

# Application of the Value Clarification Technique (VCT) Approach in Civic Education Learning at UPT SDN Kademangan 05 Blitar

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## Abstract

This study aims to implement the Value Clarification Technique (VCT) approach in the teaching of Civic Education (PPKn) at Kademangan 5 Elementary School. The research employed a qualitative method, using observation and interviews to collect data on the implementation of VCT. The findings indicate that the VCT approach enhances students' participation and enthusiasm in learning. However, its application remains suboptimal, as conventional discussion methods still predominate. The use of visual media such as images and Android TV has proven effective in facilitating students' understanding of Pancasila values. The main challenges include students' limited critical thinking skills and the need for teacher training to apply VCT more creatively. This study concludes that VCT holds significant potential in fostering students' moral value awareness, provided it is supported by well-planned instruction and the use of innovative media.

## 1. Introduction

Primary school is the initial stage where students acquire knowledge. At this level, Citizenship Education (Civics) is one of the subjects taught. Civics education at this level has a significant role in supporting the quality of education, because it can form innovative, critical, responsive, and creative students (Lisnawati et al., 2022).

The Republic of Indonesia is committed to improving the quality of life of its people. This is stipulated in the fourth paragraph of the Preamble of the 1945 Constitution of the Republic of Indonesia 1945. Chapter II Article 3 of Law Number 20 2003 on the National Education System states how these efforts is done. In an effort to educate the nation's life, the law stipulates that education aims to foster potential, personality, as well as forming a valuable national society. Education is intended to educate students to become people who believe and fear to God Almighty, have noble character, knowledgeable, talented, independent, democratic and responsible citizens (Government of the Republic of Indonesia).

Civics education at the elementary school level is a subject that focuses on instilling values in order to shape student character. Through this learning, students are expected to be able to communicate well, understand the difference between right and wrong, and adjust to the environment of family, school and society. It is implemented at various levels of education, one of which is in elementary school. Students are not only taught about Pancasila and the 1945 Constitution of the Republic of Indonesia (UUD 1945), but are also taught about these values applied in their daily lives. In the Civics education process, the teacher has an important role in educating students to become responsible citizens, understand their rights and obligations, and able to think critically about the problems that occur in their country (Judrah et al., 2024).

Organized planning is necessary for the learning process. In selecting and implementing approaches, teachers must be selective to ensure that students are actively engaged in learning, remain interested and not bored, and benefit from the lesson. One of the approaches that can be used in cognitive learning (Civics) is Value Clarification Technique (VCT).

VCT is an approach that assists individuals in discovering and understanding of values through the actions, feelings, thoughts, and important choices that they make consistently, especially through the real actions that they lived throughout life. Teachers can give examples to students through stories or pictures. They are then asked to analyze the values implied in the example (Pancasila et al., 2018). According to another opinion, the learning is an approach that emphasizes the formation of values through critical thinking activities about problems faced by students in everyday life (Palber, 2021). VCT learning can enable students to actively participate in the analysis process. Students will not be bored when learning Civics because stories or pictures can attract their attention.

The main objective of Civics education in particular is to instill moral values that are expected to be reflected in daily actions. This includes behavior that reflects faith and devotion to God Almighty in a religiously diverse society, behavior that upholds justice and civilization, as well as attitudes that support the principles of democracy by prioritizing common interests over personal or group interests. Thus, differences in religious views are no longer a problem (Lisnawati et al., 2022).

In primary schools, Civics education must be able to keep up with developments. Education that suits the needs of the future can only be achieved through a shift in thinking. Shift from a teacher centered approach to a student-centered, interactive, and collaborative, team-based or group-based, active learning that is based on the real world, focusing on the learning process that starts from general concepts to behaviors. Learning process that starts from general concepts to specific behaviors, utilizing the principle of interconnectedness as well as the use of multimedia, shifting from conventional methods to cooperative approaches, and encouraging interactive learning are examples of these changes.

One type of moral learning is the VCT learning approach. The aim of this approach is to find out how much students understand certain values to help them be better, instill values in a rational and acceptable way so that the values become the student's rational and acceptable so that the value becomes the student's property. It also teaches students how to judge, accept, and make decisions about positive or negative things that are positive or negative (Technique, 2021).

Another study highlighted the development of a digital teaching module based on VC or teaching practice materials in Civics courses at the elementary school level. The results showed that the digital module had a validity level is classified as "very good", which indicates that this module is feasible and effective in used as a guide in Civics education lectures in elementary schools. This reference research is different from this study because the product is in the form of a learning video about history material and aimed at high school students. Consequently, the results will be different (Ratnaningsih & Jayanta, 2023).

