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The Influence of the Value Clarification Technique Teaching Model on Students Learning Motivation and Critical Thinking Skills

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Abstract

The purposes of this research are to reveal: (1) the influence of the VCT teaching model on students learning motivation; (2) the influence of the VCT teaching model on students critical thinking skills; (3) the significant differences in learning motivation between groups using VCT and PBL teaching model; (4) the significant differences in the ability to critical thinking skills between groups using VCT and PBL teaching model. This research employed a quasi-experimental nonequivalent control group design. The research population in this study were all fourth-grade students of "daerah binaan 2" State Elementary School Klaten, Central Java. The determination of these groups employed purposive sampling, a type of non-probability sampling, with the aim of obtaining a representative sample. The research sample consisted of 50 fourth-grade students. The research instruments were in the form of essay tests and non-tests in the form of questionnaires. The research results show that: (1) there is a significant influence of the use VCT teaching model on learning motivation; (2) there is a significant influence of the use VCT teaching model on the ability to critical thinking skills; (3) there is a significant difference in learning motivation between groups of students who learn VCT teaching model; (4) there is a significant difference in critical thinking skills between groups of students who learn VCT teaching model. The VCT teaching model is proven to have a higher influence on students' learning motivation, this can be seen from the mean and variance scores obtained by each group. The VCT teaching model is proven to have a higher influence on student learning motivation, this can be seen from the mean and variance scores obtained by each group.

Keywords: *Value Clarification Technique (VCT); Learning Motivation; Critical Thinking Skill*

Introduction

The ability to succeed in life is influenced, in part, by one's capacity for critical thinking, particularly in problem-solving (Sari et al., 2021). Alongside the cultivation of moral values and exemplary character in students, critical thinking skills are recommended as a primary objective in education (Indradi, 2016). Critical thinking entails the ability to analyze, reason, and solve problems in order to counter and

filter what is deemed rational (Affandy et al., 2019). Various studies have demonstrated that critical thinking skills can prepare students for their careers and lives. Affandy et al., (2019) concludes this essay, drawing from diverse sources, that the critical thinking learned in schools will impact students' lives, even long after they have completed their formal education. Consequently, individuals will be better positioned to address everyday issues and challenges. Conversely, issues related to critical thinking often escape the attention of educators and therefore require further development. The prevalent memorization-based learning approach is one of the causes of students' limited capacity for critical thinking.

In light of the aforementioned points, current learning conditions often involve rote memorization for mastering subject matter. Despite memorizing a plethora of content, students frequently fail to achieve a deep understanding. This method has become obsolete because students are unable to apply the concepts or facts, they have memorized to explain real-life problems. Furthermore, the information acquired loses its meaning as it is stored in students' short-term memory. This is also evident in the findings of Parmita (2020), who indicates that such conditions weaken students' grasp, grasp, and utilization of social facts. Consequently, students tend to view theory and the presented facts as separate entities. Yet, critical thinking skills are developed through systematic problem-solving in the learning process. This is because during learning, students are seldom given the opportunity to express their ideas and decisions.

The same thing also happened when the researchers made initial observations at Binaan 2 State Elementary School Jatinom District, Klaten Regency in class 4, it was seen that students did not dare to convey arguments. It is evident that students are hesitant to present arguments during the learning process, fearing that their contributions may not be accepted or comprehended by their peers. This reluctance results in students lacking the practice of argumentation. Students appear less capable of providing simple explanations when the teacher inquires about whether they have understood the material, responding with silence and claiming comprehension. However, when assignments are given, students often struggle, prompting the teacher to reiterate and elaborate on the material. The limited engagement of students in the learning process makes them more inclined to wait for the teacher to present the material rather than seeking and discovering their own problem-solving strategies for assigned tasks or others necessary knowledge.

