



The Influence of The Value Clarification Technique (VCT) Learning Model and The National Insight on The Character of Elementary School Students

Yusrizal¹, Emy Hariati²

Sekolah Tinggi Keguruan dan Ilmu Pendidikan Amal Bakti^{1*}
Universitas Nadhlatul Ulama Sumatera Utara²

yusrizaldns@gmail.com¹, emyhariati@gmail.com²

Accepted: December, 19th 2022

Published: December, 20th 2022

Abstract

This research is motivated by the phenomenon of character and morals of elementary school students who are increasingly being degraded after the COVID-19 pandemic. Distance learning is the main trigger that causes students to become more passive in interacting with the surrounding environment. The main objective of this research is to find a new paradigm in post-COVID-19 learning that is able to improve the character of elementary school students after distance learning. The specific objectives of this study are 1) to analyze the effect of the Value Clarification Technique (VCT) learning model on the character of elementary school students; 2) Analyzing the differences in the character of students based on the level of national insight; and 3) Analyzing the interaction between the VCT learning model and national insight in influencing students' character. This research was conducted at SDN PAB 16 Klambir V, Hamparan Perak District. The research instrument uses a national insight test and a student character score questionnaire that has been validated by experts. The data analysis technique used Two Way Anova. The results showed that 1) the use of the Value Clarification Technique (VCT) learning model had a positive effect on increasing student character values after the COVID-19 pandemic; 2) The character of students with high national insight is better than the character of students with low national insight; and 3) There is an interaction between the Value Clarification Technique (VCT) learning model and national insight in influencing the character of elementary school students after the COVID-19 pandemic.

Key words: Value Clarification Technique, National Insight, Character, Post-Pandemic Learning

How to Cite: Yusrizal, Hariati. Emi. (2022). The Influence of the Value Clarification Technique (VCT) Learning Model and the National Insight on the Character of Elementary School Students. JUPIIS: Jurnal Pendidikan Ilmu-ilmu Sosial 14 (2): 133-144

*Corresponding author:
Yusrizaldns@gmail.com

ISSN 2085-482X (Print)
ISSN 2407-7429 (Online)

INTRODUCTION

Since January 30, 2020, WHO has declared the Corona Virus Disease (Covid-19) outbreak as a pandemic (Sohrabi et al., 2020). Since then, the whole order of life in various affected countries has changed drastically. UNESCO noted that there were 63 million teachers affected by Covid-19, as well as 1.3 billion students around the world (Joshi et al., 2020). Entering 2022, the Indonesian government is gradually starting to reintroduce limited face-to-face learning (Husna & Sugito, 2021). The return of students to school makes them abandon the habits they have been doing for the past two years from home. Gadget addiction that is now attached to students is one thing that needs to be considered together. Teachers are currently faced with the habitual situations of students who always intersect with gadgets, this of course greatly impacts character development (Baloran, 2020).

The moral and character degradation that occurs in elementary school age students is very concerning (Soenarko & Mujiwati, 2017). As many as 68% of elementary school age students are able to actively access pornographic content (Prihatmojo & Badawi, 2020). Other cases committed by elementary school age students were acts of theft, abuse, and the worst case was murder (Alisya Fahrani, 2019). If this is allowed to continue, it will certainly have a negative impact on the character of the nation in the future. Therefore, changes in learning in an effort to shape student character are urgently needed, one of which is by formulating learning based on moral ethical values, especially in the pandemic era so that the learning process can continue to take place holistically (Taja et al., 2021).

This is also in line with the opinion Ekowati et al., (2012) who said that the morals and bad character shown by students are an example of an inseparable part of the world of education. In addition to violent behavior, issues of morality among adolescents such as the use of narcotics, pornography, pornography, student brawls, abortion, rape, deprivation, theft, murder, and immoral acts have become social problems which until now have not been completely resolved. The consequences are quite serious and can no longer be considered as a simple matter. Examples of dishonest behavior in the world of education by students include cheating, plagiarizing other people's work without

including sources, and looking for excuses to escape responsibility for school assignments given by the teacher.

The issue of character education is still a hot topic of discussion among intellectuals in this country. Almost every case that intersects with character is caused by the lack of character education provided by parents, the environment and even schools (Mahendra, 2019). Therefore this issue becomes a national issue that must be handled jointly (Anwar & Salim, 2019). It is impossible to solve the problem of moral degradation and national character if you only rely on government policies. Every parent has the responsibility to educate their children to be better (Usman, 2017), If we are all committed to overcoming this problem together, the nation's goal of producing a young generation with character will definitely be achieved.

The destruction of society's values and morals as marked by the outbreak of various cases of violence demands the birth of a new character education in schools. The decline of character education makes us wonder whether character education is still relevant in schools. If it's still relevant, then how do we revive it and through what kind of educational activities can we provide and instill character education in students (Agustini, 2015).

In general, this study aims to find a new paradigm in learning in elementary schools that is oriented towards the formation of national character. In particular, this study aims to analyze: (1) the effect of the Value Clarification Technique (VCT) learning model on the character of elementary school students; (2) the influence of nationalism on the character of basic students; and (3) the interaction between the VCT learning model and national insight on the character of elementary school students. Through the results of the research it is hoped that it can help elementary school teachers in designing learning that is able to have a positive impact on improving student character, so that problems of moral and character degradation can be overcome immediately.

