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ORIGINAL

Validation of the developed value clarification technique by short video project (VCT-SVP) learning model

Validación de la técnica de aclaración de valores desarrollada mediante el modelo de aprendizaje de proyectos de vídeos cortos (VCT-SVP)

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ABSTRACT

Introduction: pancasila education in Indonesia is a compulsory general subject, and Pancasila education in higher education institutions has experienced ups and downs. In addition, the policy of implementing Pancasila education in higher education is not always well implemented in both public and private universities. This study aims to develop a Value Clarification Technique Learning Model through Short Video Projects (VCT-SVP) to foster the character value of patriotism in Pancasila Education courses at the university level.
Method: this study uses the ADDIE development model, focusing on the analysis, design, and development stages. This model combines the Value Clarification Technique (VCT) with short video projects, providing a platform for students to express and internalize character values. Validity testing included instrument validation, self-evaluation, and expert validation. Aiken's V and intraclass correlation coefficient (ICC) were applied to determine the validity and reliability of the developed product.
Conclusions: the findings showed that the instruments and prototype of the VCT-SVP model were valid and feasible for further implementation. Specifically, the model book obtained an average Aiken's V value of 0,77, categorized as valid. Meanwhile, the lecturer's and student's books obtained Aiken's V values of 0,84 and 0,85, respectively, both of which are included in the "very valid" category.

Keywords: Development; Validity; Value Clarification Technique; Short Video Project; Pancasila Education.

RESUMEN

Introducción: la educación sobre el Pancasila en Indonesia es una asignatura general obligatoria, y la educación sobre el Pancasila en las instituciones de educación superior ha experimentado altibajos. Además, la política de implementar la educación sobre Pancasila en la educación superior no siempre se aplica correctamente en las universidades públicas y privadas. Este estudio tiene como objetivo desarrollar un modelo de aprendizaje de la técnica de clarificación de valores a través de proyectos de vídeos cortos (VCT-SVP) para fomentar el valor del patriotismo en los cursos de educación sobre Pancasila a nivel universitario.
Método: este estudio utiliza el modelo de desarrollo ADDIE, centrándose en las etapas de análisis, diseño y desarrollo. Este modelo combina la técnica de clarificación de valores (VCT) con proyectos de vídeos cortos, proporcionando una plataforma para que los estudiantes expresen e interioricen los valores del carácter. Las pruebas de validez incluyeron la validación de instrumentos, la autoevaluación y la validación por parte de expertos. Se aplicaron el V de Aiken y el coeficiente de correlación intraclase (ICC) para determinar la validez y fiabilidad del producto desarrollado.

Conclusiones: los resultados mostraron que los instrumentos y el prototipo del modelo VCT-SVP eran válidos y viables para su posterior implementación. En concreto, el libro modelo obtuvo un valor medio de Aiken V de 0,77, lo que se considera válido. Por su parte, los libros del profesor y del alumno obtuvieron valores de Aiken V de 0,84 y 0,85, respectivamente, ambos incluidos en la categoría «muy válido».

Palabras clave: Desarrollo; Validez; Técnica de Aclaración de Valores; Proyecto de Vídeo Corto y Educación Pancasila.

INTRODUCTION

Pancasila Education course broadens and deepens students' understanding of national consciousness and fosters patriotism by cultivating a mindset, attitudes, and behavioral patterns that reflect love and devotion to the homeland in accordance with the values of Pancasila.[1,2,3] The course aims to preserve and strengthen the integrity of the Unitary State of the Republic of Indonesia.[4] From a juridical standpoint, civic education aims to develop learners into citizens with a strong national identity and profound love for their country.[5,6]

In this regard, UNESCO has outlined four key pillars of education that serve as a global reference framework for the educational process namely: learning to know, learning to do, learning to be, and learning to live together.[7] Among these, learning to live together, constitutes the main foundation of Pancasilan education. This education system is designed to foster coexistence based on an awareness of diversity and mutual interdependence.[8] Consequently, concerted efforts are necessary to deliver high-quality education aligned with these principles.

The implementation process often involves challenges related to the quality of the developed intervention. Ensuring the quality of the intervention is essential for optimal utilization. An intervention is considered high-quality when it meets validity criteria. According to [9,10] a valid intervention is one that is developed based on identified needs, grounded in appropriate theoretical foundations, and characterized by internal coherence among its components. Learning intervention quality criteria, particularly in relation to validity, encompass three essential aspects: validity, relevance (content validity), and consistency (construct validity). Content validity refers to the extent to which the intervention aligns with identified needs and reflects current knowledge. Construct validity refers to the degree of internal consistency and logical connection among the intervention's components.

