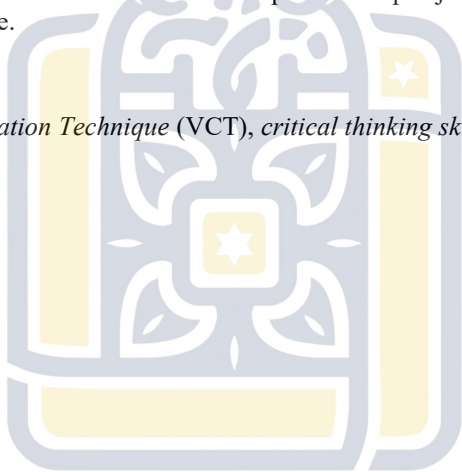


ABSTRAK

Penelitian ini dilatar belakangi oleh rendahnya kemampuan berpikir kritis siswa pada mata pelajaran Pendidikan Pancasila akibat proses pembelajaran yang masih berpusat pada guru, sehingga siswa kurang aktif dalam menganalisis, berpendapat, dan mengaitkan materi dengan kehidupan sehari-hari. Penelitian ini bertujuan untuk melihat adanya pengaruh model pembelajaran *Value Clarification Technique* (VCT) terhadap kemampuan berpikir kritis siswa kelas III di MIN 03 Kota Lhokseumawe. Instrumen pengumpulan data berupa tes kemampuan berpikir kritis berbentuk pilihan ganda sebanyak 20 soal yang mencakup enam indikator inti berdasarkan teori Peter A. Facione (interpretasi, analisis, evaluasi, inferensi, eksplanasi, dan regulasi diri). Penelitian ini menggunakan pendekatan kuantitatif dengan metode *quasi experiment* dan desain *Non-Equivalent Control Group Design*. Sampel penelitian berjumlah 60 siswa yang terdiri atas 30 siswa kelas eksperimen dan 30 siswa kelas kontrol. Teknik pengumpulan data dilakukan melalui tes *posttest*, kemudian dianalisis menggunakan uji normalitas, uji homogenitas, dan uji hipotesis dengan bantuan IBM SPSS Statistics. Hasil penelitian menunjukkan bahwa rata-rata nilai *post-test* kelas eksperimen sebesar 82,33, lebih tinggi dibandingkan kelas kontrol sebesar 79,33 dengan nilai selisih adalah 3.00. Hasil pengujian hipotesis menunjukkan nilai signifikasi kurang dari 0,05, sehingga dapat disimpulkan bahwa model pembelajaran *Value Clarification Technique* (VCT) berpengaruh positif terhadap kemampuan berpikir kritis siswa kelas III pada mata pelajaran Pendidikan Pancasila di MIN 03 Kota Lhokseumawe.

Kata kunci: *Value Clarification Technique* (VCT), *critical thinking skills*, *Pancasila Education*.



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ABSTRACT

This study was motivated by the low level of critical thinking skills among students in Pancasila Education classes due to a learning process that remains teacher-centered, resulting in students being less active in analyzing, expressing opinions, and relating the material to their daily lives. This study aims to determine the effect of the Value Clarification Technique (VCT) learning model on the critical thinking skills of third-grade students at MIN 03 Lhokseumawe City. The data collection instrument consisted of a 20-item multiple-choice critical thinking skills test covering six core indicators based on Peter A. Facione's theory (interpretation, analysis, evaluation, inference, explanation, and self-regulation). This study employed a quantitative approach using a quasi-experimental method and a Non-Equivalent Control Group Design. The research sample consisted of 60 students, comprising 30 students in the experimental class and 30 students in the control class. Data were collected through a post-test and subsequently analyzed using normality tests, homogeneity tests, and hypothesis testing with the aid of IBM SPSS Statistics. The results showed that the average post-test score for the experimental class was 82.33, which was higher than that of the control class at 79.33. The results of the hypothesis testing showed a significance value of less than 0.05; therefore, it can be concluded that the Value Clarification Technique (VCT) learning model has a positive effect on the critical thinking skills of third-grade students in the Pancasila Education subject at MIN 03 Lhokseumawe City."

Keywords: *Value Clarification Technique (VCT), critical thinking skills, Pancasila Education.*



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