If a child's character has been formed since childhood starting from the social environment to elementary school, then the generation of Indonesian people will become human beings with character who can become the successors of the nation for the sake of creating a just, honest, responsible society so as to create a safe and peaceful society. country. Education that aims to produce smart people

with strong characters, Dr. Martin Luther King, namely; intelligence plus character... that is the goal of true education (intelligence with character is the ultimate goal of true education).

The Circuit Learning (CL) learning model is a learning strategy that maximizes the empowerment of thoughts and feelings with patterns of addition and repetition. This strategy usually starts with questions and answers about the topics studied, presentation of concept maps, explanations of concept maps, division into several groups, filling in student worksheets accompanied by concept maps, explanations of how to fill in, carrying out group presentations, and giving rewards or praise (Rosyida et al., 2018).

In line with that, the Circuit Learning Learning model is also interpreted as a learning model by maximizing the empowerment of thoughts and feelings with patterns of addition and repetition. The learning syntax of the circuit learning model is to condition the learning situation to be conducive and focused, students make creative notes according to their mindset, concept maps, special language, question and answer and reflection. The advantages of the Circuit Learning model include: (1) Students' creativity in composing words in their own language is more pronounced, (2) the concentration that occurs makes students focus on learning. Learning in class will be more easily understood by students with the presence of learning media (Dewi et al., 2014).

Yusniar & Rohmah (2019) suggests that

circuit learning is a learning model that maximizes the empowerment of thoughts and feelings with patterns of addition and repetition. Circuit learning is a learning model that utilizes the empowerment of thoughts and feelings by adding and repeating patterns.

This learning model is not only focused on the teacher who is a source and enhancer of insight for students, but students are also involved in the learning process. The advantages of the circuit learning model include: (1) students' creativity in assembling words in their own language is more pronounced; (2) the concentration that occurs makes students focus on learning.

The Value Clarification Technique (VCT) learning model is a learning model that trains students to find, select, analyze and facilitate students to take their own attitudes about the values in life that they want to strive for (Ekayani et al., 2019a; Yunita et al., 2021). In line with that, Dinata also revealed that the Value Clarification Technique (VCT) learning model is a learning model that fosters existing attitude values in students by the process of determining, looking for and even analyzing something of value that feels good for them (Dinata & Reinita, 2020; Maulana et al., 2020). The advantage of the Value Clarification Technique (VCT) model is that it can increase students' awareness of the values they have and encourage them to be able to apply them in everyday life (Ekayani et al., 2019a; Harto, 2015). The steps for implementing the VCT model are divided into 3 stages including the following: (Wijayanti, 2015)

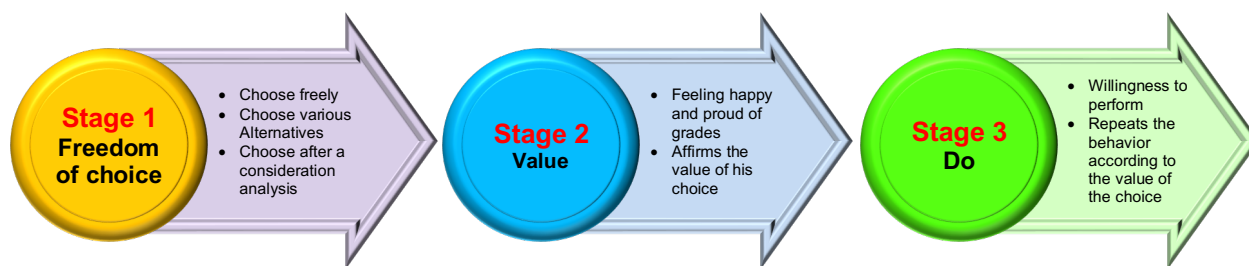


Figure 1 Steps of the Value Clarification Technique (VCT) Learning Model

National Insight: Perspective of Elementary School Students

The essence of national insight in the era of globalization points to the nature of something that is complicated to be handled or understood by humans and society. Difficulties in dealing with or in trying to understand or

interpret something are caused by too many problems (issues) in something that humans and society want to handle and understand. Even if in the end the handling and effort to understand something has finally been tried anyway, then the success is not one hundred percent felt by humans and society can be achieved satisfactorily (Prasetyo, 2017).

National insight is a nation's perspective on identity and ideology (Murdowo et al., 2021). The phenomenon that is happening now is the fading of national values in the younger generation resulting in a decreased sense of love for the motherland (Fatimah et al., 2020). This is influenced by the rapid development of the times which makes the younger generation tempted by the technological advances that are presented, causing moral and character degradation (Sukmayadi & Suyitno, 2021). The low level of nationalism among the younger generation results in easy exposure to new doctrines that are not necessarily true (Zulfikar & Permady, 2021). To prevent this from happening, the younger generation needs to fully understand nationalism (Sukmayadi & Suyitno, 2021). Because it is very important to instill awareness in the younger generation about the value of the character of their own nation (Widikuseno & Sudarsih, 2019).

Penguatan paham wawasan kebangsaan for citizens is a very important thing to do in this era of the fourth industrial revolution, as an effort to prevent and overcome the negative impacts of this development of the era. Strengthening the understanding of nationalism, can be done in schools, its application can be done in class and outside the classroom (Mellinda Fatimah et al., 2020).

