



Character and Learning Outcomes of Civics in VCT Learning Assisted by Audio Visual Media

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Abstrak

Penelitian ini dilakukan karena rendahnya karakter dan hasil belajar PKn siswa akibat penggunaan model dan media pembelajaran yang tidak efektif. Penelitian ini bertujuan untuk menganalisis ada tidaknya pengaruh model pembelajaran VCT berbantuan media audio visual terhadap karakter dan hasil belajar siswa kelas V PKn. Penelitian ini merupakan penelitian eksperimen semu dengan desain *post-test-only control group design*. Populasi penelitian adalah 170 siswa, dengan sampel 74 siswa ditentukan secara kelompok (*intact group*) dengan teknik *Gugus random sampling*. Data karakter siswa dikumpulkan dengan angket, dan tes objektif mengumpulkan hasil belajar siswa PKn. Teknik analisis menggunakan analisis deskriptif dan *manova*. Hasil perhitungan skor rata-rata karakter sebesar 85,10 berada pada kategori sangat baik. Hasil belajar PKn sebesar 81,90 berada pada kategori sangat baik, sedangkan skor yang diperoleh pada kelas kontrol adalah skor karakter sebesar 80,29 termasuk kategori sangat baik. Skor hasil belajar PKn sebesar 68,14 berada pada kategori baik. Berdasarkan hasil tersebut dapat disimpulkan bahwa model pembelajaran VCT berbantuan media audio visual berpengaruh positif terhadap karakter dan hasil belajar PKn kelas V. Oleh karena itu, permasalahan kesenjangan antara harapan kurikulum 2013 dengan fakta di lapangan mengenai karakter dan hasil belajar PKn siswa kelas V dapat diselesaikan dengan model pembelajaran VCT berbantuan media aplikasi audio visual.

Kata kunci: VCT, karakter, hasil belajar PKn.

Abstract

This research was conducted because of Civics' low character and student learning outcomes due to ineffective use of learning models and media. This study aims to analyze whether there is an effect of the VCT learning model assisted by audio-visual media on the character and learning outcomes of fifth-grade Civics students. This research is a quasi-experimental study with a *post-test-only control group design*. The research population was 170 students, with a sample of 74 students determined by group (*intact group*) with the *Gugus random sampling* technique. Student character data was collected by questionnaire, and an objective test collected student learning outcomes of Civics. The analysis technique uses descriptive analysis and *manova*. The calculation results of the average character score of 85.10 are in the very good category. Civics learning outcomes of 81.90 are in the very good category, while the score obtained in the control class is the character score of 80.29, including the very good category. The Civics learning outcome score of 68.14 is in a good category. Based on these results, it can be concluded that the VCT learning model assisted by audio-visual media positively affects fifth-grade Civics' character and learning outcomes. Therefore, the problem of the gap between the expectations of the 2013 curriculum and the facts in the field regarding the character and learning outcomes of Civics for fifth graders has been resolved by the VCT learning model assisted by audio-visual application media.

Keywords: VCT, characters, Civics learning outcomes.

1. INTRODUCTION

Effective and innovative learning conditions require integrating appropriate learning tools and teacher creativity (Ananda, 2018; Ernawati et al., 2018; Sunardi, 2019). Innovative teachers can provide new ideas to enable students to learn actively (Khaulani et al., 2019; Winarno et al., 2020). Active and effective learning is also emphasized in Civics learning. Civic Education is a flexible scientific field with interdisciplinary and multidimensional cross-studies (Diana Sari et al., 2019; Hasanah et al., 2020). Conceptually, Civics plays a role in cultivating national insight and nationalist attitudes. In short, Civics is a scientific field that prioritizes value and moral education (Ananda, 2018; Diana Sari et al., 2019). Civics should play a major role in developing students' cognitive and affective domains. In connection with

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this, it is very necessary to have a proper Civics learning process. Proper Civics learning is characterized by integrated learning with the characteristics of learning being more meaningful, integrated, value-based, challenging, and activating. Civics, a field of study that must be applied at all levels of education, can develop students' cognitive, affective and psychomotor (Ardika et al., 2020). Civics has three main components: civic knowledge, skills, and disposition (Ardiawan et al., 2020). These components are carried out in an integrated manner with a unified whole. Civics learning in elementary schools has a role in developing students' cognitive, affective and psychomotor domains to create creative, innovative, and critical students (Ananda, 2018).