The application of the VCT approach is carried out through several stages, namely: 1) determining the stimulus, namely choosing the material that will be given to student's; 2) conveying the stimulus, where the material is given in the form of activities; 3) making choices, where student's identify and choose values that are considered appropriate; 4) assessing the basis of choice, in which student's explaining the reasons behind the selection of the value; 5) providing direction, where the teacher summarizes the learning outcomes and guides student's to the right direction; and 6) follow up, in the form of exercises given by the teacher to assess the changes in students' behavior after the learning process (Muhammad et al., 2020).

The results of interviews related to Civics education at SDN Kademangan 05 Blitar, from the results of interviews with teachers, the VCT approach in learning has not been applied optimally. In learning has not been applied optimally. The teacher said that learning is still dominated by class discussions, so the VCT approach has not been fully implemented. Nevertheless, the steps of implementing VCT have begun to be carried out, such as the use of pictures as triggers to help clarify values in learning. The teacher also observed that student's showed enthusiasm and more active engagement when this approach is used, indicating a positive response from students to this value centered learning strategy. Therefore, the researcher chose to use the VCT approach as an alternative solution in learning Civics education at SDN Kademangan 05 Blitar.

## 2. Method

This study was conducted to obtain data on the application of the VCT learning approach in civics education at the elementary school level. The subject of this study was the homeroom teacher of class IV A at SDN Kademangan 5. The descriptive method seeks to describe phenomena or issues that are currently ongoing or actual problems. This study used qualitative research and produced descriptive data in the form of written or oral texts. Interviews and documentation were the data collection techniques used. The data analysis was carried out by examining the data phenomena or issues that are currently ongoing or actual problems. This research conducted qualitative research and produced descriptive data in the form of writing or speech. Interviews and documentation were the data collection techniques used.

Interviews were conducted to explore information and the state of the VCT approach in civic education learning at UPT SDN Kademangan 5. This research was conducted on Wednesday, May 14, 2025, to obtain answers to questions sent in file format. The interviews were conducted with fourth grade teachers. This research used a qualitative descriptive approach, focusing on interviews and

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documentation. Data were analyzed thematically to identify recurring patterns and insights. Journals were collected based on the variables studied (Unaradjan, 2019).

### 3. Results and Discussion

In elementary schools, Civics learning plays an important role in the formation of students' character and national identity. The theme "Pancasila in Me" was chosen by the teacher because it is considered appropriate to integrate the values of Pancasila into the context of students' daily lives through direct experience. The teacher applied the contextual approach to relate the lesson content to real experiences that students have in their daily lives, so that the learning process becomes more meaningful and easier to understand. After six meetings, the effectiveness of contextual learning (CTL) increased students' engagement in Civics lessons (Pramana et al., 2023). Student engagement can be increased through learning activities that refer to real experiences (Astawa et al., 2020).

On the other hand, the application of VCT in learning has not yet been fully optimized. This approach focuses on the development of values through clarification and reflection. It enhances students' value awareness by facilitating discussions on moral dilemmas (Ghita, 2019). When applied consistently and creatively, VCT can effectively foster students' self-awareness, as well as critical thinking and values. The emphasis on personal meaning allows VCT to encourage students to internalize values that are relevant to their own lives (Ritiauw et al., 2021). The use of visual media or illustrations presenting value dilemmas can serve as effective stimuli for exploring students' thinking (Wahyuni, 2024).

The use of Android TV as a learning medium has proven beneficial in capturing students' attention. Playing thematic videos via smart TV screens can enhance concept retention by up to 17% among fourth-grade elementary students (Hidayati & Manshur, 2024). Visual technology-based media such as TV and digital video improve student understanding and memory retention by offering a concrete and easily graspable visual context (Hutagalung & Rachman, 2023).

Assessment in this learning context goes beyond knowledge and includes students' attitudes during the learning process. This aligns with authentic assessment, which aims to evaluate students' abilities holistically. Project-based assessments conducted under the Pancasila Student Profile Strengthening Project (P5) have been shown to significantly improve students' cooperative behavior with a high effect size. As part of the Merdeka Curriculum, P5 enriches students' learning experiences. In these activities, students are encouraged to collaborate with peers, create relevant products or activities, and develop problem-solving skills to achieve optimal results (Sulistiyaningrum & Fathurrahman, 2023, p. 124). Through project-based and authentic assessments, teachers provide students with opportunities to practice Pancasila values in everyday life and cultivate a sense of responsibility toward their social environment (Putri et al., 2023).