The Indonesian state has noble ideals in establishing the nation (Fatimah et al., 2020). This nation was born from harmony and values contained in culture so that it wants the younger generation to be the successors of a cultured and characterized nation (Purwastuti & Efaningrum, 2010; Zurayah & Rosilawati, 2019). Therefore, knowledge about nationalism is very important to be taught starting from elementary school age, bearing in mind that technology addiction is now attached to children and there are no limits that can control children to use technology. If we don't take this matter seriously, it is not impossible that our country will be destroyed by our own children and grandchildren. Changes in the values of life are ongoing and dynamic. In the process of its development, many old values that were believed to be noble are now considered to be no longer appropriate in the context of the times. Some people switch and choose to be oriented towards western values which are felt to be more practical and pragmatic for everyday life. The existence of local wisdom values is disturbed, tension arises

in the form of a tug-of-war between regional/national culture and global/global culture (Widikuseno & Sudarsih, 2019).

Elementary School Student Character

Today, as is well known, the impact of globalization is so great that it can make students forget about national character education. Whereas character education is a very important foundation of the nation and needs to be instilled from an early age. Many cases occur in students due to a lack of instilling character in students, so that the character that is formed is not as expected. Character education is an effort to shape personality through character that produces good behavior, honesty, responsibility, respect for the rights of others, hard work and so on (Allen & Bull, 2018; Lickona, 1991). Character education that has been carried out in schools so far has not found the desired results. This is evidenced by the current phenomenon, namely the degradation of morals and character in various provinces in Indonesia (Muslem & Hayatina, 2021). In various research results indicate that the rampant occurrence of deviant behavior by students (Fajri et al., 2021). In addition, other deviant behaviors carried out by the younger generation, such as drug abuse, promiscuity, brawls between students (Abdullah, 2019). Therefore, a change in the learning paradigm is needed that is able to maintain the character values of students, especially in elementary schools, considering that the foundations of character and knowledge are formed from elementary school age (Mahendra, 2019).

Character education itself is currently a topic that is widely discussed among educators (Intan et al., 2021). Character education is an important aspect in improving the quality of human resources because it also determines the progress of a nation. Quality community character needs to be formed and nurtured from an early age, because early age is a golden period but is critical for the formation of one's character. The process of internalizing national character will be more effective if it is carried out continuously through the teaching and learning process. This is very relevant to the development of the 2013 curriculum which prioritizes learning at the elementary school level so that character education is given a larger portion and is included in every teaching and learning activity.

METHODOLOGY

This research is a quasi-experimental study with a 2x2 factorial design. The research was conducted at SD PAB 16 Klambir V, Hamparan Perak District. The samples used in this study were 27 students in class VI/a and 27 students in class VI/b. The instrument in this study used a national insight test which was grouped into two levels, namely high and low and a student character development questionnaire that had been validated by experts. The research hypothesis was tested using Two Way Anova data analysis with a significant level of α of 0.05. Data analysis using excel and SPSS applications.

At the time of carrying out the experiment the steps taken were to determine the research sample in the form of a class from the available population, from the sample that had been taken then one class was selected as the experimental class by applying the treatment using the Value Clarification Technique learning model while the other class was controlled in such a way such that no treatment is given to that class.

At the end of the experiment, the steps taken were to give a posttest at the end of the study, both for the experimental group and the control group. The data obtained was then tested with a data analysis prerequisite test consisting of a normality test and homogeneity of variance. The normality test was intended to determine whether a hypothesis test with statistics could be carried out or not.

In this study, to test the normality of the data, namely the Two Way Anova analysis. While the homogeneity test was carried out for. test whether the distribution of data is homogeneous or not which indicates that the differences that occur in the hypothesis test are really due to differences in the groups. There are three statistical hypotheses in this study, namely:

First Hypothesis

$$H_o = \mu_{a1} \leq \mu_{a2}$$

$$H_a = \mu_{a1} > \mu_{a2}$$

Information:

H_o = The average character of students who are taught with the Value Clarification Technique learning model is lower or equal to the average character of students who are taught with conventional

learning models

H_a = The average character of students who are taught with the Value Clarification Technique learning model is higher than the average character of students who are taught with conventional learning models

Second Hypothesis

$$H_o = \mu_{b1} \leq \mu_{b2}$$

$$H_a = \mu_{b1} > \mu_{b2}$$

Information:

H_o = The average character of students who have high national insight is lower or the same as the average character of students who have low national insight

H_a = The average character of students who have high national insight is higher than the average character of students who have low national insight

Third Hypothesis

$$H_o = a \times b = 0$$

$$H_a = a \times b \neq 0$$

Information:

H_o = There is no interaction between the Value Clarification Technique learning model and national insight in influencing the character of elementary school students

H_a = There is an interaction between the Value Clarification Technique learning model and national insight in influencing the character of elementary school students

DISCUSSION

Research Result

1) Data Description

- **Characteristics of Students who are Taught by Using the Model Value Clarification Technique**

Based on statistical calculation data, the lowest character value of students taught using the Value Clarification Technique learning model is 56, while the highest student character value is 100. With an average student character value in the experimental class of 82.22, mode of 83, median of 83, standard deviation of 11.88 and variance of 141.03. The histogram of the frequency distribution of

student character values taught by the Value Clarification Technique learning model can be

seen in the following figure:

