

ORIGINAL

Analyzing the Effectiveness of the Learning Process of Value Clarification in Pancasila Civic Education Subject for Senior High School Students

Análisis de la eficacia del proceso de aprendizaje de la clarificación de valores en la asignatura de Educación Cívica Pancasila para estudiantes de secundaria superior

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ABSTRACT

Introduction: pancasila and Civics Education in Indonesia continues to face challenges due to teacher-centered approaches that limit student participation, critical thinking, and value internalization. Although curriculum reforms emphasize interactive and value-oriented learning, implementation in classrooms remains suboptimal. The Value Clarification Technique (VCT) has been identified as a promising strategy to foster both cognitive and affective outcomes in Civics Education.

Objective: this study aims to analyze the effectiveness of VCT in enhancing the learning process of Pancasila and Civics at the senior high school level, particularly across the dimensions of interactivity, inspiration, enjoyment, challenge, and motivation.

Method: a descriptive, non-experimental, observational survey design was applied. Data were collected from 128 students across four senior high schools in Tuban Regency, East Java, using a structured questionnaire based on five dimensions of effective learning. Responses were analyzed with descriptive statistics.

Results: the findings revealed that 115 students (90 %) rated interactive learning as high or very high, 109 students (85 %) rated inspirational learning as high or very high, and 127 students (99 %) rated fun learning as high or very high. Furthermore, 115 students (90 %) perceived the learning as challenging, and 117 students (90 %) found it motivating. These results indicate that VCT fosters meaningful learning experiences that engage both cognitive and affective domains.

Conclusions: VCT effectively enhances the quality of Civics Education by creating an interactive, inspiring, enjoyable, challenging, and motivating learning process. Beyond knowledge acquisition, it also promotes emotional engagement, moral reasoning, and civic dispositions. The study recommends wider implementation of VCT in Civics Education, while future research should address its long-term impact through broader and more diverse samples.

Keywords: Value Clarification Technique; Civics Education; Affective Learning; Motivation; Democratic Citizenship.

RESUMEN

Introducción: la educación cívica en Indonesia sigue enfrentándose a retos debido a los enfoques centrados en el profesor que limitan la participación de los alumnos, el pensamiento crítico y la interiorización de valores. Aunque las reformas curriculares hacen hincapié en el aprendizaje interactivo y orientado a los valores, su aplicación en las aulas sigue siendo insuficiente. La técnica de clarificación de valores (VCT) se ha identificado

como una estrategia prometedora para fomentar los resultados cognitivos y afectivos en la educación cívica.

Objetivo: el objetivo de este estudio es analizar la eficacia de la VCT para mejorar el proceso de aprendizaje de Pancasila y educación cívica en la enseñanza secundaria superior, en particular en las dimensiones de interactividad, inspiración, disfrute, desafío y motivación.

Método: se aplicó un diseño de encuesta descriptivo, no experimental y observacional. Se recopilieron datos de 128 estudiantes de cuatro escuelas secundarias superiores de la regencia de Tuban, en Java Oriental, utilizando un cuestionario estructurado basado en cinco dimensiones del aprendizaje eficaz. Las respuestas se analizaron con estadísticas descriptivas.

Resultados: los resultados revelaron que 115 estudiantes (90 %) calificaron el aprendizaje interactivo como alto o muy alto, 109 estudiantes (85 %) calificaron el aprendizaje inspirador como alto o muy alto y 127 estudiantes (99 %) calificaron el aprendizaje divertido como alto o muy alto. Además, 115 estudiantes (90 %) percibieron el aprendizaje como desafiante y 117 estudiantes (90 %) lo encontraron motivador. Estos resultados indican que el VCT fomenta experiencias de aprendizaje significativas que involucran tanto el ámbito cognitivo como el afectivo.

Conclusiones: la VCT mejora eficazmente la calidad de la educación cívica al crear un proceso de aprendizaje interactivo, inspirador, agradable, estimulante y motivador. Más allá de la adquisición de conocimientos, también promueve el compromiso emocional, el razonamiento moral y las disposiciones cívicas. El estudio recomienda una implementación más amplia de la VCT en la educación cívica, mientras que las investigaciones futuras deberían abordar su impacto a largo plazo mediante muestras más amplias y diversas.

Palabras clave: Técnica de Clarificación de Valores; Educación Cívica; Aprendizaje Afectivo; Motivación; Ciudadanía Democrática.