Overall, the Civics learning strategies designed by teachers reflect key principles of character education through contextual learning, VCT-based value development, the integration of technology, and comprehensive assessment. However, challenges remain in strengthening students' critical thinking skills and maximizing the implementation of the VCT method, both of which require further development.

#### 3.1. Results and Discussion

##### Concept of Teaching, Learning, and the Role of Civics Education

Learning from the term teaching is commonly used in the US sector. The concept of teaching is strongly influenced by the cognitive-holistic psychological approach, which considers learners as the center of all activities. In addition, the concept of teaching is influenced by technological advances that are expected to support learners in understanding various aspects, the teacher's task shifts to become a facilitator in learning. This is in accordance with Gagne's proposal, that learning is a series of activities carried out by educators to organize existing learning facilities and resources so that they can be used by students in their learning process (Nasution, 2017).

The term learning has now been widely understood by the public, especially after the enactment of the Law of the Republic of Indonesia No. 20 of 2003 concerning national education, which officially provides an understanding of learning. In Article 1 point 20, learning is defined as the process of interaction between students and teachers and teaching materials in a learning context. Teaching as an educational idea can technically be understood as a directed and planned effort to build a learning

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environment that can facilitate the learning process with the aim of maximizing the growth of individual potential as students (S. Winataputra, 2019).

Civics educations serve as a means of making students a nation of citizens who understand and can carry out their rights and obligations, are loyal to the homeland and state of Indonesia, and are able to introspect as wise, creative, and characterized Indonesian people in accordance with the principles of Pancasila and the 1945 Constitution. The supplementation of Civics development for primary school level is designed with various models, strategies, methods, and approaches to Civics lessons that can support educators to channel their creativity in learning as educators.

The mission, vision, and goals of Civics are taken from Wahyudi Noe's study (Anastasya 2021). The vision of Civics education is to make this learning a tool to develop the nation's character and empower citizens. The mission of Civics education is to create a noble nation, namely individuals who are able to carry out their rights and obligations in the nation and state, on the basis of political, legal and moral awareness. Furthermore, the learning objectives of Civics are to enable students to: (1) think critically, logically, and skillfully when dealing with civic problems; (2) be actively involved and responsible, and behave wisely in social, national, and state activities that are free from corruption and have quality; (3) be able to develop well and democratically in order to make students in accordance with the personality of the Indonesian nation, so that they can coexist with various other nations; (4) interact with other countries both directly and indirectly through the use of ICT. Thus, in addition to building a positive personality, Civics Education also plays a role in creating citizens who have a love for the country (Anatasya, E., & Dewi, D. A. 2021).

According to Budimansyah and Suryadi (2008: 68) explained that, Civics is one of the disciplines that has a national mission to improve the quality of life of Indonesian society through a "value-based education" approach. The systematic structure of Civics is built on the following perspectives: (1), Civics is structured in the curriculum as a subject that functions as a developer of students' abilities to be able to become an Indonesian nation that is well educated, smart, active, and can carry out the mandate. (2), in terms of theory, Civics is made as a subject that covers cognitive, effective, and psychomotor aspects that are related and integrated in terms of ideas, values, concepts, and ethics of Pancasila, democratic citizenship, and service to the nation. (3), from a program point of view, Civics is designed as a subject that highlights content that carries embedded values as well as learning experiences that reflect various actions that must be applied in daily life and serve as a guide for social interaction, nation and state, for a more detailed explanation of the ideas, values, concepts, and ethics of Pancasila, democratic citizenship, and service to the nation (Pangalila, T. 2017).

### **Value Clarification Technique (VCT) in Civics and Character Education**

VCT is an approach to attitude learning that focuses on instilling values by analyzing students' existing values. After that, the value is adjusted and incorporated through new concepts that students want to grow in themselves. According to Hall in Adisusilo (2013), the VCT model can support students to develop the ability and creativity in determining various life values that are in line with their chosen worldview. Furthermore, Hall explained that students will internalize the abilities and creativity they get, so that they can turn these values into guidelines in their behavior and attitudes.

On the other hand, Taniredja (2012; 88; Farah S. F. et al. 2021) mentions that one of the objectives of using the VCT approach in education is, first, to evaluate and understand the extent to which students realize a value. This will set the foundation for determining the goals to be achieved. Second, applying students' understanding of a value serves as a foundation for determining the goals to be achieved. The third is applying students' understanding of the various values they have, both good and bad, to then be applied to improve the achievement of the expected values. The fourth helps to instill certain values in students in a way that participants can logically understand. After that, students are expected to own the value not as a moral burden, but as part of ethical development. The fifth provides training for students to value or recognize themselves while understanding the value of others. In addition, trying to get them to accept and make choices regarding issues related to their social interactions and daily lives (Fahimatul Ulumiah and Apriliyani Diah Kartikasari, 2022).