Education in Indonesia, particularly the Pancasila Education course, plays a pivotal role in shaping the nation's character according to the values of the Indonesian state philosophy.[11] However, the current moral crisis and declining patriotism among students highlight the ineffectiveness of learning implementation. One factor contributing to low achievement in the affective domain is the continued use of monotonous teaching methods that emphasize cognitive development while neglecting affective learning, an essential area for fostering moral values and nationalism. In order to strengthen and internalize these values within learners, an appropriate developmental model is necessary. According to [12] the affective domain serves as a medium for internalizing values, morals, and norms. This domain encompasses aspects such as social psychology, nationalism, and belief systems. In this context, the Value Clarification Technique (VCT) is an effective educational approach for developing moral and national values in students.

According to the results of the questionnaire, all lecturers have taught the core material of the education of the five principles of the state philosophy of Indonesia, known as the "Pancasila." All respondents taught the values of Pancasila, and most also taught patriotism (89 %) and national defense (83 %) values. Seventy-eight percent of lecturers used a character-based learning approach, with group discussions and problem-based learning being the most frequently mentioned methods. Patriotism was frequently incorporated into teaching, with 67 % of respondents stating they often or very often included these values, 22 % stating they sometimes included them, and 11 % stating they rarely included them. These results demonstrate the lecturers' commitment to instilling patriotism in the learning of the course. The following graph shows the preliminary analysis findings on tshe implementation of the course. The bar graph shows the distribution of learning models used by 18 lecturers. Group discussions and lectures were the most common models, followed by problem-based learning and project-based learning. The value clarification technique (VCT) learning model was used by a small number of lecturers.

Over the past five years, significant attention has been given to research on the development of a Value Clarification Technique (VCT) learning model oriented towards digital technology literacy to foster national values. Several studies have demonstrated that implementing the VCT model can enhance student motivation and learning outcomes in social studies. Nurfurqon,[13] found that the VCT model can boost motivation and learning outcomes. Furthermore, integrating digital literacy into the VCT learning model has proven effective

in improving students' knowledge and competencies in civics education[14] developed a VCT learning tool based on character values to enhance students' knowledge and competencies in civics education. Implementing the VCT model has also been shown to improve students' character[15] demonstrated that using the VCT model improves students'[16] revealed in his research that implementing the VCT model increases students' awareness of democratic values. Additionally, developing VCT-based digital teaching modules contributes positively to improving students' digital literacy.[17] developed an effective VCT-based digital teaching module to improve digital literacy.