However, in reality, the Civics learning process is not under the demands of the 2013 curriculum, where Civics learning has not been packaged attractively with challenging learning methods, media, and techniques (Ernawati et al., 2018). Civics learning does not associate learning materials with real problems, is not contextual, requires students to memorize more than they think, is less interesting, and sometimes fosters student apathy who underestimates the learning process. The occurrence of conditions like this causes the understanding of character values to be affected, accompanied by poor learning outcomes. This problem also occurs in SDN Gugus IV in the State District. Based on the results of interviews with the fifth-grade homeroom teacher, information was obtained that students were less motivated to learn, which was accompanied by a lack of student discipline, as evidenced by deviations such as fights, littering, and so on. In addition, learning outcomes are still relatively low, especially in Civics subjects. After the interview was carried out, it was continued by observing the learning process in the classroom on 23-25 October 2019. The results of learning observations in the classroom showed that learning media had not supported the application of the selected learning model.

The use of learning media is less than optimal, causing the delivery of learning materials to be dominated by conventional systems. It happens because the teacher must pursue the achievement of very dense material in a short time so that the use of media and students' understanding of the impressive learning material is ruled out. If these learning problems are not handled regularly, they will impact students' cognitive, affective, and psychomotor domains. Based on the results of document recording, it shows that students who achieve learning outcomes that are below the KKM are 53.83% at SDN 1 Tegal Badeng Barat, at SDN 2 Tegal Badeng Barat, 66.68%, at SDN 3 Tegal Badeng Barat 64, 29%, at SDN 1 Cupel it was 42.86%, and at SDN 2 Cupel it was 51.22%. Looking at the average total of students who did not reach the KKM of 55.78%, more than students who achieved the KKM of 44.22% stated that, in general, the achievement of Civics learning outcomes for students was not optimal because the reference for learning success was classical if 85% of students achieved the KKM.

The solution to these problems is applying the Value Clarification Technique (VCT) learning model assisted by audio-visual media. VCT is a learning model that guides students in fostering, measuring, and expressing moral values (Azis, 2018; Ermawati et al., 2021; Sudirman, 2019). VCT is an affective learning model that directs students to make moral considerations through discussion by providing stimulation in the form of moral dilemmas that originate from social problems. VCT emphasizes how students build good grades, which can later become the basis for behavior (Akhwani & Nurizka, 2021; Hakim et al., 2018; Sari et al., 2019). The VCT model involves students actively analyzing, making it easier for students to interpret the value being studied (Ermawati et al., 2021; Putriani et al., 2017). VCT is a value education learning model where students are guided to obtain, sort, and analyze the values obtained from the learning process (Azis, 2018). VCT emphasizes integrating a value in students, which is carried out with value analysis. VCT is appropriate

because it fosters students in the affective realm (Dwimutia, 2018; Ekayani et al., 2019). The VCT learning model was chosen because it has advantages in an effective learning process.

The advantages of the VCT learning model include value education providing an understanding of the values that exist in society combined with their thinking. Value education can lead students to communicate well and politely. Value education students will be guided to use and apply fundamentally the rational thinking skills they have to understand each other about the behavior and moral values that exist in society (Ardika et al., 2020; Susanto, 2014). From this description, the VCT model can develop students' understanding of values and analytical power because this model directs students to choose, determine and apply the values obtained through discussions about social problems in the student's environment. The application of the VCT learning model supported by the use of audio-visual media can certainly improve the quality of learning. It happens because audio-visual is a medium that provides encouragement and stimulation to students to learn actively and trains students to have questioning and listening skills (Arjulayana, 2018; Khaulani et al., 2019). Audio visual media is a tool for presenting material that stimulates students to learn effectively to acquire certain knowledge and skills (Fitria, 2018; Sulfemi & Mayasari, 2019; Zeptyani & Wiarta, 2020). Audio visual was chosen because it involves two elements of the senses to obtain and process information. Audio visual media can create a more interesting learning atmosphere so that students are interested in learning (Clark & Mayer, 2008; Pitriani et al., 2017; Tomlinson et al., 2020).

