



APPLICATION OF THE VALUE CLARIFICATION TECHNIQUE (VCT) MODEL BASED ON CONTROVERSIAL ISSUES TO IMPROVE STUDENTS' CIVIC DISPOSITION IN LEARNING CIVIC EDUCATION

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ABSTRACT

The aim of this research is to determine the application of the Value Clarification Technique (VCT) model which uses stimuli in the form of controversial issues in Civic Education learning. The research method in this study uses the SLR (Systematic Literature Review) method. Data collection was carried out by reviewing all articles related to the use of the Value Clarification Technique (VCT) learning model. The testing in this research is intended to obtain and analyze how to apply the Value Clarification Technique (VCT) learning model based on controversial issues to improve students' civic disposition. The research results show that the Value Clarification Technique (VCT) model which uses stimulus in the form of controversial issues in Civic Education learning can increase students' civic dispositions such as being religious, caring, obedient to rules, tolerant and responsible. The conclusions of this research are proven from various research results of other people that have been carried out previously.

Keywords: value clarification technique (VCT) learning model, civic disposition, civic education.

1. INTRODUCTION

In article 1 paragraph (1) of Law Republic of Indonesia Number 20 of 2003 concerning the National Education System, it is explained that what is meant by education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by himself, society, nation and state. Meanwhile, according to Sudarminta (in Muhajir, 2011) explains that education is an action carried out by educators to guide children through the process of personal maturation towards moral maturity through the process of teaching, guidance and training. Furthermore, according to Drijarkara (in Muhajir, 2011) education is a basic element in interpersonal communication in the process of human maturation. Thus, education aims to elevate human dignity in order to achieve moral maturity. This moral maturity is reflected in good behavior or good morals in individuals (Zuchdi, 2009).

However, the current educational situation faces serious challenges. Abidin (2012) stated that the current condition of education shows an increasingly worsening decline in the nation's character and morals. One evidence of the decline in the nation's character and morals is the persistence of a culture of corruption, collusion and nepotism. In addition, among students, increasing indiscipline, cheating, the spread of a culture of cheating, and increasing incidents of violence both between students and from teachers towards students are increasingly disturbing. All this is a disgrace to this nation.

Based on the description above, it seems that education currently focuses more on conveying academic knowledge and achieving achievements, while ignoring the formation of student character. This results in a lack of attention to the development of moral, ethical and personality aspects which should be an integral part of the educational process. The gap between knowledge and character can produce a generation that is academically intelligent but lacks strong moral values, empathy, and the ability to adapt to various life situations. Therefore, a paradigm shift in education is needed that prioritizes character formation in line with providing knowledge, so that students not only become intellectually intelligent, but also have high moral and ethical integrity.

Civic Education is an integral part of the formal education curriculum that must be followed by all citizens, from elementary school to university level. Civic Education is implemented as a means to shape students into good and intelligent citizens. According to Maftuh and Sapriya (2005), Civic Education plays a central role in



forming students' character and civic awareness, with the main aim of educating them to become good, democratic and responsible citizens. In this case, Civics is expected to instill good moral values in every individual. However, the situation in the Civics field has not been implemented as it should be. The Civics learning process is still carried out the same as learning other subjects.

The results of observations in the field reveal an alarming phenomenon among students, where most of them tend to ignore school rules, prioritize personal interests, and pay less attention to the true values of learning. They attend school solely to fulfill formal obligations as students, without fully realizing the relevance and benefits of what they learn for their future planning. This condition indicates a lack of understanding of the importance of education as a foundation for future success. Apart from that, there is also cheating behavior among students, which reflects dishonesty in pursuing academic achievement.

Civic Education has an important role as a means of forming students' character through a learning process that aims to develop moral, ethical and personality values. As agents of change in shaping students' character, Civic Education teachers have a big responsibility in choosing the right learning model in order to achieve optimal knowledge, skills and civic disposition. According to Komalasari (2010) learning models are not just tools for transferring information, but also as strategies or patterns used to design curricula, develop learning materials, and guide the learning process in the classroom. One learning model that is known to be effective in instilling values in all students is the Value Clarification Technique (VCT) model, which allows students to clarify the values they hold and understand their implications in the context of everyday life.