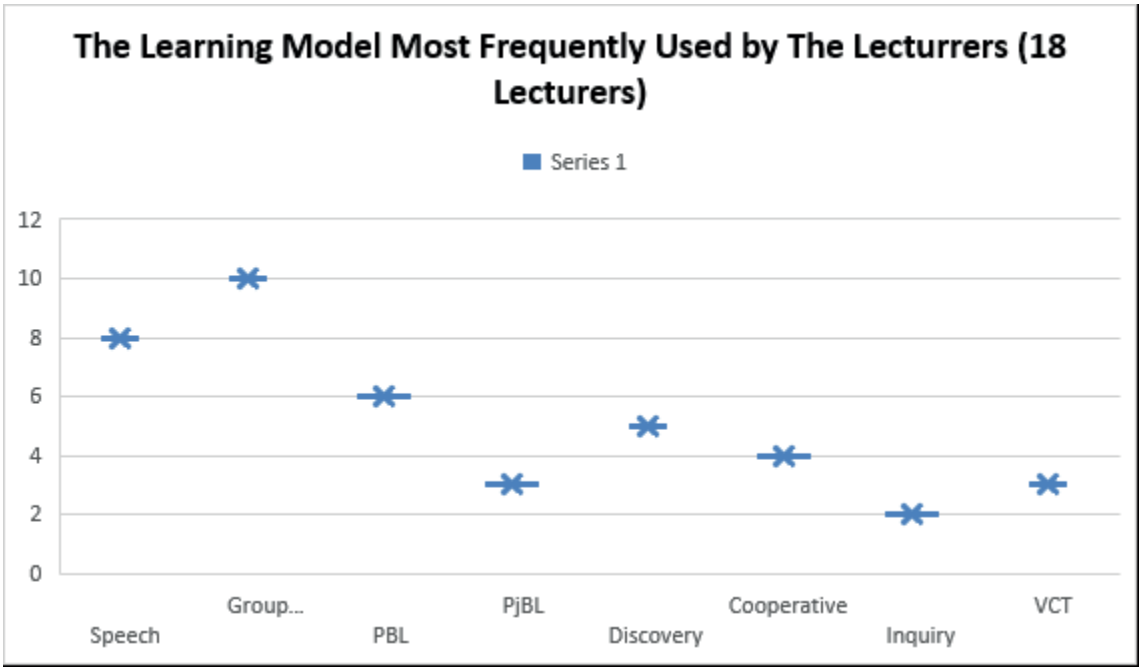

Figure 1. Learning model used by lecturers

Supported by research results by [18], integrating Value Clarification Technique (VCT) with Short Video Project (SVP) has been shown to enhance affective learning outcomes in Pancasila education courses. This approach enables students to understand and internalize Pancasila values in their daily lives. Another study [14] shows that project-based assessments combined with VCT significantly improve civics learning outcomes compared to conventional methods. This model provides students with the opportunity to engage in collaborative problem-solving, fostering a deep understanding of civic values and nationalism. Therefore, learning models such as VCT-SVP are highly relevant for improving affective learning outcomes in higher education, particularly in fostering patriotism. As demonstrated by [14], collaboration between higher education institutions and educational technology companies through the development of media-based learning resources, such as videos, can enhance student engagement and reinforce the transmission of national values.[19]

Previous studies have also shown that video media can be used effectively in the learning process, as evidenced in a study conducted by [20,21] found that audio-visual and video media play an important role in accelerating students' understanding of values taught, including nationalism and patriotism. These media were used in the Windows Movie Maker-assisted VCT model. Studies on learning effectiveness have also yielded positive results.[22,23,24] The Windows Movie Maker-assisted VCT model involves identifying national values using digital platforms for discussion and interaction. It also involves collaborative activities that allow students to create technology-based projects reflecting constructivist theory, supporting active learning, and emphasizing the importance of interaction in collaborative learning.[25]

This article described the development of the Value Clarification Technique (VCT) learning model, which is appropriate for higher education learning characteristics. The author explained in detail how the VCT-SVP learning model can be used to foster the character value of patriotism in higher education, particularly in the development stages of the Pancasila education courses. This study aims to develop a Value Clarification Technique Learning Model through Short Video Projects (VCT-SVP) to foster the character value of patriotism in Pancasila Education courses at the university level. This study uses the ADDIE development model, focusing on the analysis, design, and development stages.

METHOD

This research employed the ADDIE development model. The ADDIE model consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was chosen because it provides

researchers with detailed, systematic, and easy-to-understand stages.[26] Figure 2 below clearly shows the stages of the ADDIE model:

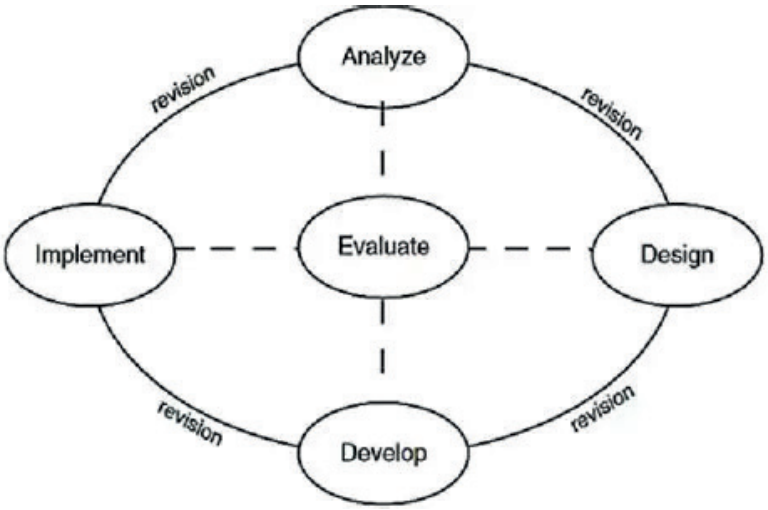

Figure 2. ADDIE Development Model[26]

The ADDIE model is cyclical, allowing for the refinement of evaluation results in the future.[27] Previous studies have demonstrated the widespread use of the ADDIE model by instructional designers for developing modules, models, software, and teaching and learning tools.[28] This study found that design courses implemented through the ADDIE model can better address student needs when combined with social innovation resources.[29]

The basis for assessing the validity of this research product is outlined in the assessment aspects and indicators for the model book, student book, and lecturer book. The details are shown in table 1 below.

