The International Journal of Social Sciences World
TIJOSSW is Available Online at:
https://www.growingscholar.org/journal/index.php/TIJOSSW
Vol. 3 No. 1, June 2021, pages: 190~199
DOI: https://doi.org/10.5281/zenodo.4923867
ISSN **2690-5167**
Growingscholar Publisher

Value Clarification Technique Short Video (VCTSV) Learning Model to Increase the Value of Affective Learning of Collage Students in Pancasila Subject

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Article history: Received April, 04, 2021; Accepted: May, 01, 2021; Displayed Online: June, 06, 2021; Published: June, 30, 2021

Keywords

VCTSV Model;
Affective ability learning;
Pancasila Subject;

Abstract

This research is one of the researches that originated review number of writings that adapt the learning model Value Clarification Technique Short Video (VCTSV) to improve the value of affective learning students in the of Pancasila subject. The purpose of this study is to find problems in the learning process and find solutions to problems against the application of weaknesses faced. The research was conducted with a number of writings related to the learning model Value Clarification Technique Short Video (VCTSV) resulted in that the reflection of this VCTSV model can increase the value of affective learning of students, especially in Pancasila subject.

1. Introduction

Pancasila Subject

Pancasila subject is very important to be taught at various levels of education, especially in universities. The urgency of Pancasila subject in universities, namely so that students are not divorced from their own cultural roots and so that students have guiding guidelines or rules in thinking and acting in daily life based on the values of Pancasila. In addition, the urgency of Pancasila subject, which can strengthen the national spirit of students so that it becomes a leitmotive and a street-pointing star (leitstar) (Abdulgani, 1979:14)*et al* (2017).

The urgency of Pancasila subject for students as candidates for the national leadership relay staff for various fields and levels, namely so as not to be affected by negative foreign

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understandings. Thus, the urgency of Pancasila subject in universities by borrowing the term Branson (1998), namely as a civic disposition shaper that can be the basis for the development of civic knowledge and civic skills of students (Kristinsdottir *et al,* 2020).

The position of Pancasila subject course is a public compulsory course (MKWU) that stands alone and must be taken by every student, both at the diploma and undergraduate level. Pancasila education courses are conscious and planned efforts to realize the learning atmosphere and learning process so that students actively develop their potential to have knowledge, personality, and expertise, in accordance with their respective courses. Thus, students are able to make a constructive contribution in society, nation, and state, by referring to the value of Pancasila. This means that Pancasila subject is a learning process using a student-centered learning approach, to develop knowledge, attitude, and skills of students as prospective leaders of the nation in building their professional spirit in accordance with their respective study programs, as well as by making the values of Pancasila as a guiding principle so as to become a good citizenship.

The vision and mission of Pancasila subject are as follows: Pancasila Short Video Vision The realization of the personality of academic community that is sourced on the values of Pancasila. Pancasila subject Mission (1) Developing the academic potential of learners (psych pedagogical missions). (2) Preparing learners to live and live-in society, nation and country (psychosocial mission). (3) Building a culture of Pancasila as one of the determinants of life (sociocultural mission). (4) Reviewing and developing Pancasila subject as an integrated knowledge system or synthetic discipline, as an academic mission (Dikti Team).

In Pancasila subject, the four pillars of education according to UNESCO become one of the references in the process, which includes learning to know, learning to do, learning to be, and learning to live together (Delors, 1996). Based on the four pillars of education, the fourth pillar becomes the main reference, namely that Pancasila subject is intended in the framework of learning to build a life together on the basis of awareness of the reality of diversity that is in need of each other. Pancasila subject is indispensable to form a professional and moral human character. This is because the changes and infiltration of foreign cultures that come to Indonesian society not only occur in the matter of knowledge and technology, but also various traditions (mainstream) in various national life. Therefore, Pancasila subject is organized so that people are not divorced from the cultural roots that become the identity of a nation and at the same time be a differentiator between one nation and another. In addition, the moral decadence that continues to plague the Indonesian nation is characterized by the loosening of people's adherence to social norms that live in society, showing the importance of planting ideological values through Pancasila subject. In political life, political elites (executive and legislative) began to abandon and ignore the polite political culture, lacking the political respect and dryness of the state spirit. In fact, many politicians are entangled in corruption problems that are very detrimental to the country's finances. In addition, drug abuse involving generations of different walks of life undermines the moral values of the nation's children.

