

**PENGARUH MODEL VCT BERBANTUAN TEKNIK POSITIVE  
AFFIRMATION TERHADAP KARAKTER KEMANDIRIAN SISWA  
KELAS V SDN GUGUS 1 KECAMATAN GIANYAR TAHUN AJARAN  
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**ABSTRAK**

Penelitian ini menguji pengaruh model pembelajaran Value Clarification Technique (VCT) yang didukung teknik positive affirmation terhadap sikap kemandirian siswa pada mata pelajaran Pendidikan Pancasila di kelas V sekolah dasar. Penelitian bersifat quasi-eksperimen dengan desain non-equivalent post-test only control group. Populasi mencakup 517 siswa kelas V SD, dengan sampel dipilih melalui cluster random sampling: 25 siswa dari SD No. 3 Gianyar (kelompok eksperimen) dan 32 siswa dari SD No. 4 Gianyar (kelompok kontrol). Data dikumpul melalui observasi menggunakan lembar observasi, lalu dianalisis dengan uji-t inferensial. Hasil uji hipotesis pada taraf signifikansi  $\alpha=0,05$  menunjukkan  $T_{hitung} = 5,010$   $T_{tabel} = 2,012$ ,  $T_{hitung} > T_{tabel}$  sehingga  $H_0$  ditolak dan  $H_1$  diterima. Kesimpulannya, model VCT berbantuan positive affirmation berpengaruh signifikan terhadap sikap kemandirian siswa. Implikasinya, pembelajaran menjadi lebih efektif dalam menanamkan nilai kemandirian, mendukung pengembangan sikap kebangsaan sesuai tujuan pendidikan.

**Kata kunci: Value Clarification Technique, sikap kemandirian, Pendidikan Pancasila, sekolah dasar.**

***THE INFLUENCE OF VCT MODEL ASSISTED BY POSITIVE  
AFFIRMATION TECHNIQUE ON THE INDEPENDENT CHARACTER OF  
FIFTH GRADE STUDENTS AT SDN GUGUS I DISTRICT GIANYAR  
ACADEMIC YEAR 2025/2026***

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***ABSTRACT***

*This study examines the effect of the Value Clarification Technique (VCT) learning model, supported by positive affirmation techniques, on students' independence attitudes in Pancasila Education for fifth-grade elementary school students. It employs a quasi-experimental design using non-equivalent post-test only control group. The population consists of 517 fifth-grade elementary students, with samples selected via cluster random sampling: 25 students from SD No. 3 Gianyar (experimental group) and 32 from SD No. 4 Gianyar (control group). Data were collected through observation using an observation sheet and analyzed with inferential t-test statistics. Hypothesis testing at a significance level of  $\alpha=0.05$   $t_{\text{calculated}}=5.010 > t_{\text{table}}=2.012$ .  $t_{\text{calculated}} > t_{\text{table}}$ , it is mean that rejecting  $H_0$  and accepting  $H_1$ . The VCT model aided by positive affirmation significantly influences students independence character. This implies more effective and efficient learning in instilling independence values, fostering nationalistic attitudes aligned with educational goals.*

***Keywords: Value Clarification Technique, independence character, Pancasila Education, elementary school.***