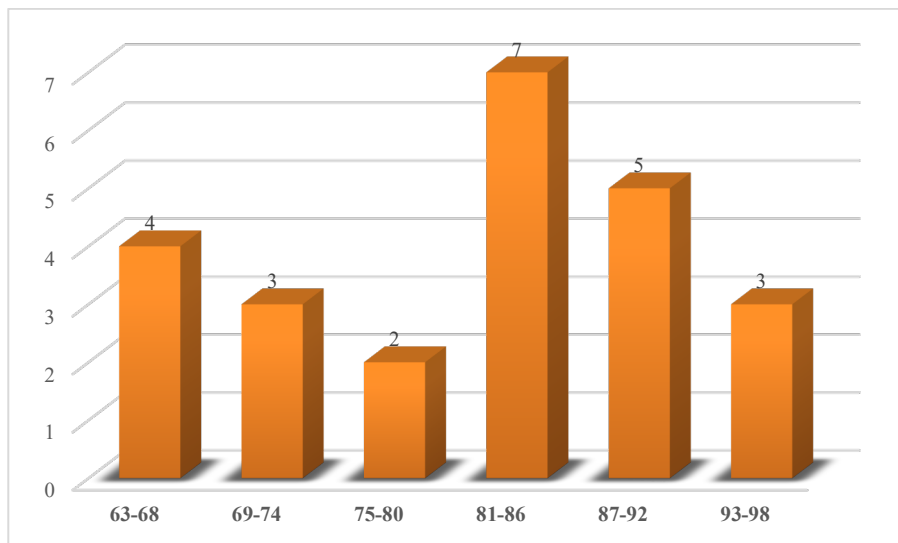


Figure 1 Histogram of Experiment Class Student Character Values

- Characteristics of Students Taught with Conventional Learning Models**

Based on data from statistical calculations, it was found that the lowest character value of students taught using conventional learning models was 60, while the highest student character value was 100.

With an average student character value in the experimental class of 76.42, mode of 73, median of 77, a standard deviation of 8.32 and a variance of 69.17. The histogram of the frequency distribution of student character values taught by conventional learning models can be seen in the following figure:

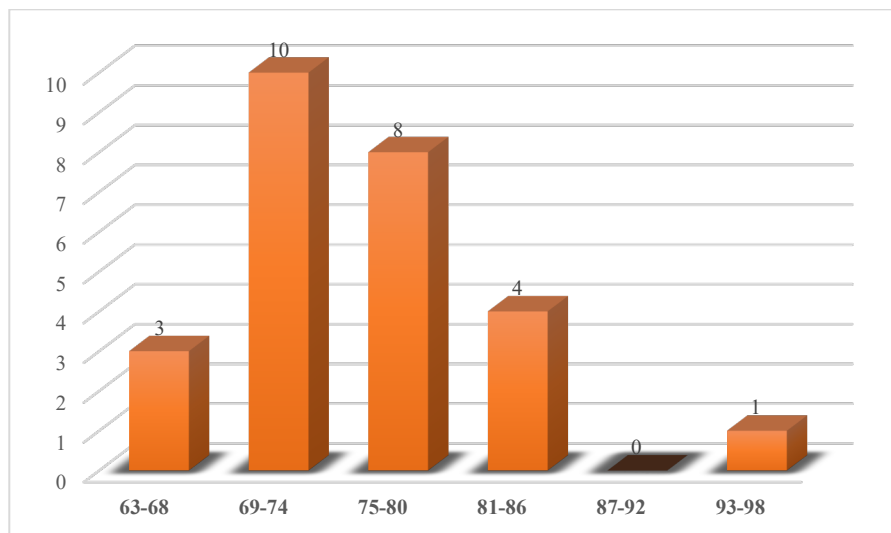


Figure 2 Histogram of Control Class Student Character Values

- The Character of Students Who Have High National Insight**

Based on statistical data calculations, it was found that the lowest character value of students who had high national insight was 60 and the highest character value was 100. The

average value was 83.07, the standard deviation was 11.42 and the variant was 130.48. The histogram of the frequency distribution of the character values of students who have high national insight can be seen in the following figure:

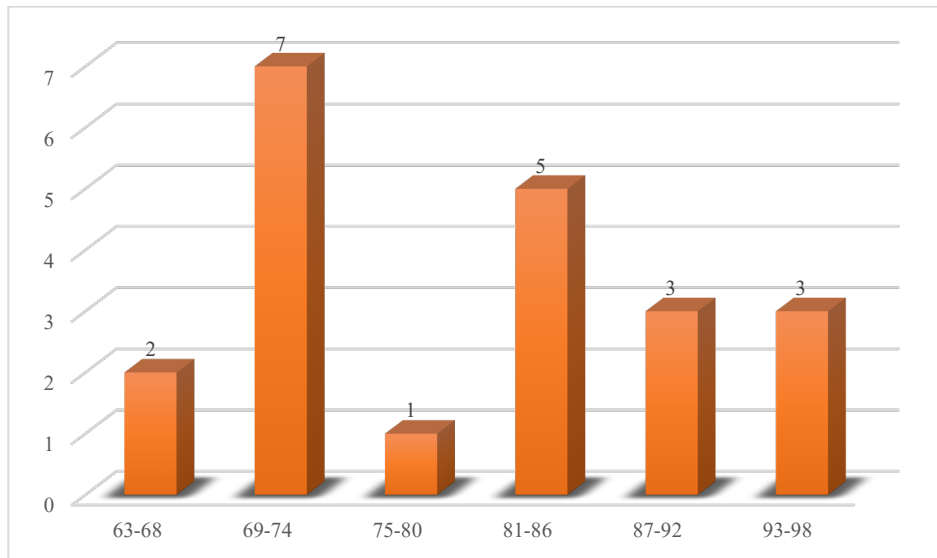


Figure 3 Histogram of Character Values of Students with High National Insight

- **Characteristics of Students Who Have Low National Insight**

Based on statistical data calculations, it was found that the lowest character value of students who had low national insight was 57 and the highest character value was 93. The

average value was 76.09, the standard deviation was 8.73 and the variant was 76.25. The histogram of the frequency distribution of the character values of students who have low national insight can be seen in the following figure:

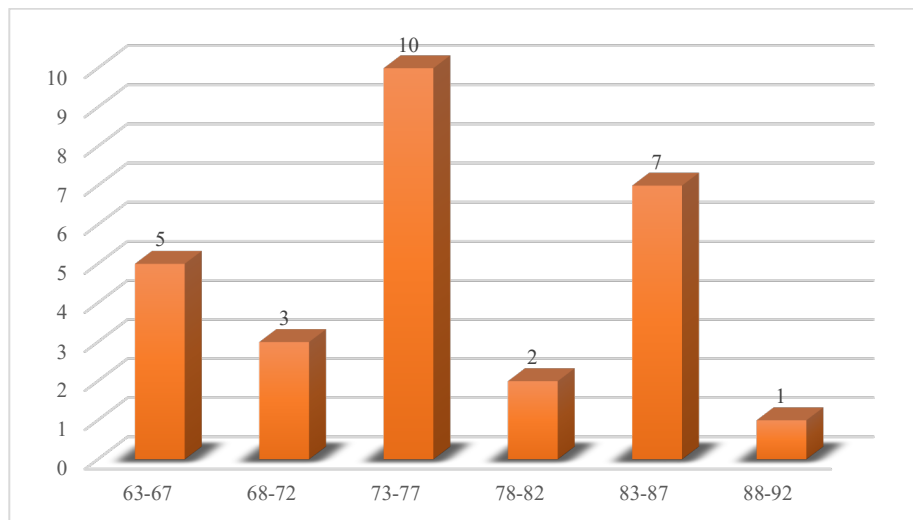


Figure 4 Histogram of Character Values of Students with Low National Insight

2) Prerequisite Test

Normality test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Standardized Residual for Character	.121	54	.058	.969	54	.168

a. Lilliefors Significance Correction

Based on the table it is known that the sig. on the Kolmogorov-Smirnov test which is

equal to $0.058 > 0.05$, it can be concluded that the data is normally distributed.

Homogeneity test

Levene's Test of Equality of Error Variances^a

Dependent Variable: Student Character

F	df1	df2	Sig.
2.505	3	50	.070

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Model + National_Insight + Model * National_Insight

Based on the table above, it is known that the sig. equal to $0.070 > 0.05$, it can be concluded that the data are distributed relatively the same or are homogeneous.

3) Hypothesis Test

The research hypothesis was tested using a two-way ANOVA with a 2x2 factorial. The results of hypothesis testing can be seen in the following table:

Table 1 SPSS Output of the Two Way Anova Test

Tests of Between-Subjects Effects

Dependent Variable: Student Character

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1602.997 ^a	3	534.332	6.203	.001
Intercept	340075.103	1	340075.103	3947.592	.000
Model	575.403	1	575.403	6.679	.013
National_Insight	685.628	1	685.628	7.959	.007
Model * National_Insight	461.252	1	461.252	5.354	.025
Error	4307.374	50	86.147		
Total	345140.000	54			
Corrected Total	5910.370	53			

a. R Squared = .271 (Adjusted R Squared = .227)

First Hypothesis

$$H_0: \mu_{a1} \leq \mu_{a2}$$

$$H_a: \mu_{a1} > \mu_{a2}$$

Based on the SPSS output in Table 1, it was found that the F_{count} value in the model category was 6,679 and the sig. of 0.013 < 0.05 .

In other words, there is a significant difference between the character values of students taught using the VCT model compared to the character values of students taught by conventional models. Comparison of student character values between the experimental class and the control class can be seen in the following table:

1. Learning Model

Dependent Variable: Student Character

Learning model	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
VCT Learning Model	82.908	1.797	79.298	86.518
Conventional Learning Model	76.357	1.787	72.767	79.947

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Model + National_Insight + Model * National_Insight

Based on the table, it can be seen that the average character value of students taught using the VCT learning model is 82,908, while the average character value of students taught using the conventional learning model is 76,357. So the results of the study rejected H_0 to accept H_a with

the conclusion that the character values of students who were taught with the VCT learning model were higher than the average character values of students who were taught with conventional learning models.

Second Hypothesis

$$H_0 : \mu_{b1} \leq \mu_{b2}$$

$$H_a : \mu_{b1} > \mu_{b2}$$

Based on the SPSS output in Table 1, it was found that the F_{count} value in the category of national insight was 7,959 while the significant value was

0.007 < 0.05. This figure indicates that there is a significant difference between the average character values of students who have high national insight compared to students who have low national insight. Comparison of student character values can be seen in the following table:

2. National Insight

Dependent Variable: Student Character

National Insight	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
High National Insight	83.208	1.858	79.477	86.940
Low National Insight	76.057	1.725	72.593	79.521

Based on the table, it can be seen that the average character value of students who have high national insight is 83,208, while the average character value of students who have low national insight is 76,057. So the results of the study rejected H_0 to accept H_a with the conclusion that the average character value of students who have high national insight is higher than the average character value of students who have low national insight.