INTRODUCTION

Education is a cornerstone in developing individual potential and preparing citizens to contribute meaningfully to national progress.⁽¹⁾ In Indonesia, this role is firmly mandated in Article 31 of the 1945 Constitution and Law No. 20 of 2003 on the National Education System, which emphasize that education must be sustainable and value-based to achieve national goals. Within this framework, Pancasila and Civics Education (PPKn) serves a strategic role as a compulsory subject from early childhood to higher education, responsible for cultivating democratic values, moral character, and national identity.⁽²⁾

Historically, Civics education has undergone several transformations. During the New Order era, instruction largely emphasized state ideology and uniformity of values through rote memorization and teacher-centered approaches.⁽³⁾ The Reformasi period introduced curricular reforms aimed at fostering critical thinking and democratic citizenship; however, many pedagogical practices remained conventional and failed to fully realize the paradigm shift.⁽⁴⁾ More recently, competency-based curricula, including the current *Merdeka Curriculum*, stress interactive, student-centered, and value-oriented learning, yet challenges of classroom implementation persist.⁽⁵⁾

In current practice, Civics learning is still constrained by teacher-centered methods that limit student participation, critical reasoning, and value internalization.⁽⁶⁾ Despite national standards that require learning to be interactive, inspiring, enjoyable, challenging, and motivating, many classrooms fall short of these criteria. Prior studies confirm that innovative pedagogical approaches are needed to bridge this gap and create more engaging civic learning environments.⁽⁷⁾ Among these, the Value Clarification Technique (VCT) has emerged as a promising strategy that encourages students to confront moral dilemmas, articulate personal values, and engage in reflective dialogue linking cognitive outcomes with affective and motivational dimensions.^(8,9)

Nevertheless, the implementation of VCT in Indonesian Civics classrooms remains limited. Teachers often lack sufficient training, and empirical studies assessing its effectiveness in local contexts are scarce.⁽¹⁰⁾ Moreover, most existing evaluations have focused primarily on cognitive outcomes, with little attention to affective and motivational aspects such as inspiration, enjoyment, and emotional engagement.⁽¹¹⁾⁽¹²⁾ This research gap is significant, since civic education is not merely about knowledge acquisition but also about cultivating democratic dispositions, empathy, and responsible citizenship.

Based on the findings, it was reported that many educators in Indonesia lack a proper understanding of the concept of Global Citizenship Education (GCE), which is crucial for fostering values such as empathy and social responsibility. This lack of understanding hampers the effective integration of GCE into the curriculum, despite its inclusion in the *Merdeka Curriculum* through the Pancasila Student Profile Strengthening Project (P5).⁽¹³⁾ In addition, teachers often lack adequate training in critical media literacy and digital citizenship, which are essential for engaging students in modern civic education.⁽¹⁴⁾

In Indonesia, Civics Education still faces challenges due to the dominance of teacher-centered methods that

limit student participation, critical thinking, and value internalization. Although national curriculum reforms emphasize interactive and value-oriented learning, their classroom implementation remains suboptimal. Previous studies highlight the potential of the Value Clarification Technique (VCT) to strengthen moral reasoning and civic engagement, yet its use in secondary schools is limited and underexplored.⁽¹¹⁾ To address this gap, the present study analyzes the effectiveness of VCT in fostering both cognitive and affective learning outcomes in Civics Education. By engaging students with moral dilemmas, encouraging value articulation, and promoting reflection, VCT is expected to transform Civics Education into a more interactive, meaningful, and character-building learning experience aligned with national education goals.

This study contributes to the advancement of innovative learning models in the context of values education, particularly in Pancasila and Civics subjects. It provides empirical evidence on the effectiveness of the Value Clarification Technique in improving both cognitive and affective learning outcomes. The research findings are expected to serve as a reference for educators and policymakers in designing more engaging and value-oriented Civics learning. Additionally, it will enrich the academic discourse surrounding moral education and democratic character in Indonesian schools.

METHOD

Type of Study

This study employed a descriptive, non-experimental, observational survey design. The approach was chosen to systematically describe students' perceptions of the Value Clarification Technique (VCT) in Civics classes without manipulating any variables. This design is suitable for portraying actual classroom learning practices and aligning them with principles of effective learning.