Pancasila subject is very important in universities. Based on the Decree of the Director General of Higher Education No. 38/DIKTI/Kep/2002, Article 3, Paragraph (2) that the competence that must be achieved in Pancasila subject that are part of personality development courses is to master the ability to think, be rational, and dynamic, and have a broad view as an intellectual human being by ushering students: (1) to have the ability to take a responsible attitude according to their conscience; (2) to have the ability to recognize life and well-being problems and ways of solving them; (3) in order to be able to recognize the changes and developments in technology and art sciences; (4) in order to be able to interpret the historical events and cultural values of the nation to

promote the unity of Indonesia (Biolowas and Steimel, 2019; Latupeirissa et al.,2019; Supadmi,et al., 2020; Labobar, 2020; and Wiryadinata et al., 2021).

The subject, as part of national education, has the aim of preparing students as qualified, highly dedicated, and dignified undergraduate candidates in order to: (1) become a person who believes and fears God Almighty; (2) healthy physically and spiritually, of noble character, and of noble ethics; (3) have a steady, independent, and responsible personality according to the day of conscience; (4) able to follow the development of science and technology and art; and (5) able to participate in realizing a smart and prosperous life for his people.

Specifically, the purpose of organizing Pancasila subject in universities is to: (1) strengthen Pancasila as the basis of state philosophy and national ideology through the revitalization of the basic values of Pancasila as the basic norm of public, national, and state life.; (2) provide understanding and appreciation of the soul and basic values of Pancasila to students as citizens of the Republic of Indonesia, and guide to be able to apply it in the life of society, nation, and state; (3) prepare students to be able to analyze and find solutions to various problems of public, national, and state life through a system of thinking based on the values of Pancasila and the State Constitution of the Republic of Indonesia in 1945. (4) establish a student mental attitude that is able to appreciate the value of godliness, humanity, love for the homeland, and the unity of the nation, as well as the strengthening of a democratic, just, and dignified civil society based on Pancasila, to be able to interact with the internal and external dynamics of Indonesian society (Directorate of Learning and Student Affairs, 2013: viii).

Based on the vision of the mission, and the objectives of Pancasila subject courses in universities, it is necessary to conduct research on the learning model of Value Clarification Technique Short Video (VCTSV) in Pancasila subject courses in universities. The problem formulation in this study is how the use of VCTSV Model in Pancasila subject in universities and whether there is an impact on student learning outcomes through the application of the VCTSV model. This study aims to find out the use of VCTSV model in Pancasila subject in universities and the influence on student learning outcomes through the application of VCTSV model. Further discussed theories about student affective learning and VCTSV models. The explanation is as follows.

2. Materials and Methods

2.1 Affective learning

The affective is everything related to an individual's feelings. A student who does not show a positive attitude and interest in a particular subject will be difficult to achieve. Krathwohl (Gronlund and Linn, 1990) states that the affective realm consists of five levels, are:

1. Receiving: This level indicates that students have a desire to pay attention to a stimulus that arises in the learning process, such as activities in the classroom, books, or music.
2. Responding: Students at this level already have active participation to respond to the symptoms being studied in the classroom. The results of learning at this level emphasize on the acquisition of response, desire to respond, or satisfaction in giving response.
3. Valuing: The ability of students to provide grades, beliefs, or attitudes and demonstrate a degree of internalization and commitment. Learning outcomes at this level relate to consistent and stable student behavior so that grades can be clearly recognized.
4. Organization: The ability of students to organize values with each other and conflicts between grades are able to be resolved and students begin to build a consistent internal value system.

The results of learning at this level are conceptualization of values or organization of value systems.

5. Characterization: This level is the highest level of affective realm, which is when students already have a value system that is able to control their behavior, so that it becomes a pattern of life. The learning outcomes of this level are related to personal, emotional, and social.