Table 1. Assessment Aspects for the Value Clarification Technique-Short Video (VCT-SV)

Learning Model Book		
Products	**Aspects**	**Indicators**
Model Book	Book Construction	Layout Language
	Structure of the Model	Supporting Rationale theory Syntax Social System Reaction Principles Support System Instructional Impact and Accompanying Impact Learning Implementer
Students' Book	Layout	Layout Identity Events Completeness of Information The book's appeal and Writing System
	Graphics	Front type of the book Images in the book Display Design
	Language	Understanding EYD provisions Ease of Understanding the language used
	Aspects of *Value Clarification Technique Short Video* learning Mode	Presenting Steps of Model
Lecturer's Book	Layout	Layout Buku Writing systematic
	Language	Understanding the rules of PUEBI Undertanable language used
	Aspect of Value Clarification Technique Short Video (VCT-SV) Learning Model	Activity Instructions Reaction Principle Social System Instructional Impact Lesson plan Assesment

According to Azwar[30], the validity testing should describe important aspects to be developed in teaching materials. The validator's results were analyzed by assigning a score to each validated item using the Likert scale of 4, and the validity value was calculated using Aiken's V formula.[31] The level of validity was determined based on the criteria according to [32]. To see the consistency and stability of the validator's assessment, inter-rater reliability was calculated using the intraclass correlation coefficient (ICC). The SPSS Version 20.0 program assisted in calculating the ICC value, and the results were determined according to Rosner in Markey.[30,33] This article described three of the development stages undertaken: Analysis, Design, and Development, as defined by Thiagarajan.[34] The details of these activities are shown in table 2 below.

Table 2. Steps in Developing Value Clarification Technique-Short Video Project (VCT-SVP) Learning Model for Fostering Patriotism

No	Developement Stages	Aktivities	Decription of activities to be carried out in the reserach	Outputs
1	Analizying	Assesment Of Need Analysis	Analyzing the current Curriculum Comparing it to the 21st century skills Analyzing available learning method	Result document of curriculum analysis, learning tolos
		Problem analysis	Orbserving the implementation of learning	Finding solution in the form of models
		Students' analysis	Analyzing students' characteristics	Maps of student knowledge and skills
		Literatute analysis	Literature Review yang terkait model pembelajaran	Journals and books related to the Value Clarification Technique Short Video Project (VCT-SVP) learning model
		Analisis of goals and objectives	Analyzing and identifying the skills that students must master	Expected learning outcomes
2	Designing	The product's objectives	Determining the product to be developed.	The products developed are: 1) model books; 2) student books; 3) lecturer books
		The Product Target Audience	Determining the target of the research, namely lecturers who teach the Pancasila Education course	Lecturers' names
		A description of product's component and how they will be used	Product components according to the Value Clarification Technique-Short Video Project (VCT-SVP) learning model	Syntax, reaction principles, social systems, support systems, instructional and supporting impacts
		Prototipe Desain	Designing the development of the Value Clarification Technique-Short Video Project (VCT-SVP) learning model	Model books, student books, and lecturer books
3	Developing	Formative Evaluation	Conducting: expert validity	Validation instruments for model books, student books, and lecturer books.
		Revising prototype	Make revisions according to expert input	Results of revisions to model books, lecturer books and student books.
		FGD	Conducting FGDs attended by experts and practitioners	Results/Notes from FGD for product improvement
		Revision	Make revisions according to FGD input	The revised results are in accordance with FGD input.
		Limited Try Out	Conducting limited trials as an initial stage of qualitative evaluation	The results of a limited trial as an initial stage of qualitative evaluation

RESULTS

Needs Analysis Stage

This analysis stage examined the importance of the Value Clarification Technique by Short Video Project (VCT-SVP) learning model in Pancasila Education courses at universities. The needs analysis included: (a) Curriculum analysis, which includes an analysis of student competencies within the KKNI curriculum, including the curriculum structure and graduate competency standards, core competencies, and basic competencies, as well as available learning tools; and (b) Analysis of Pancasila Education lecturers as users of the developed product.

The analysis of the lecturers was conducted through observations of their competencies and understanding of how to implement learning about the principles of the state philosophy, or "Pancasila Education." Their ability to deliver the education was examined using an observation sheet, and their understanding of the subject was assessed through a questionnaire. Furthermore, the student analysis encompassed an evaluation of learning outcomes, particularly in the domains of problem-solving skills and attitudinal changes. The results of this needs analysis are presented in table 3 below.

Table 3. Analysis of Concepts Related to Theoretical Foundations of the Research

Theory, Concept and material		References
Model of Construction Theory	Sintaxs Reaction Principle Social System Support System Insructional and Supporting Impact	(35)
Model of Development theory	ADDIE	(36)
Pancasila Education Learning	It is a learning concept in instilling the values of Pancasila Education in Higher Education.	(37)
Learning materials	Pancasila Education	Lesson palan (RPS)

Based on the learning analysis, the majority of lecturers (56 %) routinely used digital learning media, either at every meeting or frequently. The remainder used digital media sporadically. PowerPoint was the most commonly used media (100 %), followed by YouTube videos (78 %) and LMS platforms, such as Moodle or Google Classroom (56 %). Some lecturers have also begun using self-produced videos (39 %) and podcasts (11 %) for instruction. These results indicated a fairly high level of readiness to use digital technology to support learning in the field of Pancasil Education, although there is still room for the use of more varied and creative media to increase.