This media can enrich the learning environment because it has effectiveness. The effectiveness of this media lies in the information conveyed more easily understood by students so that it has a real impact on students' cognitive, affective and psychomotor domains (Fatimah et al., 2019). With the application of this media, it can be a bridge for teachers to deliver learning materials effectively so that learning objectives can be carried out properly. The application of the VCT learning model assisted by audio-visual media can direct students to learn effectively and develop students affective domains, which can later affect students' cognitive. Some findings state that students' Civics knowledge competence increases with the project assessment-based VCT learning model (Chotimah, 2021). The competence of students' Civics knowledge increases with VCT learning with character values (Astawa et al., 2020). Civics learning outcomes have reached completeness with the VCT model (Nurhayati, 2020). Value Clarification Technique (VCT), assisted by simple media, affects Civics learning outcomes (Sari et al., 2019). Based on the description above, which is corroborated by the results of previous studies, it is confirmed that the Value Clarification Technique (VCT) learning model assisted by audio-visual media can theoretically affect Civics learning outcomes and student character. So the purpose of this research is to analyze the significant effect of the VCT learning model assisted by audio-visual media on fifth-grade Civics students' character and learning outcomes.

2. METHODS

The research was conducted in the second semester of the fifth grade in March-April. This type of research is quantitative research with a quasi-experimental form with a post-test research design. Only control group design. The population in this study were all fifth graders of SD Negeri Gugus IV, with a total population of 170 students. The first step was to test the equivalence of the research samples to determine whether the initial abilities of fifth graders in each SDN Gugus IV were equivalent. The sample equivalence was carried out using a one-way analysis of variance (Anava. A) with the help of SPSS 15.0 For Windows. From the results of the equivalence test of the research sample, it shows that $F_{count} < F_{table}$ ($0.870 < 2.43$) by using a significant level of 5%, these results indicate that the data is equivalent or there is no significant difference in the character and learning outcomes of fifth-grade Civics.

The second stage is to determine the research sample based on the group (intact group) with a random sampling technique with the sampling unit is class. The sample is determined randomly for each population group based on its class. Random is done twice. The first stage is to determine the research sample. In the second stage, random sampling was conducted to obtain samples from the control and experimental classes. From the random results that have been carried out, it was obtained that the fifth-grade students at SD Negeri 1 Tegal Badeng Barat amounted to 39 students in the experimental class, and the fifth-grade students at SD Negeri 1 Cupel amounted to 35 students as the control class.

The third stage is the preparation of research instruments. The research instrument designed was a questionnaire sheet and an objective test in the form of multiple choice. The questionnaire sheet is a character questionnaire with a Likert scale of 1-4 with 25 statements. The questionnaire was prepared based on the character indicators studied, which were adjusted to Permendikbud Nomor 20 Tahun 2018 pasal 2 ayat 2 regarding character education. After the grid is made, the grid in the form of an instrument is tested. The instrument test is in the form of validity and reliability tests. The grid for Civics learning outcomes for students is arranged based on the Theme 7 syllabus (events in life) and then prepares an objective test consisting of each item having four answers (a, b, c, and d). The test is arranged based on a grid of questions that have been adjusted to the Basic Competencies and indicators. Before being used, the tests that have been made are tested for validity, reliability, discriminating power, and difficulty level. The fourth stage is collecting data by giving the experimental and control classes post-tests.