The results of observations during the learning process indicate that students are insufficiently trained to express their opinions, inquire about material they do not understand, and analyze discussion arguments. If this situation persists, students' critical thinking skills will not develop. Consequently, this deficiency in critical thinking skills will have repercussions in the realm of education, particularly in Pancasila education, which focuses on shaping citizens with character, skills, and intelligence (Zahra et al., 2018). In addition to critical thinking skills, the implementation of Pancasila education in schools, based on the experiences of many countries, reveals that teaching Pancasila as a part of the curriculum and school system is not an easy task, especially when students' attention and motivation are not supportive (Muleya, 2019). Although Pancasila education varies in different countries depending on the context, it encounters a similar issue related to students' motivation to learn. Students' motivation to learn is linked to their perception that studying Pancasila education is neither challenging nor interesting, as their thinking abilities are not optimized, but rather, the learning process primarily involves lectures and assignments (Balogun & Yusuf, 2019).

Related research (Sofiah, 2018) indicates that students do not enjoy subjects that require them to memorize a multitude of facts without understanding their significance. This suggests that a heavy emphasis on rote memorization can lead students to become disinterested and indirectly view the subject matter as less important to learn. If this continues, it will run counter to the educational goals of Pancasila education.

Based on field observations, the researcher has also identified similar issues, including students' lack of focus during lessons, engagement in other activities such as chatting with friends, and visible boredom during the learning process due to the predominance of memorization-based content. Students' limited participation in the learning process makes them reluctant to attempt tasks independently, instead opting to wait for the teacher's assistance. From the implementation of the learning process, the low motivation of students is readily apparent. Such conditions will not optimize students' learning outcomes. These issues run contrary to the current "kurikulum merdeka" (independent curriculum) being used in the school. Currently, the primary school is implementing the "kurikulum merdeka" in grades 1 and 4. The adoption of the "kurikulum merdeka" aligns with the development of 21st-century skills, wherein students are expected to possess critical thinking, problem-solving, collaboration, and communication skills.

Based on the elucidation of the aforementioned issues, it is discernible that the utilization of various teaching models and techniques is of paramount significance. These methodologies serve as tools that afford students the opportunity to actively participate in learning, stimulate critical thinking, and deter rote learning, which merely leads to academic achievement (Balogun & Yusuf, 2019). The comprehension and instillation of values are undoubtedly not facile endeavors but rather arduous and challenging. Hence, the incorporation of effective teaching models becomes indispensable. Another predicament encountered during the course of instruction pertains to the lack of variation in the selection of teaching models, resulting in an ineffective learning environment. In addition to the predominant memorization-based learning approach, lectures and continuous assignment assignments still persist, leading to a superficial understanding of the subject matter. Jacob & Sam (2008) in addressing the aforementioned issues, has implemented Problem-Based Learning (PBL), which underscores problem-solving-based learning. The research findings conclude that the study effectively addresses the extant issues, albeit being a well-established practice in schools. However, the researcher proposes the implementation of a teaching model that extends beyond aiding students in problem-solving within their lives but also renders learning clear, enjoyable, engaging, and specifically effective in the context of Pancasila education.

The apt model for this purpose is the Values Clarification Technique (VCT). These issues align with research conducted by Ananda & Fatimah (2021), Pasju & Hadiwinarto (2022), dan Azis (2018), which posits that the VCT teaching model can reveal students' attitudes, morals, and values concerning the presented issues in learning through an analytical process that renders learning enjoyable and challenging. This model involves teaching through the analysis of values when facing problems, and it allows students to explore and determine their own values (Wijayanti & Wasitohadi, 2015).

Furthermore, VCT teaching model can guide students toward critical thinking in learning by fostering an analytical approach to problem-solving (Rohmah et al., 2022). Students will learn through real experiences, problem-solving, critical thinking, and appreciation of moral values through the VCT teaching model (Akhwani & Nurizka, 2021). Its application can involve presenting real-life issues through dialogue, discussion, and presentations, allowing students to formulate values from a range of options and guiding them to deeply understand the meaning of these values (Ananda & Fatimah, 2021). Consequently, the VCT teaching model instills in students the habit of analyzing, making decisions, and solving problems effectively (Pasju & Hadiwinarto, 2022).

Rohmah et al., (2022) highlights several advantages of the VCT teaching model, which include the following: (a) Enabling students to delve into and articulate conclusions from the subject matter, (b) Cultivating students' ability to internalize values in everyday life, (c) Developing students' potential as well as their moral compass, (d) Providing experiential learning from real-life issues, and (e) Offering a value perspective on the self, the environment, and society to students. These attributes render the VCT teaching model suitable for implementation. Based on this exposition, substantiated by previous research on the VCT teaching model, the researcher is keen to explore the influence of the VCT teaching model on the motivation to learn and critical thinking abilities of fourth-grade elementary school students.