Value Clarification Technique (VCT) is a learning model that aims to provide support to students in recognizing, considering and clarifying their personal values. This means that students are able to understand and make the right decisions regarding various situations they face in everyday life. According to Djahiri (in Komalasari & Saripudin, 2017), Value Clarification Technique (VCT) is used as a method to explore and instill the values inherent in students' personalities. A similar view was also expressed by Taniredja, et al., (2014), who explains that Value Clarification Technique (VCT) is a teaching method that supports students in recognizing values that are considered crucial by their own individuals. This learning model encourages students to reflect on the values they hold, express their views, and deepen their understanding of the relevance of these values in everyday life.

The Value Clarification Technique (VCT) learning model, it is important to present stimuli that are appropriate to today's dynamics so that students can connect their values with real life situations. This allows them to more easily recognize the relevance of these values in various aspects of life, including in the school environment and society. The use of stimuli that are current and relevant to current issues helps create student involvement in the learning process, while increasing their understanding of the complexity of values in the context of everyday life. The stimulus that is appropriate to the current era is the controversial issue of public policy.

By including stimuli in the form of controversial public policy issues into the Value Clarification Technique (VCT) learning model, it can improve students' civic disposition. This learning activity not only allows students to explore their personal values, but also provides the opportunity to clarify them in the context of complex and controversial situations. By being faced with challenging issues, students are invited to reflect more deeply on the values they adhere to and how these values can be formed or maintained in the face of diverse views. Through values analysis, students can develop a deeper understanding of the basics of their values and how these values can influence their civic disposition.

2. METHODS

The type of research applied is literature study, which is a method that involves collecting data from library sources, reading, taking notes, and managing research material (Sulfemi, 2016). Literature study is an essential activity in research, especially in the context of academic research which aims to develop theoretical and practical aspects. Researchers conducted literature studies with the main aim of building a theoretical basis, designing a framework for thinking, and establishing initial hypotheses (Sulfemi, 2016). This allows researchers to organize and use various literature references in their field of study, thereby gaining a deeper understanding of the problem



being researched. This literature study activity is usually carried out after determining the research topic and formulating the problem, but before collecting field data (Arikunto et al., 2015).

3. RESULTS & DISCUSSION

A learning model is a concept or systematic approach used in the educational process to help facilitate student learning. According to Komalasari (2010) a learning model is a strategy or pattern used to organize the curriculum, design learning materials, and guide the learning process in the classroom. The learning model can describe strategies, procedures and methods that can be used by educators to deliver learning material more effectively, increase student participation and achieve learning goals. Meanwhile, according to Sagala (2005) a learning model is a conceptual structure that describes systematic steps in structuring students' learning experiences to achieve certain learning goals. This model acts as a guide for learning designers and teachers in planning and implementing the teaching and learning process.

Furthermore, according to Suprijono, (2022) a model is a form of accurate representation as an actual process that allows a person or group of people to try to act based on that model. Model is also known as a term in the world of education. The term commonly used is learning model. According to Sulfemi & Saptarini, et al., (2021) there are several definitions of learning models, namely:

1. A learning model is a pattern that is used as a guide in planning learning in class and tutorials.
2. A learning model is a pattern used to prepare the curriculum, organize material, and provide instructions to teachers in class.
3. Learning models can help students get information, ideas, skills, ways of thinking and expressing ideas.

Based on the description above, it can be concluded that the learning model is a systematic concept or approach used in the educational process to facilitate student learning. With a learning model, teachers can organize the curriculum, design learning materials, and guide the learning process in the classroom more effectively. This model also acts as a guide for learning designers and teachers in planning and implementing the teaching and learning process. Apart from that, the learning model also provides patterns that help students get information, ideas, skills, ways of thinking and expressing ideas, thus playing an important role in achieving learning goals.

Civic Education are subjects that aim to develop not only students' understanding of the country, but also the ability to build character. This can be strengthened by the statement from Branson (1999, p. 8) which states that Citizenship Education has three components, namely: 1) Civic Knowledge is a citizen's knowledge and understanding regarding political, legal and moral aspects; 2) Civic Skills are abilities developed from civic knowledge such as intellectual skills and participation skills ; and 3) Civic Disposition is the character of a citizen which is developed from civic knowledge and skills, both private and public character. Based on this statement, it is emphasized that Civic Education must be able to balance the components of Civic Knowledge, Civic Skills and Civic Disposition.