Based on the SPSS output in Table 1, it is found that the F_{count} value in the Model * National Insight category is 5.354 and a significant value is $0.025 < 0.05$. So the hypothesis testing rejects H_0 to accept H_a . With the conclusion that there is an interaction between the VCT learning model and nationalism in influencing the character of students in elementary schools. The results of the interaction can be seen in the following figure:

• Third Hypothesis

$$H_0 : a \times b = 0$$

$$H_a : a \times b \neq 0$$

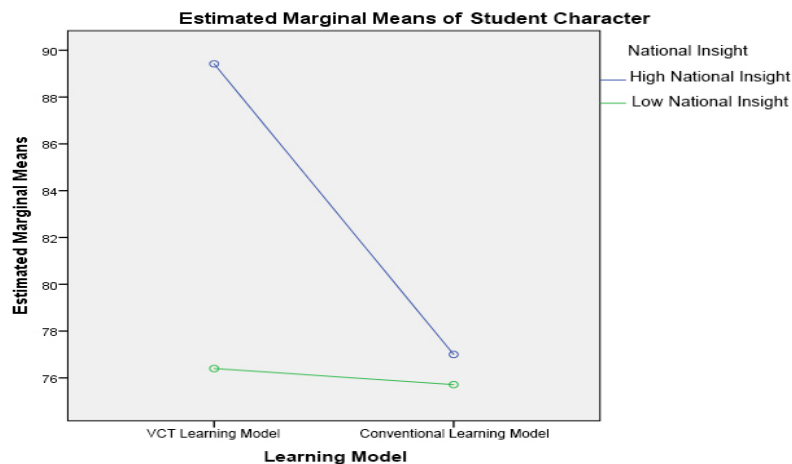


Figure 5 Interaction Results Between Variables

Discussion

The issue of character education is still a hot topic of discussion among intellectuals in this country. Almost every case that intersects with character is caused by the lack of character education provided by parents, the environment and even schools (Mahendra, 2019). Coupled with changes in learning patterns from face-to-face to distance learning caused by the COVID 19 pandemic (Baloran,

2020; Husna & Sugito, 2021). Of course this raises new problems for education, the tendency for children to interact with gadgets longer makes parents and teachers increasingly anxious about this (Soenarko & Mujiwati, 2017), therefore this study aims to conduct experiments on learning models that are able to increase students' character values after distance learning. In addition, this study also looked at the influence of nationalism on student character.

Based on the results of the study it was found that the Value Clarification Technique (VCT) learning model had a positive influence on student character values with the average character value obtained by students after being taught with the Value Clarification Technique (VCT) learning model increasing from the previous 61 to 82.90. This suggests that the use of the Value Clarification Technique (VCT) learning model can improve students' character after distance learning. This is in line with Dinata's opinion who said that the VCT learning model is a learning model that is able to foster existing attitude values in students by the process of determining, looking for and even analyzing something of value that feels good for them (Dinata & Reinita, 2020; Maulana et al., 2020). In another opinion, the same thing was also mentioned about the advantages of the VCT model, namely being able to increase students' awareness of the values that they already have and encourage them to be able to apply them in everyday life (Ekayani et al., 2019b; Harto, 2015).

Some of the opinions mentioned above further strengthen the results of this study with the assumption that the use of the Value Clarification Technique (VCT) learning model in elementary schools is able to improve student character values, especially being able to overcome children's problems with a tendency to use gadgets, besides that the research results also found that the VCT model also able to cultivate a caring attitude towards others, interact with the surrounding environment, respect the opinions of others, respect older people, and help each other.

In addition, this study also looked at the influence of nationalism on student character. Knowledge about nationality is considered directly proportional to a person's attitude and character, a person's low insight into nationality results in easy exposure to new doctrines that are not necessarily true (Zulfikar & Permady, 2021). This is influenced by the rapid development of the times which makes the younger generation tempted by the technological advances that are presented, causing moral and character degradation (Sukmayadi & Suyitno, 2021). Based on the results of the study it is proven that nationalism has a positive effect on the character of students in elementary schools. Students with high national insight have better character than students who have low national insight. The

results of this study can be a reference that nationalism needs to be cultivated in students from an early age, because without being given knowledge about nationalism, students will easily be affected by the negative impacts caused by technological developments.

CONCLUSION

Based on the results of the research and discussion, several conclusions can be drawn including: 1) The use of the Value Clarification Technique (VCT) learning model has a positive effect on increasing student character values after the Covid-19 pandemic; 2) The character of students who have high national insight is better than the character of students who have low national insight; and 3) There is an interaction between the Value Clarification Technique (VCT) learning model and national insight in influencing the character of elementary school students after the COVID 19 pandemic.

ACKNOWLEDGMENT

The author's immense gratitude goes to the Direktorat Riset dan Pengabdian kepada Masyarakat (DRPM) Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi (Kemendikbudristek) for providing material support in the form of research funds for novice lecturers based on letter number 0267/E5/AK.04/2022. The author also expresses his gratitude to LPPM STKIP Amal Bakti which has helped a lot in carrying out this research.