Most lecturers agreed that short video projects could help students better understand the value of patriotism and enhance their creativity and reflection. Eighty-three percent agreed or strongly agreed with these statements. Seventy-eight percent of lecturers were willing to implement the VCT-SVP learning model in their activities, though some were hesitant or unwilling. The main challenges to implementing this model were limited learning time, lack of student enthusiasm, technological limitations, and unequal video-making skills among lecturers and students. Therefore, despite its significant potential, support and training are needed for the model to be implemented effectively.

Regarding the skills expected to be developed through short video projects, students desired the development of communication skills (66,7 %) and teamwork skills (62,2 %) the most. Critical thinking (44,4 %), creativity (40 %), and technology use (33,3 %) were also considered important. These results suggest that video-based projects not only develop technical skills but also social and higher-order thinking skills, both of which are highly relevant in the workplace. The biggest challenges students faced in implementing video projects were a lack of time (44,4 %) and limited equipment (26,7 %). Other significant issues were difficulty in video editing (17,8 %) and inactive team members (8,9 %). These challenges underscore the need for support in terms of time, facilities, and technical skill development to implement short video projects more effectively.

The lecturers outlined several key competencies that need to be developed in 21st-century Pancasilan education, including creativity, digital technology skills, patriotism, communication skills, and critical thinking. They hope that the new learning model, based on the Value Clarification Technique by Short Video Project (VCT-SVP), will be practical, interactive, and easy to apply. They also hope that it will increase student motivation and participation in the teaching and learning process. Figure 3 below illustrates the model development:

Figure 4 shows the syntax of the Value Clarification Technique (VCT) based learning model for the Pancasila Education course.

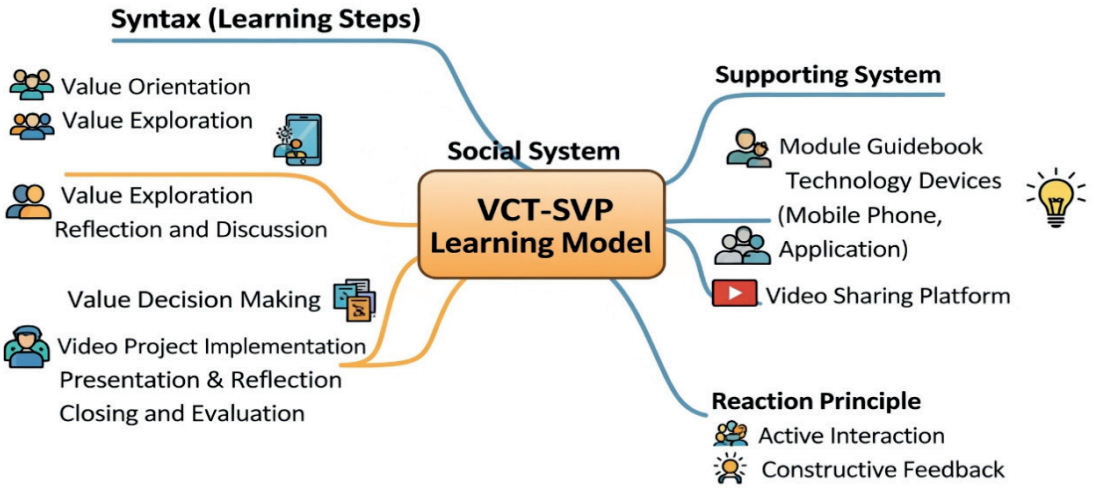

Figure 3. Model Development (VCT-SVP)