Methods

This research employed a quasi-experimental nonequivalent control group design. Its primary objective was to investigate the impact of implementing the Values Clarification Technique (VCT) teaching model on the learning motivation and critical thinking skills of students in the subject of Pancasila education. The study was classified as an experiment since its purpose was to determine the influence of a specific teaching model Sugiyono (2018). This influence was compared with a control group that did not receive the intervention, aiming to provide clarity regarding the effects of the implemented model. The treatments, whether influenced or not, were administered simultaneously. The research methodology comprised the following steps: 1) Before conducting the study, an initial assessment was carried out to determine the baseline conditions of the subjects (pretest), 2) Once the actual conditions were established, the treatment was applied to the respective groups, and 3) Following the treatment phase, a final assessment was conducted to evaluate the effects of the intervention (posttest). The administration of a posttest served the purpose of discerning the influence of the respective teaching models on the experimental and control groups. The data obtained underwent analysis and presentation, encompassing descriptive data presentation, prerequisites for analytical analysis, and hypothesis testing. The experimental group received the VCT teaching model, while the control group continued with the Problem-Based Learning (PBL) teaching model, a method commonly employed by the teacher during regular instruction.

The study took place in two public elementary schools in Central Java. The selection of these schools was based on various considerations aligned with the research objectives. Specifically, the chosen schools were located in the supervised region "daerah binaan 2," situated in the Jatinom District of Klaten Regency, Central Java. This research was conducted from April to May 2023. The research population in this study were all fourth-grade students of “daerah binaan 2” State Elementary School Klaten, which consists of five schools, namely Jatinom State Elementary School with 25 students, Krajan 1 State Elementary School with 25 students, Krajan 2 State Elementary School with 40 students, Bonyokan 1 State Elementary School with 25 students, Bonyokan 2 State Elementary School with 11 students. The research population in this study is 126 students.

To meet the research criteria, two elementary schools within "daerah binaan 2" were selected as research samples due to their homogeneous student characteristics, teacher qualifications, accreditation status, facilities, and close proximity. The research sample consisted of 50 fourth-grade students, 25 students from Jatinom State Elementary School and 25 students from Bonyokan 1 State Elementary School. These two selected schools served as the experimental and control groups. The determination of these groups employed purposive sampling, a type of non-probability sampling, with the aim of obtaining a representative sample. Prior to the selection of samples, it was ensured that both schools had not previously used the VCT teaching model. Based on this approach, a decision was made regarding which school would implement the VCT teaching model and which would continue with the PBL teaching model. Students of Bonyokan 1 State Elementary School would implement the VCT teaching model and student of Jatinom State Elementary School which would continue with the PBL teaching model.

Results and Discussion

The findings from the conducted research are elaborated below.

1. The Influence of the VCT Teaching Model on Students’ Learning Motivation

The analysis conducted yielded significant results. The data indicate a significant impact of the utilization of VCT teaching model, signifying the necessity of the VCT teaching model in positively influencing motivation. The average data before the implementation of VCT teaching model was 56.80%,

whereas after the implementation of VCT teaching model, the average increased to 71.04%. Further details are presented in the table below.

Table 1. Student Learning Motivation Scores Before and After Using VCT Teaching Model

No.	Student Initials	Score Before (pretest)	Score After (posttest)
1.	MFA	56	71
2.	ALA	55	78
3.	BZD	48	60
4.	NF	53	63
5.	BB	53	69
6.	ARM	53	72
7.	ZL	44	61
8.	RNR	53	68
9.	SR	50	69
10.	RV	58	69
11.	MA	57	74
12.	ZA	46	75
13.	AA	60	76
14.	NB	71	74
15.	AGI	62	74
16.	ACH	73	80
17.	MTH	65	79
18.	MZ	61	68
19.	JKV	52	73
20.	AS	61	72
21	QM	51	73
22	MN	62	67
23	NI	63	71
24	GM	58	68
25	OL	55	72
Total		1420	1776
Average Score		56,80	71,04