REFERENCE

- Abdullah, F. (2019). Metode Pendidikan Karakter Nabi MUhammad SAW di Madrasah. *Tahdzib Al-Akhlaq: Jurnal Pendidikan Islam*, 2(2), 63-83. <https://doi.org/10.34005/tahdzib.v2i2.516>
- Agustini, S. (2015). Membangun Karakter Siswa Melalui Budaya Sekolah Di Sekolah Dasar. *Jurnal Pendidikan Karakter*, 3(2), 219-228. <https://doi.org/10.21831/jpk.v0i2.8625>
- Alisya Fahrani, W. T. N. (2019). Kajian Kriminologi Tindak Pidana Asusila Yang Dilakukan Oleh Anak. *Recidive*, 8(1), 88-99.
- Allen, K., & Bull, A. (2018). Following policy: A network ethnography of the UK character education policy community. *Sociological*

- Research Online*, 23(2), 438–458.
<https://doi.org/10.1177/1360780418769678>
- Anwar, S., & Salim, A. (2019). Pendidikan Islam dalam Membangun Karakter Bangsa di Era Milenial. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 9(2), 233.
<https://doi.org/10.24042/atjpi.v9i2.3628>
- Baloran, E. T. (2020). Knowledge, Attitudes, Anxiety, and Coping Strategies of Students during COVID-19 Pandemic. *Journal of Loss and Trauma*, 25(8), 635–642.
<https://doi.org/10.1080/15325024.2020.1769300>
- Dewi, D. A. P., I Kmg Ngurah Wiyasa, & Ganing, N. N. (2014). Pengaruh Model Pembelajaran Circuit Learning Berbantuan Media Audiovisual Terhadap Hasil Belajar IPS Siswa SD Negeri 1 Pejeng Tahun Pembelajaran 2013/2014. *Jurnal Mimbar PGSD Universitas Pendidikan Ganesha Jurusan PGSD*, 2(1), 1–11.
- Dinata, T. P., & Reinita. (2020). Pendekatan Value Clarification Technique Sebagai Upaya Penanaman Nilai Karakter dan Peningkatan Proses Pembelajaran Tematik Terpadu di SD. *Jurnal Pendidikan Tambusai*, 4(2), 1189–1202.
- Ekayani, N. W., Antara, P. A., & Suranata, K. (2019a). Pengaruh Model Pembelajaran Value Clarification Technique (VCT) Terhadap Karakter. *MIMBAR PGSD Undiksha*, 7(3), 163–172.
- Ekayani, N. W., Antara, P. A., & Suranata, K. (2019b). Pengaruh Model Pembelajaran Value Clarification Technique (VCT) Terhadap Karakter. *MIMBAR PGSD Undiksha*, 6(3).
- Ekowati, D. W., Setyaningrum, R. W., & Husamah. (2012). *Model pembelajaran pendidikan karakter pada pembelajaran tematik di sd muhammadi*. 8(September), 117–127.
- Fajri, I., Rahmat, Sundawa, D., & Yusoff, M. Z. M. (2021). Pendidikan Nilai dan Moral dalam Sistem Kurikulum Pendidikan di Aceh. *Jurnal Pendidikan Kewarganegaraan Undiksha*, 9(3), 710–724.
- Fatimah, M. M., Abdulkarim, A., & Iswandi, D. (2020). Increasing Students Understanding of National Insights Through Digital Literacy in Civic Education Learning. *Jurnal Civicus*, 20(1), 31–39.
- Harto, K. (2015). Pengembangan Model Internalisasi Nilai Karakter dalam Pembelajaran Pendidikan Agama Islam Melalui VCT (Value Clarification Technique) di SMA Negeri 6 Palembang. *Intizar*, 21(1), 67–81.
<https://doi.org/10.19109/intizar.v21i1.298>
- Husna, M., & Sugito, S. (2021). Eksplorasi Penerapan Pembelajaran Tatap Muka Terbatas pada Jenjang PAUD di Masa Kebiasaan Baru. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(3), 1846–1858.
<https://doi.org/10.31004/obsesi.v6i3.1814>
- Intan, M., Fatmawati, F., & Rahman, H. (2021). Implementasi pembelajaran tematik dalam membentuk karakter peserta didik. *Jurnal Al-Ilmi*, 1(2), 45–55.
- Joshi, A., Vinay, M., & Bhaskar, P. (2020). Impact of coronavirus pandemic on the Indian education sector: perspectives of teachers on online teaching and assessments. *Interactive Technology and Smart Education*.
<https://doi.org/10.1108/ITSE-06-2020-0087>
- Lickona, T. (1991). *Educating for Character: How Our School Can Do Teach Respect and Responsibility*. Brantam Book.
- Mahendra, Y. (2019). Implementasi Pendidikan Karakter Di Sekolah Dasar. *Seminar Nasional Pagelaran Pendidikan Dasar Nasional (PPDN)*, 2(1), 257–266.
<https://doi.org/10.32585/jdb.v2i1.182>
- Maulana, S. A., Mahfud, H., & Adi, F. P. (2020). Peningkatan nilai karakter disiplin peserta didik kelas V sekolah dasar melalui penerapan model value clarification technique. *Didaktika Dwija Indria*, 8(5).
- Mellinda Fatimah, M., Abdulkarim, A., & Iswandi, D. (2020). Increasing Students Understanding of National Insights Through Digital Literacy in Civic Education Learning. *Jurnal Civicus*, 20(1), 31–39.
- Murdowo, D., Rachmawati, R., Adriyanto, A. R., & Prahara, G. A. (2021). Perancangan Prototipe Mobile Learning “Wawasan Kebangsaan” berbasis Android bagi Milenial sebagai Solusi Pembelajaran Situasi Pandemi. *ANDHARUPA: Jurnal Desain Komunikasi Visual & Multimedia*,