Universe and Sample

The universe of this study comprised all senior high school students in Tuban Regency, East Java, Indonesia. From this universe, four schools were selected as research sites: SMA Negeri 2 Tuban, SMA Negeri 3 Tuban, SMA Negeri 1 Montong, and SMA Negeri 1 Widang. The study involved 128 students, representing both male and female participants across grade levels. A non-probability convenience sampling method was used, whereby students who were available and willing to participate were included. This sampling method was deemed appropriate considering the practical constraints of time, accessibility, and school permission during the research period.

Variables

The study focused on one main construct: the effectiveness of VCT-based learning in Civics education. This construct was measured through five dimensions aligned with the standards of effective learning:

1. Interactivity
2. Inspiration
3. Enjoyment
4. Challenge
5. Motivation

Each dimension was treated as a categorical variable measured through student responses.

Data Collection and Processing

Data were collected using a structured questionnaire consisting of five closed-ended items. Each item was measured on a Likert scale ranging from 1 ("Very Low") to 5 ("Very High"). The instrument's reliability was assessed using Cronbach's Alpha, yielding a value of 0,70, which indicates acceptable internal consistency ($\alpha > 0,60$).

The data collection took place between June and August 2023. In June, a preliminary visit was conducted to identify classroom conditions and introduce the research. In July-August, questionnaires were distributed in printed form during class hours, with teachers and researchers facilitating completion and ensuring accuracy of responses.

Data were analyzed using descriptive statistics with SPSS version 26 and Microsoft Excel. Frequencies, percentages, means, and standard deviations were calculated to summarize student perceptions across the five dimensions.

Ethical Standards

The study complied with ethical standards for educational research. Participation was voluntary, and informed consent was obtained from students and school authorities. Anonymity and confidentiality of all responses were guaranteed, and no personal identifiers were collected. The study posed no physical or psychological risks to participants and adhered to the principles of respect, beneficence, and justice.

RESULT

A total of 128 questionnaires were distributed and fully completed, resulting in a 100 % response rate. Of these, 77 respondents (60 %) were female and 51 (40 %) were male.

Interactive Learning

Table 1 shows that 55 students (43 %) rated the learning process as “Very High,” 60 students (47 %) as “High,” and 13 students (10 %) as “Enough.” None rated it “Low” or “Very Low.” Thus, 115 of 128 students (90 %) considered the interactive dimension of VCT to be high or very high.

Table 1. Interactive Learning Scores		
Category	Interactive	
	Frequency	Percentage
Very High	55	43 %
High	60	47 %
Enough	13	10 %
Low	0	0 %
Very Low	0	0 %
Total	128	100 %

Inspirational Learning

As shown in table 2, 50 students (39 %) rated the learning process as “Very High,” 59 students (46 %) as “High,” and 19 students (15 %) as “Enough.” In total, 109 of 128 students (85 %) rated inspirational learning as high or very high.

Table 2. Inspirational Learning Scores		
Category	Inspirative	
	Frequency	Percentage
Very High	50	39 %
High	59	46 %
Enough	19	15 %
Low	0	0 %
Very Low	0	0 %
Total	128	100 %

A total of 109 students (85 %) indicated high levels of inspiration. Inspirational learning is characterized by teaching methods that foster curiosity, stimulate creativity, and encourage deeper reflection. Students are more likely to develop critical thinking and problem-solving skills when the learning environment creates a safe and challenging atmosphere, encourages active interaction and collaboration, and provides opportunities to explore and reflect on ideas.^(15,16)

Fun Learning

Table 3 indicates that 74 students (58 %) rated fun learning as “Very High,” 53 (41 %) as “High,” and 1 (1 %) as “Enough.” Altogether, 127 of 128 students (99 %) gave ratings of high or very high.

Table 3. Fun Learning Scores		
Category	Fun	
	Frequency	Percentage
Very High	74	58 %
High	53	41 %
Enough	1	1 %
Low	0	0 %
Very Low	0	0 %
Total	128	100 %

Challenging Learning

Table 4 shows that 45 students (35 %) rated the learning process as “Very High,” 70 (55 %) as “High,” and 13 (10 %) as “Enough.” A total of 115 students (90 %) assessed the learning as high or very high in terms of challenge.