The data collected in this study were analyzed by performing descriptive statistical tests to describe the character data and learning outcomes of Civics students in the experimental and control classes. Descriptive statistical tests were conducted by finding the mean, median, mode, and standard deviation with the help of SPSS 15 for Windows. In addition, the data that has been obtained is analyzed using inferential statistical tests. Inferential statistical tests were carried out, namely normality test of data distribution, homogeneity test, and correlation test between dependent variables with the help of SPSS 15 for Windows. Hypothesis testing was carried out using multivariate analysis of variance test with the help of SPSS 15 for Windows. The manova test was carried out to determine whether there were differences in some of the dependent variables between the groups studied.

3. RESULTS AND DISCUSSION

Results

Based on the analysis of the research results, character scores and Civics learning outcomes scores of students as a result of the VCT learning model assisted by audio-visual media in the experimental class and conventional learning models in the control class. So to make observations easier, the results of the data recapitulation are presented in [Table 1](#).

Table 1. Average character scores and student learning outcomes scores for Civics

Statistics	student character score		Pkn student learning outcomes scores	
	Experimen tal group	Control Group	Experimen tal group	Control Group
Mean	85.10	80.29	81.90	68.14
Median	85.00	80.00	80.00	70.00
Modus	87.00	80.00	80.00	70.00
Standard Deviation	2.70	3.79	6.76	8.41

Minimum Score	80.00	71.00	70.00	50.00
Maximum Score	90.00	87.00	97.00	87.00
Total Score	3319.00	2810.00	3194.00	2385.00

Based on the data presented in [Table 1](#), which shows the average score of the experimental class students' character is 85.10 and then converted to the ideal mean and standard deviation criteria, the student's character is included in the "very good" category, which is in the range of $69 \leq M \leq 92$. At the control class character score of 80.29, then convention with the ideal average and standard deviation criteria, the student's character is included in the "very good" category, which is in the $69 \leq M \leq 92$. Based on the average score of Civics learning outcomes obtained by the experimental class students, which is equal to 81.90 then converted to the criteria of ideal average and standard deviation, the score of student learning outcomes in Civics is classified as "very good" in the range of $75 \leq M \leq 100$. In the control class, the average score for Civics learning outcomes is 68.14 and then converted to the ideal average criteria, and the standard deviation is classified as "good" in the $58 \leq M < 75$.

Before testing the hypothesis, first test the normality of the data distribution, homogeneity test and correlation test between dependent variables. The normality test of the data distribution was carried out using the Kolomogrof-Smirnov and Shapiro-wilk statistical tests with the help of SPSS 15.0 For Windows. The normality test for the data distribution was carried out to determine the frequency with which the research data were normally distributed. The test results obtained the Kolomogrof-Smirnov score of the experimental class students' character, 0.190, and for the control class, 0.200. The output score for Civics learning outcomes for students in the experimental class is 0.076, and for the control, class is 0.141.

The output of the Shapiro-Wilk statistical test shows that the student character score in the experimental class is 0.222, and the control class is 0.414. The output scores of students' Civics learning outcomes in the experimental class were 0.190, and the control class was 0.670. Based on the analysis results obtained from the statistical test outputs, Kolomogrof-Smirnov and Shapiro-wilk showed character scores and student Civics learning outcomes > 0.05 , so it can be concluded that the post-test scores of the experimental and control classes were normally distributed. After testing the normality of the data distribution, then proceed with the homogeneity test of variance. The homogeneity test of variance was carried out using the Test of Homogeneity of Varian formula with the help of SPSS 15.0 For Windows. The output results of the calculation of the homogeneity test of the post-test variant of the experimental and control classes show that the significance value of the results of the experimental and control class students' characters is $0.057 > 0.05$.

Meanwhile, the significance figure for Civics learning outcomes for experimental and control class students is $0.256 > 0.05$. With the results of the Test of Homogeneity of Varian test output above, it can be assumed that Civics' character variables and student learning outcomes are homogeneous. After testing the data distribution and homogeneity test's normality, proceed to test the correlation between the dependent variables. Test the correlation between dependent variables using the product-moment test formula with the help of SPSS 15.0 For Windows. Based on the analysis results, the value of the degree of character relationship and Civics learning outcomes was 0.194 with a significance of $0.108 > 0.05$. So it can be concluded that there is no correlation between the dependent variables. Based on the results of the prerequisite test, which includes the normality test, homogeneity test, and the correlation test between the dependent variables, the data used in this analysis can be used to test the research hypothesis. The results of the testing first hypothesis can be seen in [Table 2](#).

