

## ABSTRAK

Indahwati, Christine (2025), *Pengaruh Model Value Clarification Technique (VCT) Berbasis Masalah Berbantuan Flashcard untuk Meningkatkan Minat Belajar dan Kemampuan Berpikir Kritis Siswa Kelas IV dalam Pembelajaran PKn*. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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**Kata Kunci:** VCT, Berbasis Masalah, *Flashcard*, Minat Belajar, Berpikir Kritis.

Penelitian ini bertujuan menganalisis pengaruh model *Value Clarification Technique* (VCT) berbasis masalah berbantuan *flashcard* terhadap minat belajar dan kemampuan berpikir kritis siswa kelas IV SD. Latar belakang penelitian didasari oleh rendahnya keterlibatan siswa dan kemampuan nalar kritis pada mata pelajaran PKn yang cenderung konvensional. Penelitian ini menggunakan rancangan eksperimen semu dengan *nonequivalent control group design*. Subjek penelitian adalah 92 siswa kelas IV SD yang terbagi menjadi kelas eksperimen ( $n = 49$ ) dan kelas kontrol ( $n = 43$ ). Minat belajar dikumpulkan dengan angket (20 butir) dalam skala Likert pada rentang skor 1 – 4, sedangkan kemampuan berpikir kritis diukur melalui tes pilihan ganda (20 butir). Pengujian inferensial dalam taraf signifikansi 5%. Uji prasyarat menunjukkan data berdistribusi normal dan varians homogen. Hasil uji MANOVA menunjukkan bahwa model VCT berbasis masalah berbantuan *flashcard* berpengaruh signifikan secara simultan terhadap minat belajar dan kemampuan berpikir kritis (Wilks' Lambda = 0,820;  $F = 10,571$ ; Sig. = 0,000). Secara parsial, hasil uji ANOVA menunjukkan perbedaan minat belajar yang signifikan antara kelas eksperimen ( $M = 81,06$ ) dan kelas kontrol ( $M = 69,06$ ) dengan Sig. = 0,002. Demikian pula, kemampuan berpikir kritis siswa kelas eksperimen ( $M = 79,88$ ) secara signifikan lebih tinggi dibandingkan kelas kontrol ( $M = 70,10$ ) dengan Sig. = 0,000. Temuan ini membuktikan bahwa sinergi model VCT berbasis masalah berbantuan *flashcard* efektif meningkatkan kualitas pembelajaran PKn secara afektif minat belajar dan kognitif kemampuan berpikir kritis.

## ABSTRACT

Indahwati, Christine (2025), The Effect of Problem-Based Value Clarification Technique (VCT) Model Assisted by Flashcards to Improve Learning Interest and Critical Thinking Skills of Fourth-Grade Students in Civics Education. Thesis, Elementary Education, Postgraduate Program, Ganesha University of Education. This thesis has been approved and examined by Supervisor I Prof. Dr. Dewa Bagus Sanjaya, M.Si. and Supervisor II Prof. Dr. I Wayan Suastra, M.Pd.

**Keywords:** VCT, Problem-Based, Flashcards, Learning Interest, Critical Thinking.

This study aims to analyze the effect of the problem-based Value Clarification Technique (VCT) model assisted by flashcards on the learning interest and critical thinking skills of fourth-grade elementary school students. The background of the study is based on low student engagement and critical reasoning skills in Civics subjects, which tend to be conventional. This study utilized a quasi-experimental design with a nonequivalent control group design. The research subjects were 92 fourth-grade students divided into an experimental class ( $n = 49$ ) and a control class ( $n = 43$ ). Learning interest data were collected using a Likert scale questionnaire (20 items) ranging from 1 to 4, while critical thinking skills were measured through a multiple-choice test (20 items). Inferential testing was conducted at a 5% significance level. Prerequisite tests showed that the data were normally distributed and had homogeneous variance. The MANOVA test results indicated that the problem-based VCT model assisted by flashcards had a significant simultaneous effect on learning interest and critical thinking skills (Wilks' Lambda = 0.820;  $F = 10.571$ ; Sig. = 0.000). Partially, the ANOVA test results showed a significant difference in learning interest between the experimental class ( $M = 81.06$ ) and the control class ( $M = 69.06$ ) with Sig. = 0.002. Similarly, the critical thinking skills of the experimental class students ( $M = 79.88$ ) were significantly higher than those of the control class ( $M = 70.10$ ) with Sig. = 0.000. These findings prove that the synergy of the problem-based VCT model assisted by flashcards is effective in improving the quality of Civics learning in terms of both affective learning interest and cognitive critical thinking skills.