Table 4. Challenging Learning Scores		
Category	Challenging	
	Frequency	Percentage
Very High	45	35 %
High	70	55 %
Enough	13	10 %
Low	0	0 %
Very Low	0	0 %
Total	128	100 %

Motivating Learning

As presented in table 5, 61 students (47 %) rated the process as “Very High,” 56 (43 %) as “High,” and 11 (10 %) as “Enough.” In total, 117 of 128 students (90 %) perceived the learning process as highly motivating.

Table 5. Motivating Learning Scores		
Category	Motive	
	Frequency	Percentage
Very High	61	47 %
High	56	43 %
Enough	11	10 %
Low	0	0 %
Very Low	0	0 %
Total	128	100 %

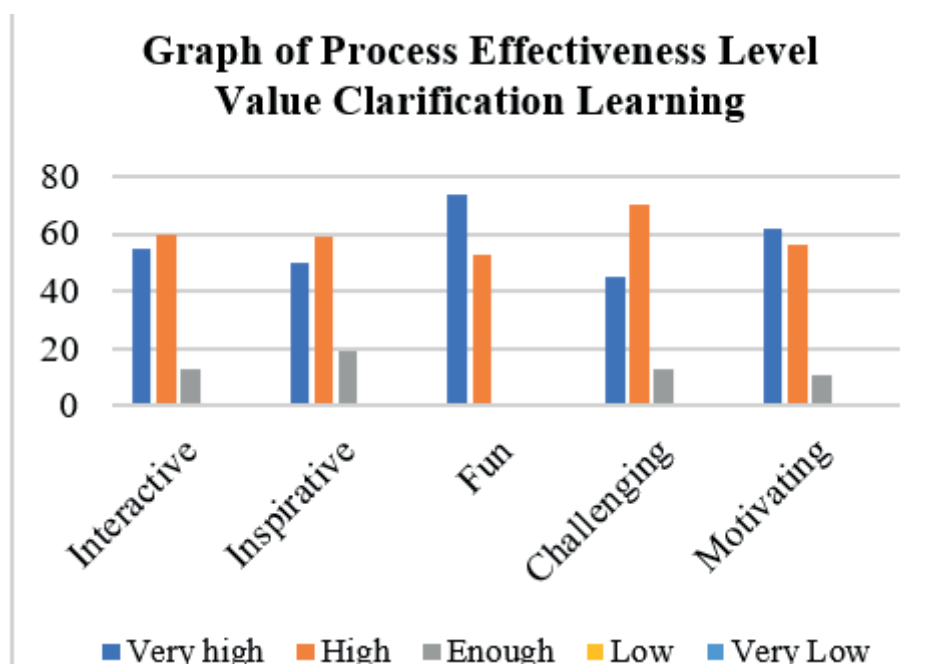


Figure1. Process effectiveness values clarification learning

From the analysis of 128 student responses, the following key findings were identified across six dimensions of the learning process in the context of Value Clarification in Pancasila and Civics:

- a) Interactive Learning 90 % of students perceived the process as high or very high in interactivity.

This approach fosters active participation and enhances understanding of complex civic values.

b) Inspirational Learning 85 % of students felt inspired, suggesting that emotionally engaging content successfully stimulates motivation and deeper reflection.

c) Fun Learning 99 % rated the experience as fun and enjoyable, which indicates strong potential for improving learning outcomes through entertaining and stress-reducing methods.

d) Challenging Learning 90 % of students viewed the content as intellectually challenging, confirming that the learning process encourages critical thinking and analytical skills.

e) Motivating Learning 90 % of students felt motivated during the learning process, underlining the effectiveness of strategies that promote internal drive and academic focus.

The score of the effectiveness level of value clarification learning in Pancasila and Citizenship subjects is shown in the following figure 1.

DISCUSSION

This study set out to evaluate the effectiveness of the Value Clarification Technique (VCT) in Pancasila and Civics education at the senior high school level. The findings demonstrate that VCT fosters positive learning experiences across five dimensions: interactivity, inspiration, enjoyment, intellectual challenge, and motivation. These outcomes confirm that VCT addresses the study's objective of exploring both cognitive and affective aspects of civics learning.