Based on the data presented in [Table 3](#), it can be seen that the results of pairwise comparisons in the character column Mean Difference (I-J) score of 4,817 (positive value) with a significance of $0.000 < 0.05$, stating that the experimental class is better than the control class. To determine the effect of the treatment can be seen in [Table 3](#).

Table 2. Output Results of Pairwise Comparisons

Dependent Variable	(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	Sig. (a)	95% Confidence Interval for Difference(a)		
			Lower Bound	Upper Bound	Lower Bound	Upper Bound	Lower Bound	
Character	Experiment	Control	4.817	0.760	0.000	3.302	6.332	
	Control	Experiment	-4.817	0.760	0.000	-6.332	-3.302	
Pkn learning outcomes	Experiment	Control	13.755	1.766	0.000	10.233	17.276	
	Control	Experiment	-13.755	1.766	0.000	-17.276	-10.233	

Table 3. Results of Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Class	Character	427.984	1	427.984	40.190	0.000
	Study	3489.760	1	3489.760	60.635	0.000

Based on the data presented in [Table 3](#), the acquisition of the F value of the character in the class column is 40,190, with a significant value of $0.000 < 0.05$. So it can be concluded that there is a significant difference between the VCT model assisted by audio-visual media on the character of the fifth graders. Testing the second hypothesis on the acquisition of the output of the pairwise comparisons in [Table 3](#) shows that in the Civics learning outcomes column, the Mean Difference (I-J) score is 17,775 (positive value) with a significance value of $0.000 < 0.05$. It means that students taught using the VCT learning model assisted by audio-visual media are better than those taught using conventional learning models in assessing student Civics learning outcomes. Looking at the results of the output tests of between-subjects effects in [Table 3](#), it is known that the F-count of learning outcomes in the class column is 60,635 with a significance of $0.000 < 0.05$. So, it can be concluded that there is a significant difference between the VCT learning model assisted by audio-visual media on the fifth-grade Civics learning outcomes. The results of testing hypothesis III by conducting multivariate tests with the help of SPSS 15.0 For Windows d are presented in [Table 4](#).

Table 4. Hasil Uji *Multivariate Tests*

Effect	Value	F	Hypothesis df	Error df	Sig.	
Intercept	Pillai's Trace	0.999	24895.856(a)	2.00	71.00	0.000
	Wilks' Lambda	0.001	24895.856(a)	2.00	71.000	0.000
	Hotelling's Trace	701.292	24895.856(a)	2.00	71.000	0.000
	Roy's Largest	701.292	24895.856(a)	2.00	71.000	0.000

	Effect	Value	F	Hypothesis df	Error df	Sig.
	Root					
CLASS	Pillai's Trace	0.553	43.892(a)	2.00	71.000	0.000
	Wilks' Lambda	0.447	43.892(a)	2.00	71.000	0.000
	Hotelling's Trace	1.236	43.892(a)	2.00	71.000	0.000
	Roy's Largest Root	1.236	43.892(a)	2.00	71.000	0.000

Based on the data presented in Table 4, the F-count score of Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root is 43,892 with a significance level of $0.000 < 0.05$, this means the null hypothesis (H₀) is rejected, and the alternative hypothesis (H₁) is accepted. So, there is a significant difference in the VCT learning model assisted by audio-visual media on fifth-grade Civics' character and learning outcomes. Based on the results of research and hypothesis testing that have been carried out, a complete discussion of the study results is as follows.