Affective domain assessments can be done in a variety of ways such as assessments conducted in the cognitive and psychomotor spheres. Suryanto (2009) states that there are five ways that can be used to conduct assessments on the affective realm, namely:

1. Observation, namely by recording or paying attention to each student's behavior towards a stimulus that exists in the learning process, such as books, props, pictures, events, etc.
2. Interview, namely by giving open or closed questions to students. Answers that arise from students can be further analyzed to find out the state of student affection when following the learning process.
3. Questionnaire or questionnaire, which is a device of questions or statements that have been provided the choice of answers.
4. Projectile techniques, which are to provide tasks that have never been known by students. Students are asked to discuss and interpret the assignment.
5. Veiled measurement, is an observation about the attitudes and behaviors of students and students who are being observed do not know that he is being observed.

2.2. Model VCTTSV

2.2.1 Definition of VCTSV Model by Using Short Video

This model is called the Value Clarification Technique adapted from Raths, Harmin, and Simon which assumes that people have difficulty expressing themselves, such as difficulty in decision making, pressures and changes that are always unconditioned. This has an impact on the attitude of doubt, inconsistency, apathy so as to impact on a lifestyle that has no goals, desires, and achievement targets (Darwadi, 2017).

Clarification is defined as the process of improving students' proficiency in analyzing the existing and known or unknown. Technique is a way to make someone to apply a method, such as an effective and efficient way of speaking is done during the day, but this application is different if implemented on a small number of students. This technique known as VCTSV is one part of learning techniques that can achieve educational goals. This technique can also be defined as a teaching technique so that students can find a value that is considered good and face problems through the investigation of the value that is already in the student Taniredja *et al* (2017). Another opinion suggests that VCTSV is a way to foster special value in students, this VCTSV Technique helps students in deepening their values and serves as a guideline in behaving and behaving in public life (Balaman and Bolat, 2018),

This value can make students change for the better, such as knowing polite, having a sense, literature, beauty, respect for themselves and others, respecting human sesame, and having moral and spiritual. This value can be maintained if assisted by the transparency of lecturers and sustainable social practice in the social environment. Taniredja *et al* (2017) stated that the purpose of VCTSV is as a model of learning in understanding and estimating the level of awareness of students to assess, so that it can be used as a basis to determine the value, and problems related to their daily lives. This VCTSV technique aims to (a) estimate students' understanding and level of

awareness of value; (b) increase students' awareness of their values, not based on level of awareness; (c) foster ungrateful value so that students can have; (d) allow students to evaluate and problems related to life in society in wise decision making.

2.2.2 VCTSV Model Types

According to Djahiri (1985); Brame (2017) there are several forms of VCTSV (Value Clarification Technique Short Video), namely:

1. To analyzed a problem that is mushrooming at the moment
2. VCTSV types include a good-bad list, a list of sequence levels, a list of priority scales, a list of continuum symptoms, a list of self-assessments, a list of reading other people's thoughts about ourselves, and a shield.
3. The use of simple cards includes the subject matter of error, positive and negative thinking as well as solutions to the problems of student opinions found in life
4. The use of interview techniques to give students courage and the ability to identify their perspective on the interlocutor,

There are four steps in implementing the learning model VCTSV described as follows.

1) Establishing an activity includes freedoms that are sorted based on the risks that have been decided
2) Training to find solutions to various problems
3) Know the consequences of being smeared in the long and short term
4) Finding facts for all sources obtained
5) Determine the assessment of the consequences of good or bad done
6) Decision making based on actions taken

2.2.3 The steps of the Value Clarification Technique Short Video (VCTSV) learning model that distinguishes it from previous research.