The VCT model is in line with the characteristics of Civics lessons. The characteristics of Civics with an approach show that this lesson is an academic study and educational program implemented in schools, and is recognized as a priority medium and the core of democratic education in Indonesia. The Civics learning process is carried out through, 1) Civic Intelligence, which refers to the ability and intelligence of the nation in spiritual, logical, emotional, and social aspects; 2) Responsibility, which refers to the awareness of rights and obligations as a responsible citizen; 3) Participation, is the capacity

of individuals to participate based on their responsibilities, personally and socially as future leaders in life (Risvanelli, 2017).

Daniel Goleman explains that value education in the context of character education is very related, including: self-discipline, a sense of responsibility, respect, justice, courage, honesty, and caring. Therefore, the application of the VCT learning model can be utilized to develop the Civics learning process and improve students' mastery of Civics material, as well as provide character value education that can improve students' knowledge competencies. VCT learning is a specific learning method that can be applied in Civics material to provide a better understanding of value education (Astawa et al., 2020). Thus, the application of this VCT approach combined with personality values is an appropriate strategy in teaching Civics, this is because it is able to help students recognize and apply the personality values that exist within them when facing challenges through the process of analyzing the values that have been embedded. In addition, it can also provide reinforcement of positive value concepts when combined with the value of personality attitudes in overcoming various challenges, by utilizing activities within students, which will ultimately form values and norms that become their identity (Astawa, I. W. W, et al 2020). However, research by Sukatmi & Pudjiastuti, (2024) showed that the use of the Inquiry learning model was more effective than VCT in internalizing the character of responsibility and improving student learning outcomes. Thus, these findings confirm that the choice of learning model should consider the desired character goals, classroom conditions, and students' level of readiness in elementary school. Although visual media and VCT have shown benefits, teachers face obstacles in facilitating critical thinking and value internalization, highlighting the need for sustained professional development

### 3.2. Conclusion

This research applied the Value Clarification Technique (VCT) in Civics education (PKn) at SDN Kademangan 5 to instill Pancasila values in students. The research findings revealed that although VCT had not been fully implemented, this approach succeeded in increasing students' interest and participation in the learning process. Educators utilized visual aids such as illustrations and smart televisions to facilitate students' understanding of the learning material. Nevertheless, obstacles such as students' low analytical skills and the frequent use of traditional discussion methods hindered the optimization of VCT.

Learning that connects material with real-life contexts proved to make Civics lessons more relevant for students. The Pancasila Student Profile Reinforcement Project (P5) also played a role in providing opportunities for students to practice the learned values. A comprehensive assessment system covering attitudinal and knowledge domains was also important in measuring students' learning progress.

Overall, the VCT approach has significant potential for developing students' moral awareness and engagement in Civics learning. To maximize its impact, ongoing teacher training and innovative use of technology are recommended.

### Author Contributions

To promote transparency, we encourage authors to provide an author statement file detailing their specific contributions to the paper using the relevant CRediT roles: Conceptualization; Data curation; Formal analysis; Funding acquisition; Investigation; Methodology; Project administration; Resources; Software; Supervision; Validation; Visualization; Roles/Writing - original draft; Writing - review & editing. Authorship statements should list authors' names first, followed by their respective CRediT role(s). For example: Nur Hudha: Conceptualization, Methodology, Software. John Smith: Data curation, Writing - Original draft preparation. Jane White: Visualization, Investigation. Bruce Buck: Supervision. Matt Jr.: Software, Validation. Peter Long: Writing - Reviewing and Editing.

1. Surayanah: Supervising lecturer; provided guidance and input on the content and structure of the article; conducted the final review of the manuscript.
2. Ricky Najwan Farryz Ananda: Drafted the initial outline and wrote the introduction and conclusion sections.
3. Risma Lutfi Nur'aini: Collected information from interview results and wrote the background section.
4. Rinda Anisatul Laila: Typed the manuscript, organized the document layout, and performed technical editing.
5. Rizki Ramadhani: Compiled citations and references, and ensured compliance with formatting standards.
6. Umi Nur Azizah: Aligned content across sections and refined the language for clarity and coherence.

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All the references that used in the article must be listed in this part. In this part, all the used references must be taken from **primary sources** (scientific journals at least 85% from all the references) that published in the **last ten years**. Cite the main scientific publications on which your work is based. Citation and Reference are written according to the APA 6th edition style.

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