Civic Education as a means of character education must be able to create a learning process that is oriented towards developing students' moral, ethical and personality values. As an agent of change in shaping student character, a Civic Education teacher has a big responsibility in choosing an appropriate learning model so that knowledge, skills and civic disposition can be achieved optimally. One learning model that is recognized as capable of instilling values in all students is the Value Clarification Technique (VCT), which allows students to clarify the values they hold and understand their implications in the context of everyday life.

Value Clarification Technique (VCT) is a learning model that aims to provide support to students in recognizing, considering and clarifying their personal values. This means that students are able to understand and make the right decisions regarding various situations they face in everyday life. According to Djahiri (in Komalasari & Saripudin, 2017), Value Clarification Technique (VCT) is used as a method to explore and instill the values inherent in students' personalities. A similar view was also expressed by Taniredja, et al. (2014), who explains that Value Clarification Technique (VCT) is a teaching method that supports students in recognizing values that are considered crucial by their own individuals. This learning model encourages students to reflect on



the values they hold, express their views, and deepen their understanding of the relevance of these values in everyday life.

According to (Sanjaya, 2008) explains the steps for learning VCT in 7 stages which are divided into 3 levels. Each stage is explained below.

1. Freedom of choice

At this stage, there are three steps that can be identified. First, students are given the freedom to choose freely, so that they have the opportunity to make choices that they consider correct. Forced choices will not fully reflect their values. The second step involves choosing among several available alternatives. This means that students can choose from several options that are presented freely. Finally, the third stage involves making decisions after analyzing and considering the possible consequences of the choices made.

2. Value

Consists of two learning stages, namely: First, there is a feeling of happiness and pride in the values chosen, so that these values become an integral part of the student's self. In this stage, students feel satisfied with the values they choose and these values become an inseparable part of themselves. The second stage involves affirming the values that have become an integral part of the student's self in public. This means, if we consider these values as a choice, then we will have the courage and full awareness to show these values to others openly and honestly.

3. Do

At this level there are two aspects that can be done. First, it involves the ability and desire to try to apply the chosen values. This means students have the skills and motivation necessary to implement these values in their actions. The second stage involves repeating behavior according to the chosen values. This means that the values that have been chosen must be reflected in students' daily lives, and that they consistently apply these values in their actions and interactions.

According to Djahiri (1985) who revealed that VCT has several forms including the following:

- a. VCT by analyzing a controversial case, a dilemma story, commenting on clippings, making a report and then analyzing it together.
- b. VCT uses a matrix. This type of VCT includes the Good and Bad List, Order Level List, Priority Scale List, Continuum Symptom List, Self-Assessment List, List of People Reading Other People's Thoughts about Ourselves, and Shield.
- c. VCT uses a Belief Card, this simple card contains; main problem, basic positive thinking and solutions to students' opinions which are then processed with analysis involving students' attitudes towards the problem.
- d. VCT with Value Inquiry Technique with random questions, in this way students practice critical, analytical, curious thinking and at the same time are able to formulate various hypotheses/assumptions, which try to uncover a value or value system that exists or is adhered to, or which is deviant.

The Value Clarification Technique (VCT) learning model, it is important to present stimuli that are appropriate to today's dynamics so that students can connect their values with real life situations. This allows them to more easily recognize the relevance of these values in various aspects of life, including in the school environment and society. The use of stimuli that are current and relevant to current issues helps create student involvement in the learning process, while increasing their understanding of the complexity of values in the context of everyday life. The stimulus that is appropriate to the current era is the controversial issue of public policy. Controversial Public Policy Issues are topics or problems that trigger strong differences of opinion among individuals or groups in society regarding policies or actions proposed or implemented by the government. Suryanto (2011) public policy issues can simply be interpreted as problems contained in a policy. These issues often involve conflicting values, beliefs, or interests, resulting in intense and often emotional debates.

Controversial issues of public policy can be used as very valuable learning material in Civic Education subjects at school. Understanding and discussing these issues helps students to further broaden their horizons about democratic values, the role of government, and citizen involvement in the policy-making process. In addition, controversial issues can develop students to reason critically, debate ethically, and respond to social and



political problems that affect society. Through learning about these issues, students can learn how to respect differences of opinion, understand conflicts that arise in society, and produce citizens who are more aware, active, and able to carry out their roles well in civic life.