In the implementation of the learning model Value Clarification Technique Short Video (VCTSV) in Pancasila subject in Higher Education there are differences with the previous learning model value clarification technique namely: Educators present dilemmas, independent task learners. Forming small group assignments, Students present short videos, class plenary discussions, Closing class discussions, Affective Domain Attitudes and interests, reflexive and evaluation (Jordan et al, 2016) (Jordan, *et al*.: 2016),

The learning process in the model of Value Clarification Technique Short Video (VCTSV) study in Pancasila subject in higher education is in line with the theory of Constructivism where students are expected to build their own knowledge based on the learning obtained, so that the main principle that must be carried out by lecturers here is to provide assistance to students when students ask for help. Lecturers at the beginning of the lecture only provide one problem that will be discussed and sought problem solving by students, in the implementation of the problem-solving process lecturers will only help when students ask the lecturer for help. This will aim to develop students' skills in solving existing problems (Galbraith and Rodriguez, 2018), The support system in the design of this model is the existence of classrooms that can be used as a place for lecturers and students in carrying out learning activities, in focus for presents video lectures, textbooks that can be used by students in finding sources of information to be explored by students. And lecturers also provide some examples of cases that will be solved by students. Lecturers as facilitators in the

learning process, where lecturers are ready to help students if at the time of implementation of learning in the form of discussion of student groups need help, as well as at the time of implementation of discussions on moral issues and planting the attitude of lecturers to be leaders when activities are carried out.

2.3 Advantages and Disadvantages of VCTSV models

There are several advantages of this model, namely value education helps students to identify the value of itself and the value of others; (2) Value education helps students to interact with others, relating to their own values; (3) Value education allows students to use rational thinking skills and emotional awareness in providing an understanding of values and behavioral patterns. While the weakness of VCTSV is always present in its application in the learning process provided by lecturers, in other words lecturers foster value that is considered good this causes conflict in students because of the mismatch between the new value and the old value instilled by the lecturer

2.4 VCTSV Learning Model Objectives for Pancasila Subject

The goal of learning through the application of VCTSV in Pancasila subject, namely so that students can obtain the value applied in daily life in order to clarify the value in students with the value given by lecturers during the learning process. Thus, students can determine the choice on the selected grade. Based on the description above can be concluded that transferring value through learning activities by determining attitudes to the value that has been owned by students. This is done so that students think logically and objectively so that they can obtain solutions quickly. The concept of VCTSV gives all individuals the freedom to participate in giving opinions about good and bad grades.

This research method uses literature studies on a number of writings related to the topic of this study, namely researching the successful application of VCTSV learning models to improve student scores in Pancasila subject. The research method of this literature study is to analyze the success of the VCTSV model in learning. The data was analyzed using comparative studies of the results of a number of papers by looking at the application of the VCTSV model during the prison process. The data is grouped, analyzed, dissected by the analysis of the phenomenon of the application of descriptive VCTSV models.

3. Results and Discussions

In the facts found from a number of writings mentioned that lecturers are directly involved in the application of the VCTSV model in civics Education courses to increase student grades. The research is referred to as follows. Siswinarti (2019) discussed about the Influence of Value Clarification Technique Learning Model mediated video on PKN subject learning outcomes. The results of this study found that the low learning outcomes of PKN students in grade V elementary school. The contributing factor is that the learning process is centered on teachers and students tend to be passive. This study aims to find out the results of learning PKN subjects between groups of students apply VCT model with those who do not. The use of the method is done with pseudo-experiments with non-Equivalent Post Test Only Control Group Design research design sourced from va class in SD Negeri 3 Seririt which amounts to 25 people and class V SD Negeri 1 Pengastulan which amounts to 21 people. The results showed that there were significant differences in the

application of VCTSV models with those not treated by VCTSV models. This is reflected in the students' PKN subject outcomes.

The same was also researched by Maulida, Sudarma, Lapa (2017) researching the influence of Value Clarification Technique (VCT) learning model on PKN subject outcomes of grade V students. This research was conducted in class V in Cluster XIV Buleleng Subdistrict in 2016/2017 which amounted to 134 people. The sample of this study is class V at SD Negeri 1 Tukadmungga which numbered 33 people and class V sd Negeri Tukadmungga 2 which amounted to 25 people. The data was analyzed using descriptive statistics and inferential statistics (t-test). the results showed that there are significant differences in the learning outcomes of PKN students who apply the VCT model when compared to students who apply conventional models.