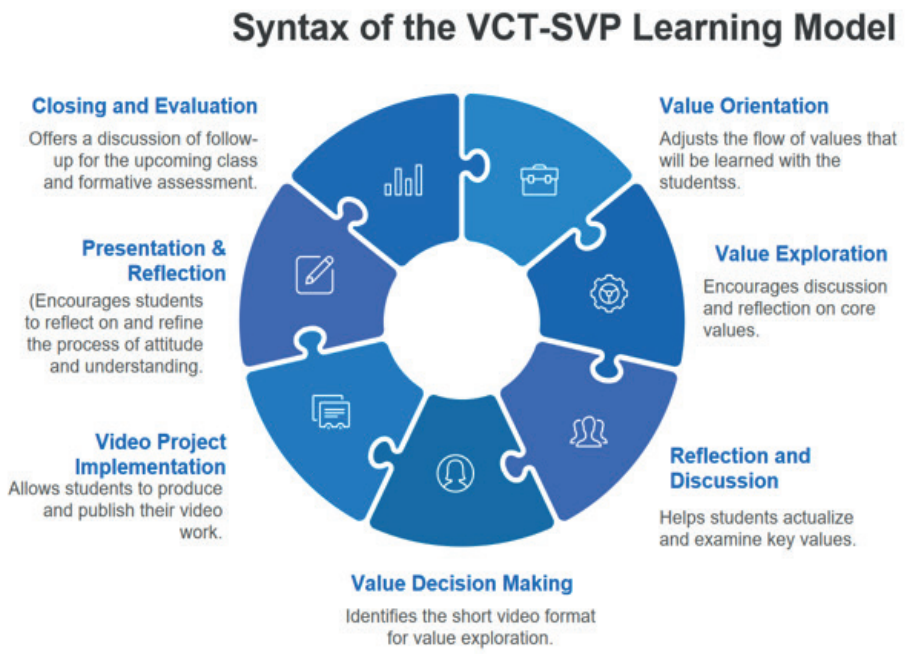

Figure 4. Learning Model Syntax (VCT-SVP)

Designing Stage

The first stage of the R&D process is product planning. This stage includes the following: (1) the product's target, (2) the target audience, and (3) a description of the product's elements and how to apply them.[38] The product developed in this study is the Value Clarification Technique (VCT) learning model of the Short Video Project (SVP) in the Indonesian state philosophy course, Pancasil; the target audience is lecturers of the course. The resulting product components consist of syntax, reaction principles, social systems, support systems, and instructional and supporting impacts.

Development Stage

The development stage consists of three activity steps: designing prototypes, conducting formative evaluations, and revising prototypes. The following explains these stages.

Designing a Learning Model: this learning model was developed based on an analysis of theories and concepts, as well as research findings on learning models. This book is structured according to the rules for writing scientific books. The learning model book contains four sections: section One: the rationale, section two: the supporting theory, section three: the model components, Section four: the model implementation.

The prototype design process begins with developing a learning model, which is documented in the book. The model is presented in the form of a student book, a lecturer book, and a model book.

Conducting formative evaluation: According to [38], formative evaluation is defined as expert justice or expert validity. It is intended to obtain feedback from experts to revise the product before use. In this study, formative assessment was conducted with expert confirmation using the confirmation level and the Aiken-V and intraclass correlation coefficient (ICC). In addition to the research objectives, experts were selected based on their knowledge and proficiency. Teachers in Indonesia were selected as experts in Pancasila education.

All instruments, before being used, were first validated by 5 validators using the Aiken-V validity index test and the Intraclass Correlation Coefficient (ICC). The results of the Instrument Validation and Instrument Reliability can be seen in the following table 5.

Table 4. Product Development

Aspects	Book Covers	Contents	Sistematics
Lecturers' Book		Semester Lesson Plan (RPS) and VCT-SVP syntax	an introduction that provides context and background, a core section that contains learning materials and tools, and a supporting section that contains important appendices.
Students' Book		Structured learning and projects	Learning outcomes, subject matter, value orientation, value exploration, value reflection, video design, video production, video presentation, and value evaluation

Table 5. Results of Validity and Reliability Tests of Research Instruments

No.	Research Instrument Value	Value of Aiken V	Value of ICC	Interpretation
1.	Model Book Validation	0,70	0,511	Valid/ Very low reliability
2.	Lecturer Book Validation	0,84	0,58	Very Valid / Very Low Reliability
3	Students' Book Validation	0,74	0,58	Valid/ Very Low Reliability
4	Learning Implementation Observation	0,71	0,75	Valid/ Moderate Reliability
5.	Lecturer-Related Participatory Values	0,85	0,68	Very Valid/ Low Reliability
6.	Student-Related Participatory	0,80	0,75	Very Valid/ Moderate Reliability
7	Patriotism Character Values Instrument	0,81	0,73	Very Valid/ Moderate Reliability
8.	Problem-Solving Instrument	0,78	0,68	Very Valid/ Low Reliability

Based on the results of testing the validity of research instruments using Aiken V and the Intraclass Correlation Coefficient (ICC), most of the instruments tested showed good validity. Aiken V varied from 0,70 to 0,85,

and the ICC ranged from 0,511 to 0,75. Valid instruments include book validation by lecturers and students and observations of learning implementation, which have varying levels of reliability ranging from very low to moderate. Instruments with low reliability despite being valid include student book validation, problem-solving instruments, and several others, indicating a need for improvement in the consistency of measurement results. Overall, the research instruments can be considered valid, though most of the reliability is moderate to low. This indicates that, although the instruments are valid, improvement in measurement consistency is still needed.