Motivation is a crucial factor for individuals engaged in the learning process. It serves as the driving force for taking action to achieve desired goals (Uno: 2013) & (Nugraha: 2022). Fostering students' motivation in learning can be achieved through the utilization of an appropriate teaching model aligned with the subject matter (Rohani: 2004). The VCT teaching model is a values clarification model that does not require students to memorize but assists them in discovering, selecting, analyzing, developing, and applying values in their daily lives (Nurfaizah: 2019). This teaching model is based on visual (sight) and auditory (hearing) elements, wherein teachers can employ text, illustrated stories, audio, videos, or narratives delivered directly by the teacher during instruction to make the learning experience more enjoyable. The use of VCT teaching model in the context of the Pancasila education subject, specifically focusing on "building a team and managing cooperation to achieve common goals as determined," has a significant impact on student learning motivation.

During the learning process, the teacher distributes worksheets (LKPD) to each group to find solutions related to the subject matter. Students actively engage in discussions to identify the correct answers. To complete the LKPD, students are required to seek problem-solving alternatives from various sources, including discussions within their groups based on real-life experiences or the experiences of people around them. Consequently, students are encouraged to actively seek answers and engage in comfortable discussions. Thus, the VCT teaching model facilitates the internalization of moral values, fostering student participation in the learning process. It is worth noting that a teaching model that promotes students' understanding and attitudes in alignment with real-life situations in the community, such as cooperation within groups, enhances motivation, productivity, and academic achievement Solihatin & Raharjo (2008). Actively involving students in discovering, seeking, selecting, analyzing, developing, and being accountable for values will stimulate high enthusiasm and learning motivation among students.

The significant influence on motivation in the Pancasila education subject is attributed to the use of VCT teaching model, which enhances students' understanding and meaningfully conveys their opinions (Agustin & Hamid, 2017). By valuing choices in problem-solving and beliefs, students gain confidence to express their opinions, even in front of their peers. Furthermore, students are directed to determine values, thus fostering a culture of respecting others' opinions. Following this presentation process, the clarification process takes place. The teacher provides feedback on each group's opinions and directs them towards the concept of the value "awareness of self and others' rights and obligations," which is to be conveyed and easily understood.

Throughout the learning process, it is evident that the use of VCT teaching model empowers students to choose from various alternative solutions to problem-solving, engage in meaningful discussions, make decisions, and believe in the values they choose and possess. Consequently, students are intrinsically motivated to learn actively. This is also reflected in the analysis of the learning motivation questionnaire distributed, which indicates that the average learning motivation of students after the implementation of the VCT teaching model is 66.58%, surpassing the average learning motivation of students before the implementation of the VCT teaching model, which reached only 57.08%. Based on the analysis and exposition presented, it can be concluded that the utilization of the VCT teaching model can effectively influence student learning motivation.

2. The Influence of the VCT Teaching Model on Students' Critical Thinking Skills

The analysis conducted yielded significant results. The data indicate a significant impact of the utilization of VCT teaching model, signifying the necessity of the VCT teaching model in positively influencing critical thinking skills. The average data before the implementation of VCT teaching model was 61,75%, whereas after the implementation of VCT, the average increased to 86,15%. Further details are presented in the table below.

Table 2. Student Critical Thinking Skills Scores Before and After Using VCT Teaching Model

No.	Student Initials	Score Before (pretest)	Score After (posttest)
1.	MFA	83	95
2.	ALA	56	81
3.	BZD	68	88
4.	NF	65	95
5.	BB	56	90
6.	ARM	51	83
7.	ZL	50	84
8.	RNR	73	90

9.	SR	66	94
10.	RV	71	78
11.	MA	58	73
12.	ZA	50	83
13.	AA	50	85
14.	NB	70	90
15.	AGI	55	83
16.	ACH	70	90
17.	MTH	59	91
18.	MZ	73	81
19.	JKV	60	63
20.	AS	61	93
21	QM	76	100
22	MN	48	88
23	NI	68	90
24	GM	49	83
25	OL	60	88
Total		1544	2154
Average Score		61,75	86,15

The data analysis reveals a significant impact of the VCT teaching model on critical thinking skills, indicating the necessity of this model to optimize students' critical thinking skills. This is particularly evident in lessons related to "mutual assistance in meeting individual and collective needs," where students, in collaboration with their group members, are presented with problems to solve, provided by the teacher.