Discussion

Based on the first findings in this study, it was seen that the character of the experimental class students showed that learning using the VCT learning model assisted by audio-visual media had higher effectiveness than students who were taught using conventional models in the realm of student character. The development of understanding the character values of students in the experimental class can be seen in the daily activities of students in the school environment, which integrates their understanding of character values to get along with their peers. The development of student character values in the experimental class can be seen in the daily activities of students at school, which integrates their understanding of character values to get along with their peers. Character is a quality that characterizes a person or group (Lindayani et al., 2019; Nurohmah & Dewi, 2021). Character is a set of conditions a person has due to the influence of treatment. Good character is a combination of knowledge, attitude, understanding of moral values, and the desire to do good which becomes a single unit as a characteristic of a complete personality (Laela & Arimbi, 2021; Nuryanto, 2017). Character is the action or decision of an individual that reflects his quality as a social being (Habsari, 2017). The character will be formed due to the integrated relationship between oneself, the environment, and God. A person can be said to be a character if moral rules show the behavior. The increasing effectiveness in terms of students' understanding of character values is caused by the application of the VCT learning model, which provides an interesting learning process.

VCT is an innovative approach that emphasizes social, cultural, personal, and community values or attitudes (Diana Sari et al., 2019; Mahmudah, 2020). VCT is a learning style that directs students to sort and determine a value through a value analysis process (Siswinarti, 2019; Theofilus, 2019). The Value Clarification Technique model has the nature of internalizing and clarifying values and instilling new values needed by students (Ardisti & Agustiningsih, 2020). VCT was chosen because it has advantages in values education that help students express and apply their values in an integrated manner. Applying the VCT model assisted by audio-visual media creates a better quality of learning. Audio visual is a combination of media that presents learning material through two elements (image and sound) in an integrated manner (Nugrawijayanti, 2018). Audio visual was chosen because learning can be more interactive and communicative. This media helps the teacher's performance when delivering learning materials. It is seen in the smooth delivery of learning materials, time efficiency, and learning atmosphere. Using this audio-visual media makes cultivating character values more efficient because students use the senses of hearing and

sight. These findings are corroborated by previous research, with the value clarification technique research results successfully improving students' character (Nurmalia & Setiyaningsih, 2019). While other studies have obtained the results that there are differences in students' moral reasoning abilities with VCT and conventional models (Agustin & Hamid, 2017). VCT learning model effectiveness of students increases positively (Permatasari, 2017). Looking at the results of previous studies when compared, this study has the advantage of using audio-visual media to stimulate understanding of student character values because by using this media, character values are conveyed in the form of sound and images so that character values can be understood well by students.

Based on the results of the analysis of the Civics learning outcomes of students, the average value for experimental class students was 81.90, and the average score for the control class was 68.14. With these results, it can be understood that learning using VCT learning models assisted by audio-visual media has higher effectiveness than students taught by conventional models in student Civics learning outcomes. Civics learning outcomes are a set of integrated knowledge, attitudes, and skills in the form of real behavior in society (Asmara, 2015; Darihastining et al., 2020; Lindayani et al., 2019). A person succeeds in learning if there is a change in the ability to think, behave, and make the right decisions (Andriani & Rasto, 2019; Mitra & Purnawarman, 2019). The success of improving student Civics learning outcomes is caused by the learning process management, the selection of learning media, and class management. Three factors, namely internal factors, generally influence student learning outcomes, including the level of student health, intelligence, talents and interests, and motivation that encourages students to learn, readiness, and maturity. External factors include family, school buildings, learning tools, distance, study time, and weather. The learning approach factor integrates strategies, methods, and techniques applied by students to understand the subject matter with their understanding.