One concrete example of controversial public policy issues in Indonesia that can be used as learning material for Civic Education is the issue of policy regarding the decision of the Constitutional Court (MK) regarding changing the age requirements for presidential and vice-presidential candidates. This has become a controversial issue that has sparked widespread debate in society. Supporters appreciate this step as an effort to increase the participation of the younger generation in the world of politics, allowing potential figures to contribute to the country's leadership. On the other hand, some critics highlight potential risks related to leadership maturity and experience, as well as concerns about political stability. With developing pros and cons, this issue reflects the complexity and differences in views in formulating regulations regarding the election of the head of state, creating significant dynamics in Indonesian political discourse.

There are at least four reasons why it is important to include controversial public policy issues in learning Civic Education. First, Civic Education learning materials, especially those related to the role of state institutions and citizen participation in government, often involve controversial issues. Second, teaching controversial issues allows teachers to develop students' abilities in terms of perception, emotions, communication, positive attitudes, and beliefs which are basic skills for preventing the emergence of anarchist attitudes and actions. Third, learning about controversial issues can be a forum for training students' critical thinking skills, because it allows them to have diverse understandings and views on an issue. Fourth, differences in views between students can provide insight and increase awareness of diversity in life, so that ultimately, students can develop democratic attitudes in all aspects of their lives in accordance with the realities of life in a pluralistic society.

Controversial public policy issues must be integrated using the Value Clarification Technique (VCT) learning model to explore perspectives and strengthen participants' understanding of controversial public policy issues. Controversial public policy issues can be used as a source of stimulus in implementing the Value Clarification Technique learning model. By presenting issues that give rise to debate and differences of opinion, this learning model can provide students with the opportunity to detail and clarify their values and views on the policy. The process of values clarification helps students identify and articulate the values that underlie their preferences and attitudes toward these issues. This not only strengthens students' understanding of personal values, but also encourages them to consider different points of view and appreciate the complexity of public issues. Through this learning model, students can develop the character of critical reasoning, communicativeness, tolerance for different views, democracy, social care, and a sense of civic responsibility. Thus, the use of controversial public policy issues as stimulus material in the application of the Value Clarification Technique (VCT) model is able to increase students' Civic Disposition to the maximum.

In research conducted by Sakti (2023) with the title *"Application of the HOTS-Based Value Clarification Technique (VCT) Learning Model in Viral News Against the Moral Knowing Domain (Quasi-Experimental Study at SMA Negeri 3 Kuningan)"*. Using a quasi-experimental research model, the results showed that this learning model can increase students' moral knowledge. The research results show that there are significant differences in the moral knowing of students in the control class and the experimental class. This is directly proportional to the results of students' responses in the experimental class which showed a positive response to the application of the Value Clarification Technique (VCT) learning model and a significant increase in test results in the experimental class. Thus, this approach can be a useful alternative in constructing Civic Education learning and developing students' moral knowledge in the 21st century education era.

Based on research conducted by Inka Sila Sakti, using viral news as a stimulus in implementing the Value Clarification Technique (VCT) learning model is able to increase students' moral knowledge. Moral Knowing is part of the formation of Civic Disposition. According to Lickona (in Fransisca and Clara, 2015) good character can be explained as the result of knowledge of what is right and wrong (moral knowing), a sincere desire to do good deeds (moral feeling), and the actual implementation of actions. morals in everyday life (moral behavior). Therefore, good character is not only focused on knowledge of moral values, but also involves an emotional commitment to goodness as well as concrete actions that reflect goodness. Civic Disposition can be understood



as an integral part of good character, because it involves responsibility and involvement in community life to create positive change.

The Value Clarification Technique (VCT) learning model by Inka Sila Sakti is an innovative step in building students' moral thinking skills. In this method, students are faced with a moral dilemma situation that requires them to make decisions based on considerations of the moral values they adhere to. This approach not only helps students understand the concept of morality, but also encourages them to consider the impact of every action they take. By providing a variety of alternative answers, students are invited to reflect on the moral values that underlie each choice, thereby enabling them to develop a deeper understanding of the principles of ethics and morality in everyday life. In an interactive and relevant learning context like this, students are not only passive spectators, but are also actively involved in the learning process which triggers self-reflection and moral growth.

Furthermore, based on research conducted by Aini, Winarno & Hendri (2018) entitled "The Effect of Implementing the Value Clarification Technique Learning Model on the Civic Disposition of Class case of moral dilemma. Then a comfortable and not tense atmosphere is created so that students dare to talk and ask questions to the teacher and other friends. All student opinions are accommodated and appreciated by the teacher so that students feel happy and motivate students to put forward ideas again. The use of case examples enables students to explore and express their opinions about the case. Students are also faced with a dilemma regarding the attitude they need to take if they are faced with a situation like the case described by the teacher. After students express their opinions in discussion forums, students are able to plan and determine decisions in the form of adopting the values contained in the learning material and making student attitudes (civic disposition) more visible and well developed.