Through problems related to the cultivation of social values and responsibility, students engage in group discussions to explore alternative problem-solving approaches. This approach stimulates students' critical thinking skills to find solutions. It aligns with the assertion that the correct and precise resolution of problems can reveal students' critical thinking capabilities Tumanggor (2021). This perspective is reinforced by the viewpoint of Suarjana, et al., (2020), who contends that critical thinking skills can be cultivated through problem-solving. The process of problem-solving encourages students to employ various strategies to arrive at informed decisions. In resolving problems, individuals require critical thinking skills to identify solutions.

Once solutions are found, students are given the opportunity to express their views regarding the learning process. Here, students are taught to appreciate their own choices as well as the choices made by other groups. Through this process, VCT teaching model-based learning directs students to take pride in their chosen values, which can be publicly acknowledged. Subsequently, the teacher clarifies and provides feedback on the opinions expressed by each group, guiding them toward the concepts of social responsibility and accountability values to ensure a comprehensive understanding of these values.

3. Significant Differences in Students' Learning Motivation between Classes Learning Using VCT and PBL

The analysis conducted significant differences results. The data indicate a significant impact of the utilization of VCT teaching model with PBL teaching model. Signifying the necessity of the VCT teaching model in positively influencing motivation. Further details are presented in the table below.

Table 3. Student Learning Motivation Scores Using VCT and PBL Teaching Model

No.	Student Initials	PBL (control)	VCT (experiment)
1.	MFA	69	71
2.	ALA	55	78
3.	BZD	65	60
4.	NF	66	63
5.	BB	63	69
6.	ARM	51	72
7.	ZL	78	61
8.	RNR	77	68
9.	SR	68	69
10.	RV	68	69
11.	MA	70	74
12.	ZA	63	75
13.	AA	56	76
14.	NB	72	74
15.	AGI	68	74
16.	ACH	73	80
17.	MTH	74	79
18.	MZ	64	68
19.	JKV	65	73
20.	AS	73	72
21	QM	69	73
22	MN	67	67
23	NI	66	71
24	GM	62	68
25	OL	62	72
Total		1664	1776
Average Score		66,56	71,04

The data in the table above substantiate the hypothesis presented in the third hypothesis. The average student learning motivation after the implementation of PBL teaching model was 66.56%, whereas after the implementation of VCT teaching model, the average learning motivation increased to 71.04%. Based on the results, it can be concluded that, in general, the learning motivation of students in the class that uses VCT teaching model is superior to that of students in the class that employs PBL teaching model. Thus, this model is highly suitable for Pancasila education.

In the module addressing "Environmental and societal conditions to improve our surroundings," the teacher initiates the lesson by providing reading materials to the students. These readings contain issues related to the values of "environmental care and adherence to social norms," which are to be instilled in the students. From these readings, the teacher directs the students to ask questions related to the content, which will then be commented upon by their peers, effectively fostering open discussion. During the discussion, the students display enthusiasm, primarily because the VCT-based learning approach presents them with problems that encourage the identification of values considered positive and problem-solving. After finding solutions to the problems, the teacher proceeds with the clarification of the issues by responding and guiding students toward the values embedded in the learning process. VCT

teaching model tends to emphasize values that stimulate students' curiosity, thus motivating them in their learning.

In contrast, the use of PBL teaching model is more teacher-centered, where the teacher guides and organizes students to address problems (defining the problem and learning tasks), facilitates inquiry (encouraging the gathering of information to solve problems, presenting findings, and evaluating the problem). PBL teaching model positions students primarily as problem solvers. Communication in this type of learning tends to be one-way, with the teacher dominating the discourse. In this scenario, students are not provided the opportunity to independently explore issues and think freely but are consistently guided by the teacher.