The consistently high ratings across all dimensions highlight the potential of VCT to make Civics education more engaging and student-centered. Compared with previous studies, our findings align with research which reported that interactive methods promote active participation and critical reasoning in citizenship education.⁽¹⁷⁾ Similarly, emotionally engaging instruction has been shown to increase students' motivation and reflective thinking.⁽¹⁸⁾ While previous studies have predominantly emphasized cognitive outcomes, this study provides novel evidence of the strength of affective and motivational outcomes, particularly in fostering students' enjoyment and inspiration. This finding is theoretically supported by Bloom's taxonomy, which recognizes affective learning as an essential domain alongside cognitive development.⁽¹⁹⁾ Moreover, according to Self-Determination Theory, positive emotions such as enjoyment and inspiration nurture intrinsic motivation by fulfilling students' needs for autonomy, competence, and relatedness.⁽²⁰⁾ From a constructivist perspective, these affective experiences further enhance students' active engagement in constructing knowledge through interaction and reflection.⁽²¹⁾ Inspirational learning is characterized by teaching methods that foster curiosity, stimulate creativity, and encourage deeper reflection. Students are more likely to develop critical thinking and problem-solving skills when the learning environment creates a safe and challenging atmosphere, encourages active interaction and collaboration, and provides opportunities to explore and reflect on ideas.

One notable result is that almost all students perceived VCT as fun and enjoyable, while slightly fewer described it as inspirational. This suggests that while VCT succeeds in reducing stress and fostering a positive classroom climate, its ability to stimulate deeper inspiration and reflection may depend on how teachers frame moral dilemmas and link them to students' lived experiences. A similar pattern has been reported, where enjoyable teaching methods did not automatically guarantee inspiration unless connected to meaningful value-based discussions.⁽²²⁾ This comparative insight points to the need for teachers to balance entertainment with emotional and moral depth. Another key aspect is the high perception of challenge. Previous literature emphasizes that learning environments perceived as appropriately challenging enhance critical thinking and resilience.⁽²³⁾ Engaging in networked learning environments, where students interact and critique each other's ideas, has been shown to improve critical thinking. The reciprocity in communication and the network distance of posts are crucial factors.⁽²³⁾ For example, integrating CBL with Personal Learning Environments (PLEs) supports higher-order thinking skills by combining real-world problem-solving with customizable digital features.⁽²⁴⁾ Our findings support this, suggesting that VCT provides structured opportunities for intellectual struggle without overwhelming students. This balance of difficulty is particularly important in Civics education, where students must grapple with complex democratic values and ethical dilemmas.

While the majority of students reported high motivation, motivation in civics learning is multifaceted. Research indicates that intrinsic motivation is closely tied to students' perception of relevance.⁽²⁵⁾ Thus, the motivational success of VCT may stem from its contextualized scenarios that connect abstract civic concepts with real-life decision-making.⁽²⁶⁾ Nevertheless, further studies are needed to explore whether this motivational effect is sustained over time and whether it translates into long-term civic attitudes. Taken together, these findings suggest that VCT not only complements but also extends the scope of existing pedagogical strategies in Civics education. By bridging cognitive learning with affective and motivational dimensions, VCT offers a holistic model aligned with the national goals of character building and democratic citizenship.⁽²⁷⁾ Compared with conventional teacher-centered approaches, VCT enables greater student agency, emotional engagement, and reflective decision-making.⁽²⁸⁾ This study contributes to the literature by providing empirical evidence from an Indonesian context, where the use of VCT remains limited. It also proposes a framework for integrating value

clarification with student-centered pedagogy and psychological theories of motivation. However, the findings should be interpreted with caution due to the limited regional scope and reliance on self-reported perceptions. Future research should involve more diverse samples, adopt longitudinal designs, and investigate behavioral indicators of civic engagement to complement perception-based data.

CONCLUSIONS

This study demonstrates that the Value Clarification Technique (VCT) is effective in enhancing the quality of Pancasila and Civics Education (PPKn) at the senior high school level. VCT consistently received high ratings across five dimensions—interactivity, inspiration, enjoyment, challenge, and motivation—showing its ability to create an engaging and student-centered learning process. Beyond improving cognitive understanding, VCT also strengthens students' affective and motivational engagement, which are essential for cultivating democratic values, empathy, and responsible citizenship.

Despite these promising outcomes, the study is limited to a regional context and relies on students' self-reported perceptions. Therefore, future research should involve more diverse samples, adopt longitudinal designs, and integrate behavioral indicators of civic engagement. The findings suggest practical implications for educators and policymakers to adopt and expand the use of VCT in Civics Education as a means of achieving national education goals of character building and democratic citizenship.

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CONFLICT OF INTEREST

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Methodology: Sukisno.

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Supervision: Sukisno.

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