- 7(2).
<https://doi.org/10.33633/andharupa.v7i2.4517>
- Muslem, & Hayatina, M. (2021). Peran Dayah dalam Membentuk Karakter Anak dalam Masyarakat Aceh. *Aqlam: Jorunal of Islam and Plurality*, 6(2), 154–169.
- Prasetyo, T. (2017). Wawasan Kebangsaan di Era Globalisasi : Perspektif Teori Keadilan Bermartabat. *Journal Ilmu Kepolisian*, 088, 80–87.
- Prihatmojo, A., & Badawi, B. (2020). Pendidikan Karakter di Sekolah Dasar Mencegah Degradasi Moral di Era 4.0. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 4(1), 142.
<https://doi.org/10.20961/jdc.v4i1.41129>
- Purwastuti, L. A., & Efianingrum, A. (2010). Model Pendidikan Berwawasan Kebangsaan bagi Anak Usia Dini sebagai Sarana Integrasi Bangsa. *Model Pendidikan Berwawasan Kebangsaan Bagi Anak Usia Dini Sebagai Sarana Integrasi Bangsa*, 40(1), 99–118.
- Rosyida, S., Ismail, M., & Sukardi, S. (2018). Pengaruh Model Pembelajaran Circuit Learning (CL) Berbantuan Media Kartu Soal Terhadap Hasil Belajar PKn. *Jurnal Pendidikan Sosial Keberagaman*, 5(2), 60–72.
<https://doi.org/10.29303/juridiksiam.v5i2.59>
- Soenarko, B., & Mujiwati, E. S. (2017). Pengembangan Karakter Rasa Tanggungjawab Menggunakan Model Pembelajaran Value Clarification Technique (VCT) pada Mahasiswa Tingkat I Program Studi PGSD FKIP Universitas Nusantara PGRI Kediri. *Jurnal Pendidikan Dasar Nusantara*, 2(2), 128–150.
- Sohrabi, C., Alsafi, Z., O'Neill, N., Khan, M., Kerwan, A., Al-Jabir, A., Iosifidis, C., & Agha, R. (2020). World Health Organization declares global emergency: A review of the 2019 novel coronavirus (COVID-19). *International Journal of Surgery*, 76(February), 71–76.
<https://doi.org/10.1016/j.ijisu.2020.02.034>
- Sukmayadi, T., & Suyitno. (2021). Habitiasi wawasan kebangsaan dan pendidikan antikorupsi di Sekolah Dasar Muhammadiyah Se-Kapanewon Depok Sleman Yogyakarta. *Prosiding Seminar Nasional Hasil Pengabdian Kepada Masyarakat Universitas Ahmad Dahlan*, 1265–1273.
- Taja, N., Nurdin, E. S., Kosasih, A., Suresman, E., & Supriyadi, T. (2021). Character education in the pandemic era: A religious ethical learning model through Islamic education. *International Journal of Learning, Teaching and Educational Research*, 20(11), 132–153.
<https://doi.org/10.26803/ijlter.20.11.8>
- Usman, A. S. (2017). Tanggung Jawab Orang Tua terhadap Pendidikan Akhlak Anak dalam Perspektif Al-Qur'an. *Al-Hikmah : Indonesian Journal of Early Childhood Islamic Education*, 1(2), 121–136.
<https://doi.org/10.35896/ijecie.v1i2.9>
- Widuseno, I., & Sudarsih, S. (2019). Penguatan Wawasan Kebangsaan Sebagai Upaya Pencegahan Paham Radikalisme Dan Intoleransi Di Kalangan Pelajar Sekolah Menengah Atas Negeri 3 Salatiga Kotamadia Salatiga. *Harmoni*, 3(1), 24–28.
- Wijayanti, A. T. (2015). Implementasi Pendekatan Values Clarification Technique (VCT) dalam Pembelajaran IPS di Sekolah Dasar. *SOCIA: Jurnal Ilmu-Ilmu Sosial*, 10(1), 72–79.
<https://doi.org/10.21831/socia.v10i1.5343>
- Yunita, S., Hadiningrum, S., & Sugiharto. (2021). Learning Model Based Digital Module Value Clarification Technique (VCT) to Develop Student's Anti-Corruption Character. *JUPIIS: Jurnal Pendidikan Ilmu-Ilmu Sosial*, 13(1), 159–166.
- Yusniar, Y., & Rohmah, M. (2019). Pengaruh Model Pembelajaran Circuit Learning Terhadap Kemampuan Menulis Narasi Siswa Kelas VII. *Dialektologi*, 4(2), 34–41.
- Zulfikar, G., & Permady, G. C. (2021). Citra Wawasan Kebangsaan Generasi Muda: suatu kajian terhadap sikap anti radikalisme. *Jurnal Educatio FKIP UNMA*, 7(2).
<https://doi.org/10.31949/educatio.v7i2.1063>
- Zurayah, H., & Rosilawati, A. (2019). Pengembangan Model Pendidikan Penguatan Kebangsaan bagi Anak-Anak Wilayah Perbatasan (Studi di Desa Aruk Kecamatan Sajingan Kabupaten Sambas). *Raheema : Jurnal Studi Gender Dan Anak*, 6(1), 21–32.