4. Significant Differences in Students' Critical Thinking Skills between Classes Learning Using VCT and PBL

The analysis conducted significant differences results. The data indicate a significant impact of the utilization of VCT teaching model with PBL teaching model. Signifying the necessity of the VCT teaching model in positively influencing critical thinking skills. Further details are presented in the table below.

Table 4. Student Learning Critical Thinking Skills Scores Using VCT and PBL Teaching Model

No.	Student Initials	PBL (control)	VCT (experiment)
1.	MFA	83	95
2.	ALA	64	81
3.	BZD	83	88
4.	NF	80	95
5.	BB	75	90
6.	ARM	86	83
7.	ZL	83	84
8.	RNR	81	90
9.	SR	86	94
10.	RV	79	78
11.	MA	85	73
12.	ZA	81	83
13.	AA	84	85
14.	NB	71	90
15.	AGI	78	83
16.	ACH	75	90
17.	MTH	79	91
18.	MZ	90	81
19.	JKV	81	63
20.	AS	81	93
21	QM	77	100
22	MN	77	88
23	NI	72	90
24	GM	72	83
25	OL	80	88
Total		1981	2154
Average Score		79,23	86,15

The data presented in the table above substantiates the hypothesis stated in the fourth hypothesis. Based on the processed data, the average learning outcome using VCT teaching model is 86.15%, which is higher than the average learning outcome achieved with PBL teaching model, which is 79.23%. The significant difference in critical thinking skills between students in Pancasila education classes taught with VCT and PBL teaching model can be attributed to the multifaceted implications inherent in the VCT teaching model approach, aligning closely with the goals of Pancasila education. Thus, it is highly suitable for use in Pancasila education. VCT teaching model can empower students to discover, select, and act in accordance with the values they hold dear (Adisusilo ,2012 & Sari et al., 2020. This is evident when students engage in discussions related to the topic of "providing what is considered essential and valuable to those in need."

At the onset of the lesson, the teacher presents various media (images, videos, text) to the students, containing a problem that needs to be collectively analyzed by their assigned groups. In this phase, the teacher showcases instructional videos related to the subject matter. The video serves as a stimulus for students and their groups, prompting them with questions regarding the content of the video, the location of the events depicted, and the attitudes exemplified in the video. Students, together with their group members, then collaboratively work on resolving the presented problem. Collaborative problem-solving among students and their groups adds an element of engagement and effectiveness to the learning process. Group discussions teach students how to socialize and respect the opinions of others.

Upon completing the discussion process, students learn to appreciate their own choices and those of their peers. After their value choices are determined, students present their selections in front of the class, with the hope that they will also act in accordance with these choices in their daily lives. Through this form of learning, students display enthusiasm, especially when expressing their opinions within their groups. When students are presented with challenges, make value-based decisions regarding problem-solving, they become capable of expressing their individual potentials. Consequently, values such as tolerance and appreciation of diversity are instilled and well-received by the students.

Conclusion

Berdasarkan hasil analisis data dan pembahasan yang telah dipaparkan, secara keseluruhan penelitian ini menghasilkan beberapa kesimpulan sebagai berikut:

1. The significant differences result of the utilization of VCT teaching model in positively influencing motivation. The average data before the implementation of VCT teaching model was 56.80%, whereas after the implementation of VCT teaching model, the average increased to 71.04%.
2. The significant differences result of the utilization of VCT teaching model in positively influencing critical thinking skills. The average data before the implementation of VCT teaching model was 61,75%, whereas after the implementation of VCT, the average increased to 86,15%.
3. The significant differences result impact of the utilization of VCT teaching model with PBL teaching model. Signifying the necessity of the VCT teaching model in positively influencing motivation. The data in the table above substantiate the hypothesis presented in the third hypothesis. The average student learning motivation after the implementation of PBL teaching model was 66.56%, whereas after the implementation of VCT teaching model, the average learning motivation increased to 71.04%.
4. The significant differences result impact of the utilization of VCT teaching model with PBL teaching model. Signifying the necessity of the VCT teaching model in positively influencing critical thinking skills. The data presented in the table above substantiates the hypothesis stated in the fourth hypothesis. Based on the processed data, the average learning outcome using VCT teaching model is 86.15%, which is higher than the average learning outcome achieved with PBL teaching model, which is 79.23%.

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