Suganti (2017) researched on the Implementation of the VCT Learning Model to improve the learning outcomes of Citizenship Education. This study aims to find out the learning outcomes of PKN grade I students of SD Negeri 081234 Sibolga. This study uses class action research with random class cluster techniques and learning tests in the form of multiple choice and observation. The results showed that there was an improvement in students' PKN subject outcomes through the implementation of the VCT model at SD Negeri 081234 Sibolga.

Widyaningrum and Wijayanti (2019) analyzed about empowering students' affective learning outcomes through search learning model assisted by Video media. This research can shape student behaviour patterns through affective abilities related to interests and values. Research conducted by class action research method at IKIP Budi Utomo Malang in Biochemistry courses shows that the application of SEARCH learning model can improve students' affective skills and impact student learning outcomes.

Dinatha (2017) Dinatha (2017) researched the use of Faceebook social media to assess students' scientific (affective) attitudes. This study aims to find out the use of social media faceebook to assess the scientific attitude (affective) of students in innovative science practicum courses at STKIP Citra Bakti Ngada, NTT. The results showed that the use of Facebook social media was proven to assess students' scientific attitudes in innovative science practicum courses.

Another learning that focuses on the VCT model is Sulfemi and Mayasari (2019) research (2019) has the aim to increase motivation, interest, and learning outcomes of ips students in elementary school. This study aims to dissect the use of VCT models. The research method uses class action research to see the influence and model of media-assisted VCT implementation to improve students' IPS learning outcomes. The results showed that through the application of the VCT model students have courage and are able to answer teacher questions correctly. Through the application of VCT, significant differences are applied to improve students' motivation in the learning process and learning outcomes.

Hakim, Taufik, Atharoh (2018) reviewed the Implementation of VCT Learning Model on Students' problem-solving skills in IPS subjects at SImanis 2 Sobang Pandeglang Public Elementary School. This researcher aims to describe the Application of VCT Learning Model to students' problem-solving skills in IPS subjects at Cimanis 2 Sobang Pandeglang Public Elementary School. The research was conducted using the method of experiment class and control class in grade V students with t. test analysis, the results showed that it appears that the effectiveness of the application of VCT model in the experiment class rather than the control class because it is proven to improve the ability of students' problems in ips subjects in Cimanis 2 Sobang Pandeglang Public Elementary School.

Sari (2019) discussed the implementation of VCT Learning Model in IPS subjects to improve the learning outcomes of grade V students at SDN Sumber Agung III Dander Subdistrict, Bojonegoro District in 2018/2019. The application of this model has drawbacks, such as not yet applied learning that focuses on growing indigo as an effort to raise awareness of grades in students and do not

know the learning model that suits the student's condition because the teacher is rigid in delivering learning materials. This research aims to determine the influence of the application of the VCT model on the learning outcomes of grade V students. The results showed that the application of the VCT model is said to be successful because it improves the learning outcomes of grade V students in the classroom.

Theofilus (2019) examines the value classification technique (VCT) learning model. This research aims to develop the potential of students by applying the VCT model to train students in the selection of decisions on the value in students. The results showed that the research applied VCT model proven to increase students' activeness in learning activities on affective aspects through group work methods.

This research is limited to discussing writing in existing journals. Research using the application of VCTSV is proven to improve students' learning outcomes in grade V through the class action research method. Research using a variety of model approaches is proven to improve students' affective abilities, especially in PKN and IPS subjects. Research with the application of the VCTSV model to improve the affective abilities of students in citizenship education courses can be done because between the VCTSV model, affective abilities, and civics education courses can improve student learning outcomes. Therefore, further research is needed in the field to obtain and know the success rate of the implementation of the VCTSV model in higher education, especially PKN subject.

4. Conclusion

The results of research through the application of VCTSV models proved effective and successfully carried out through the application of various models and affective abilities in the learning process. The results of the study reviewed several writings in national journals are expected to apply the VCTSV model in universities, especially in civic education courses. This is in order to not only improve students' affective abilities but also penetrate the students' grades and learning outcomes.

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