.** Student Learning Outcomes Graph

The results shown in the pretest results of 27 fourth grade students showed an average of 59.7. While the posttest results showed that all students scored above the KKM (KKM = 75) with an average class score of 80.8. This shows success in learning in terms of cognitive aspects with an average increase in learning outcomes of 26% or in the Good category. Therefore, it can be concluded that the 'Big Book' learning media is a very interesting media that can increase students' interest in learning and succeed in achieving learning objectives. Meanwhile, there are questions to measure students' critical thinking given to. This aims to determine students' abilities related to how students think critically in working on questions related to diversity. The results of students' critical thinking after participating in learning using the 'Big Book' media. The results shown by the pretest results of 27 fourth grade students showed an average of 449 out of 540. This shows success in learning in terms of cognitive aspects with an average

increase in learning outcomes of 83% or in the Good category according to the results of several studies (Ardayani & Suarjana, 2021; Hasan & Mawardi, 2021; Nurfurqon et al., 2022; Wuryandani et al., 2020).

## DISCUSSION

Critical reasoning skills are a pattern of thinking in attitudes, knowledge and skills that are resilient in facing various challenges (Sufyadi et al., 2021). Therefore, the competencies of the Pancasila student profile are very important to be trained in students. The description of the implementation of the study shows results as expressed by Mason (2008) the use of VCT-based Bigbook can develop important aspects of critical thinking, namely 1) Critical reasoning skills (such as the ability to assess reasons correctly); 2) Attitude, in the sense of: Critical attitude (skepticism, tendency to ask probing questions) and commitment to express this attitude, or A moral orientation that motivates critical thinking; 3) Substantial knowledge of certain content, either from: Concepts in critical thinking (such as necessary and sufficient conditions), or certain disciplines, where someone is then able to think critically (Mason, 2008). This ability will certainly help students in processing information and continuing to determine decision making in response to a problem.

The ability to reason critically is closely related to the ability to argue in responding to events/phenomena in the surrounding environment. This is in the research conducted in accordance with the opinion of Songsil et al. related to Scientific argumentation skills are important for students to express their opinions, make decisions and solve problems in everyday life (Songsil et al., 2019). Regarding students' critical reasoning using VCT-based Bigbook on diversity material, every society in Indonesia must understand the meaning of diversity so that it will foster an attitude of tolerance, mutual respect for differences that exist in the school environment as well as in the family and community.

## CONCLUSION

Based on the development process and trial results of the Big Book learning media based on the VCT method on the diversity material in Indonesia, MI Al Kautsar Joho class, Madiun Regency, it was concluded that the development of this learning media meets the criteria of being very valid based on the results of the questionnaire that has been filled out by the validator. This media also gets the criteria of being very interesting based on the results of the student response questionnaire regarding the attractiveness of the media carried out during

the offline field trial stage and the good category in improving students' critical reasoning skills in dealing with problems. Based on the results of the validation test and field trials, the Big Book learning media based on the VCT method developed by the researcher is suitable for use in the PPKn learning process on diversity material to improve the critical reasoning skills of class IV MI Al Kautsar Joho students, Madiun Regency.

## RECOMMENDATION

Based on the research results, it is recommended that further research expand the scope of the implementation of this media at different levels and subject matter. In addition, a comparative study between VCT and other learning models that focus on strengthening values and reasoning, such as Problem Based Learning or Project Based Learning, is also worth doing to see the relative advantages of this method. Another recommendation is to develop digital or interactive Big Book media, to see to what extent the use of technology can strengthen the impact of VCT on 21st century learning, especially in developing students' character and critical thinking skills.

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