The increase in student Civics learning outcomes is due to the application of the VCT learning model. VCT focuses more on student learning activities that aim to increase student intelligence through structured learning stages. With the application of the VCT learning model, students' understanding of the learning material is very good. The application of the VCT model supported by audio-visual media has a positive effect on students' understanding of studying learning materials. Based on the findings in this study, it is strengthened by the results of previous studies which explain the effectiveness of audio-visual media, namely 1) learning is more interesting, 2) learning is clearer and more meaningful, 3) participants can carry out their activities such as observing, discussing, and demonstrating, and 4) more varied learning schemes (Sulfemi & Nurhasanah, 2018). With the effectiveness of audio-visual media, student Civics learning outcomes increase. It is similar to other studies that showed that student learning outcomes increased positively with the VCT learning model based on social problems (Putriani et al., 2017). The application of the game VCT learning model can improve learning outcomes (Suhayati, 2018). The advantage of this research compared to previous research lies in the use of audio-visual media to improve student Civics learning outcomes. This media makes it easy to convey learning material so students can understand it well. This media provides a conducive learning atmosphere, so students' cognitive potential is easier to improve. The third finding, based on the acquisition of scores from Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root, which is 43,892 with a significance level of $0.000 < 0.05$, indicates that there is a significant effect of VCT model assisted by audio-visual media on the character and learning outcomes of fifth-grade Civics students. The character and learning outcomes of Civics students in the experimental class increased with implementing the VCT learning model assisted by audio-visual media. VCT is applied because it can direct students to assess, choose, and make decisions on a general value (Sudirman, 2019).

VCT is applied to overcome student attitudes and knowledge problems (Nurasiah, 2019). It is by the objectives of the VCT learning model, namely (1) fostering students to understand moral values. 2) able to foster students to communicate well and honestly, (3) assist students in developing reason and emotion to measure and interpret the moral values students, (4) can increase students' potential, especially affective, 5) able to motivate students to study (Nalva et al., 2019). With the application of this model, the learning process runs effectively. In addition to learning models, using audio-visual media effectively creates an interesting learning process. Audio-visual media is a series of intermediary media used to convey learning information through sound and image elements (Suprianto, 2019). Audio visual media is used because it can distribute messages widely and evenly, overcomes space limitations, is cheaper and more realistic, and can be used repeatedly (Suprianto, 2019). The increase in the character and learning outcomes of Civics occurs because of the integration of the learning model and the media used, making it easier for students to understand the learning material well.

This finding shows that students' character development and learning outcomes have increased positively. Character is the basic value that forms a person influenced by heredity and the environment, which is an individual's distinguishing characteristic. While learning outcomes are changes that occur in students' cognitive, affective and psychomotor domains. The increase in the character and learning outcomes of Civics experienced by students is very visible from the activities carried out by students at school, especially in carrying out activities with peers and teachers, while learning outcomes can be seen in the post-test results that have been obtained. The increase was due to the delivery of learning materials associated with cases in the student's environment which were broadcast through the elements of images and sounds. This method provides a more meaningful experience for students. Students are given flexibility in the learning process to ask questions, argue, and argue. With this, students enjoy learning, so two-way communication positively impacts Civics character and learning outcomes. Based on the findings of this study, it is known that different learning treatments have different impacts on the character and learning outcomes of Civics Education students. This finding is related to the results of previous studies, which showed that the VCT learning model could improve Civics learning outcomes and student activities as indicated by the ability to convey ideas, ideas, and cooperative relationships that gradually increase in each lesson (Azis, 2018). Reinforced by the results of a similar study which showed the character value of fifth-graders increased with the use of the VCT learning model (Ekayani et al., 2019). While the results of previous studies prove that the Civics learning outcomes of students who were taught using the VCT model assisted by simple media experienced a higher increase than those taught using conventional methods. (Diana Sari et al., 2019). Looking at the results of previous studies, compared with this research, this study has advantages in using audio-visual media to stimulate understanding of student character values and increase student Civics learning outcomes because this media is very efficient in applying student character values through the senses of hearing and vision. This media greatly facilitates the teacher in delivering learning material characterized by more interactive and communicative learning.

4. CONCLUSION

The VCT learning model assisted by audio-visual media significantly affects fifth-grade Civics' character and learning outcomes. Students in schools should be more active and enthusiastic in participating in the learning process to obtain more optimal knowledge and improve learning outcomes. For teachers in schools to be more frequent in applying innovative learning models. One of the models that can be used is the VCT model assisted by

audio-visual media because this model has been proven to create an effective and fun learning process.

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