Table 6. Model Book Validation Results

Indicators	Average score of Aiken's V	Category
construction of the book	0,76	Valid
Rasionale Model	0,71	Valid
Supporting Theory	0,77	Valid
Sintax	0,81	Very Valid
Sosial System	0,79	Valid
Reaction prinsibles	0,79	Valid
Supporting System	0,81	Very Valid
Instruksional Impact	0,80	Valid
Implementation of Learning	0,73	Valid
Average	0,77	Valid

Validation of the Value Clarification Technique-Short Video Project (VCT-SVP) learning model book showed good results with an average Aiken's V value of 0,77 which was categorized as valid. Various aspects assessed include book construction, model rationale, supporting theory, syntax, social system, reaction principle, support system, instructional impact, and learning implementation. Although several indicators obtained valid scores, there were also indicators with very valid scores, especially in the syntax and support system aspects, which showed strength in the structure and support of the model book. These results indicated that the model book has met the quality standards required to be used as a learning guide, but still opens opportunities for improvement in several parts to optimize its effectiveness. Furthermore, the results of the validation of the Lecturer and Student Books are as follows:

Table 7. Validation Results of Lecturer and Student Books

Indicators	Lecturers' Book (V)	Category	Students (V)	Category
Layout	0,80	Very Valid	0,87	Very Valid
Language	0,90	Very Valid	0,83	Very Valid
Learning Model Aspect	0,83	Very Valid	0,84	Very Valid
Average	0,84	Very Valid	0,85	Very Valid

The validation of the lecturer's and student's books in the Value Clarification Technique-Short Video Project (VCT-SVP) learning model yielded very satisfactory results, with average Aiken's V values of 0,84 and 0,85, respectively. Both values fall within the "very valid" category. The layout, language, and learning model aspects of the lecturer's book received a very valid assessment, indicating that the quality of the display, language use, and suitability of the learning model content are excellent and suitable for use as a lecturer's guide. Similarly, the student book received a very valid score for its layout, language, and learning model, indicating that it is effectively designed to support student understanding and involvement in the learning process. These validation results strengthen the reliability of both books as supporting materials for the optimal implementation of the VCT-SVP learning model.

After the first prototype was validated by experts and revised, a Focus Group Discussion (FGD) was held with five lecturers of Pancasila Education from various universities. The data analysis results from the FGD are presented in the following table.

Table 8. Book Validation Results from FGD Discussion

Indicators	Average Score of Aiken's V	Category
Model book	0,77	Valid
Students' Book	0,81	Very Valid
Lecturers' Book	0,82	Very Valid
Average	0,81	Very Valid

Overall, the validation results of the model book, lecturer's guidebook, and student's handbook for the Value Clarification Technique–Short Video Project (VCT–SVP) learning model demonstrated that all three products have met the established validity criteria, falling within the valid to very valid categories. These findings indicated that the products were developed with a high level of quality and are aligned with the necessary academic and pedagogical standards. Accordingly, the confirmed validity of these materials signifies their appropriateness for implementation in classroom trials as effective learning media and instructional guides to facilitate the attainment of learning objectives and the cultivation of students' patriotic character values.

DISCUSSION

The Value Clarification Technique-Short Video Project (VCT-SVP) model emphasizes student activities that demonstrate internalized character values so they can be applied in real life.[39,40,41] The character instilled in students through the VCT-SVP model served as a behavioral guideline because the model can enhance and improve students' character values.[42,43,44,45]

The VCT-SVP learning model successfully fostered an interactive and reflective learning environment that encouraged active student participation and effectively integrated patriotism through value discussions and short video projects. These findings align with those of [42,43,46,40,41,47,48,12] who found that character values develop in a positive direction when combined with student contributions to learning achievement.

The collaborative learning media model has produced valuable developments that can support learning improvements. These findings align with previous research[49] that emphasized designing user-friendly, accessible learning media to optimize student engagement. Similarly, technical aspects and time management are critical factors that often hinder the implementation of project- and technology-based learning, requiring special attention from developers and facilitators.[50] Other research findings support this, showing that high interactivity and alignment of learning materials with educational objectives significantly contribute to increased student motivation and learning outcomes. This is reflected in engagement and goal congruence scores in the present study.[51]

Thus, the conducted development demonstrated that the VCT-SVP learning model can be implemented in the context of Pancasil Education, while also identifying areas for improvement, particularly regarding technology and time efficiency. These improvements can enhance the learning experience and internalization of patriotism among students. Overall, the results of this implementation reinforced the VCT-SVP learning model's potential as an innovative, relevant character-learning approach in the digital age. They also have opened up space for continued development based on practical feedback from users directly involved in the process.[52]

The developed learning syntax begins with an exploratory discussion about a dilemma related to the value of patriotism. Then, students plan and create a video project to express this value. The lecturer's role as a facilitator is crucial in providing technical and conceptual guidance and facilitating reflection on and evaluation of student work. This approach promotes active and meaningful learning. This approach aligns with 21st-century learning principles that emphasize collaboration, creativity, and applying values in everyday life.[46]