Maharani, Putri, Markum (2023) in their research entitled "*Increasing the Value of Diversity Attitudes Through the VCT (Value Clarification Technique) Learning Model in Elementary Schools*" used the classroom action research (PTK) method. The findings of this research show an increase in students' diversity attitude scores, as measured through the attitude scale assessment sheet. The observation results showed a significant increase, with a pre-action percentage of 29.5% which was categorized as sufficient. Cycle I showed an increase to 54.8% in the good category, and reached the highest percentage, namely 76.8% in cycle II in the very good category. Therefore, it can be concluded that the application of the VCT learning model is effective in improving students' attitudes towards diversity.

From the results of previous research, it is proven that the Value Clarification Technique (VCT) learning model has great potential to improve students' civic disposition. These studies consistently show that VCT is effective in strengthening inclusive, critical and responsible citizenship attitudes in students. In addition, this positive effect is also observed when VCT uses controversial public policy issues as its stimulus. The approach used in VCT allows students to be actively involved in understanding and reflecting on the moral values that underlie these issues. Thus, VCT is not only an effective tool in increasing students' understanding of social and political issues, but also in forming positive and empowering civic attitudes.

The Value Clarification Technique (VCT) learning model based on controversial public policy issues to improve students' civic disposition in learning Civic Education has the following stages:

1. Students are given the freedom to choose the moral approach they deem appropriate to controversial issues of public policy.
2. Students are invited to choose from several alternative options provided, taking into account the underlying moral values.
3. Students are encouraged to carry out in-depth analysis and consideration of the consequences of every choice they make related to this public policy issue.
4. After choosing, students are asked to feel happy and proud of the values they have chosen, so that these values become an integral part of themselves.
5. Learners are encouraged to affirm the values they have chosen publicly, demonstrating that these values are an important part of their identity and moral integrity.
6. Students are given the opportunity and support to try to apply the values they have chosen into concrete actions related to controversial issues of public policy.



7. Students are directed to repeat behavior that is in accordance with the values they have chosen, so that these values are reflected in their daily lives, both in social interactions and in decision making.

The use of Value Clarification Technique (VCT) in dealing with controversial public policy issues is a powerful means of enriching students' civic disposition. Through a learning process that involves issues that trigger pro and con debates, students are invited to carry out in-depth reflection on the underlying moral values. In analyzing various alternative dilemmas related to these policies, they are faced with the challenge of understanding different points of view, as well as considering the ethical implications of each available option. This activity not only helps students broaden their insight into the complexity of social and political issues, but also forms a critical attitude that is able to appreciate diversity of opinion.

4. CONCLUSION

Civic Education learning shows its nature as "value-based education", which shows a deep awareness of not only transferring knowledge about government and legal systems to students, but also specifically focuses on instilling moral values. Therefore, it is necessary to use learning models that are proven to be effective in instilling values in all students, such as the Value Clarification Technique (VCT) model. In implementing the Value Clarification Technique (VCT) learning model, it is important to present stimuli that are appropriate to today's dynamics so that students can connect their values with real life situations. The stimulus that is appropriate to the current era is the controversial issue of public policy. By applying the Value Clarification Technique (VCT) learning model based on controversial public policy issues in Civic Education learning, the potential for increasing students' civic disposition becomes greater. Through the stages in VCT, such as freedom of choice, respect, and action, students are invited to be actively involved in understanding and choosing related to controversial issues in public policy. This allows them to strengthen their civic attitudes. The Value Clarification Technique (VCT) learning model based on controversial public policy issues in learning Civic Education, has the potential to increase students' civic disposition to be greater. Through the stages in VCT, such as freedom of choice, respect, and action, students are invited to be actively involved in understanding and choosing related to controversial issues in public policy. This allows them to strengthen citizenship attitudes that are critical reasoning, communicative, tolerant of different views, democratic, social care, and a sense of civic responsibility. Thus, the use of controversial public policy issues as stimulus material in the application of the Value Clarification Technique (VCT) model is able to increase students' Civic Disposition maximally.

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