This model emphasizes the interactive and dynamic relationship between lecturers and students within the social system. Lecturers serve as instructors, supervisors, and facilitators, encouraging student autonomy in choosing and expressing values and supporting collaboration among students within groups. These collaborative interactions enable open and active learning, which is essential for developing students' character and nationalistic attitudes.[53]

In this model, the reaction principle illustrates the lecturer's responsive attitude toward student activities. This attitude includes providing constructive feedback and technical and conceptual guidance while respecting student independence. Lecturers provide evaluations that encourage students to reflect on the meaning of the values they have internalized and how to apply them in real life. This makes the learning process holistic and ensures a long-term impact. The VCT-SVP learning model's support system includes lecturer and student books that function as technical and conceptual guides for implementing learning. It also includes supporting technologies, such as video editing software and hardware facilities that support video production. These resources ensure the project-based learning process runs smoothly and improve student learning outcomes. This aligns with previous research stating that VCT improves critical thinking, understanding, and motivation.[54]

Implementing this model has instructional impacts, including an increased understanding and internalization

of the value of patriotism, as well as the development of critical thinking, problem-solving, and communication skills. Additional impacts include strengthening social attitudes, collaboration skills, and technological competencies relevant to 21st-century needs. Thus, the VCT-SVP learning model contributes to the development of a nationalistic character and equips students with applicable, holistic competencies in various aspects of life. These findings are consistent with literature on project-based learning and values clarification, which emphasizes integrating cognitive, affective, and psychomotor aspects in character education.[55] Furthermore, the model optimizes the use of video media as an interactive and creative learning tool, addressing the needs of the digital age.[18]

The development phase of this research yielded learning products, including a model book, a lecturer's book, and a student's book. These products were systematically and comprehensively designed to support the implementation of the Value Clarification Technique (VCT) learning model in the Pancasila Education course. Five experts validated the model book, which obtained an average Aiken's V value of 0,77. This value is categorized as valid, and the syntax and support system aspects were assessed as very valid. These results confirm that the model book's structure and technical support are robust and suitable for use as a learning reference. Further validation of the instructor's and student's books showed very satisfactory results, with average Aiken's V values of 0,84 and 0,85, respectively. These values indicate that both books are of high quality in terms of layout, language, and learning content suitability.

Furthermore, focus group discussions (FGDs) with lecturers of the Indonesian ideology, or Pancasil, from various universities strengthened the product's validity, with an average Aiken's V value of 0,81 across the three books. This indicates consistency and agreement among educators regarding the learning model's feasibility and usefulness. Based on input from validators and FGD participants, the revision process improved the book's visual aspects, content, and systematics, making it more responsive to practical needs in the field. These findings align with Scopus journal studies that emphasize the importance of expert validation and stakeholder collaboration in developing character learning models. For instance, [56] found that validation by education experts and teacher participation in focus group discussions improves the quality and implementability of value-based learning models. Additionally, a meta-analysis by [57] revealed that comprehensively validated learning models are more effective at shaping student character when supported by structured, easily accessible teaching materials.

An interactive, values-based learning process enables students to understand and take pride in their national identity, which is crucial for shaping national character. Research findings [18] support this, stating that value clarification techniques encourage students to identify and explore values they deem important, including pride in their country and culture. Learning based on value exploration and small-group discussions helps students better understand the importance of participating actively in social and political life. [24] also found that value clarification techniques can increase students' motivation to participate in moral and social discussions, which are related to broader social and political participation. Thus, this model strengthens students' character in both a national context and in their involvement in social and political life. The integration of value clarification techniques through short video projects is an effective character education approach in higher education that simultaneously develops the higher-order thinking skills needed by 21st-century students. This is consistent with previous research that emphasized the importance of values-based learning and creative projects in shaping students' characters and competencies holistically.[58]

CONCLUSIONS

The Value Clarification Technique–Short Video Project (VCT-SVP) model has been proven effective in internalizing patriotic values through interactive, reflective, and collaborative learning. The learning syntax based on value exploration, video production, and reflection is able to increase student participation and strengthen the mastery of values cognitively, affectively, and psychomotorically.

The validity of the learning tool, as indicated by Aiken's V value of 0,77–0,85, confirms the quality and suitability of the model for use in the context of Pancasila Education. This model also has a positive impact on the development of 21st-century skills such as critical thinking, communication, collaboration, and technological literacy.

However, technical and time management aspects still need improvement to optimize implementation. Overall, VCT-SVP shows strong potential as an innovative and relevant character learning approach in the digital age, while opening opportunities for further development based on practical findings in the field.

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