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## The Effect of the Value Clarification Technology Model on Elementary School Students' Learning Motivation in Social Studies Learning

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### Abstrak

Penelitian ini didasarkan pada temuan bahwa setiap siswa memiliki kemampuan dan nilai-nilai kehidupan yang tidak mereka sadari mengenai pendidikan nilai. Penelitian ini bertujuan untuk menganalisis perencanaan pembelajaran dalam upaya meningkatkan motivasi dan hasil belajar siswa pada pembelajaran IPS dengan metode Value Clarification Tecnique. Desain penelitian menggunakan model penelitian quasi eksperimen, Data yang di kumpulkan berupa data kuantitatif melalui tes formatif, analisis lembar observasi, dan analisis document. Jumlah subjek penelitaian terdiri dari 60 siswa dibagi kedalam dua kelas yaitu kelas eksperimen dan kelas control. Penelitian ini dilakakukan di sebuah sekolah Negeri yang berada di lingkungan Kecamatan Ciwidey Kabupaten Bandung. Hasil penelitian menunjukkan bahwa penerapan model VCT dapat meningkatkan motivasi dan hasil belajar siswa dalam pembelajaran IPS. Hal itu dikarenakan model Value Clarification Tecnique Tipe Analisi Nilai dapat dipusatkan pada hal-hal yang dianggap penting oleh guru sehingga hal-hal penting tersebut dapat diamati secara utuh. Kesimpulan dalam penelitian ini adalah pembelajaran dengan menggunakan model Value Clarification Tecnique Tipe Analisi Nilai dalam pembelajaran IPS dapat meningkatkan motivasi dan hasil belajar siswa.

**Kata Kunci:** Value Clarification Technique, Velue Analysisi, Social Study Learning

### Abstract

*This research is based on the finding that every student has abilities and life values that they are not aware of regarding value education. This study aims to analyze learning planning in an effort to increase students' motivation and learning outcomes in social studies learning with the Value Clarification Technology method. The research design uses a quasi-experimental research model. The data collected is in the form of quantitative data through formative tests, analysis of observation sheets, and document analysis. The number of research subjects consisted of 60 students divided into two classes, namely the experimental class and the control class. This research was conducted in a public school located in the Ciwidey District, Bandung Regency. The results showed that the application of the VCT model could increase students' motivation and learning outcomes in social studies learning. This is because the Value Clarification Technology model of the Value Analysis Type can be focused on things that are considered important by the teacher so that these important things can be observed in their entirety. The conclusion in this study is that learning using the Value Clarification Technique model of Value Analysis in Social Studies learning can increase students' motivation and learning outcomes.*

**Keywords:** Value Clarification Technique, Velue Analysisi, Social Study Learning

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## INTRODUCTION

Social studies basically aim to prepare students as citizens who master the knowledge, skills, attitudes, and values that can be used as the ability to solve personal problems or social problems as well as the ability to make decisions and participate in various social activities to become a good citizen (Sapriya, 2013).

Social studies education plays an important role in the effort to realize the goals of national education. This is because it develops the potential of students to become human beings who have a noble character, are healthy, knowledgeable, capable, creative, independent, and become good, democratic, and responsible citizens, as is the goal of social studies education. (Saputra, 2016). Therefore, social studies education must also prepare social competencies for students, Gunawan (2011: 22) argued that: a) About self-awareness; as a creature of God, existence, potential, and identity as a citizen of a cultured and dignified nation equal to other nations in the world (not lower than other countries), b) About thinking skills such as skills; critical thinking, digging information, processing information, making decisions, and solving problems, c) About academic skills about social sciences, such as the ability to understand facts, concepts, and generalizations about socio-cultural systems, the environment, economic behavior, and welfare, as well as about time and continuity of changes that occur in the world, d) Develop social skills, with the intention that in the future we will not only become objects of mastery of globalization. The social skills that students need to have are the skills to obtain information, communicate, self-control, cooperate, use numbers, solve problems, and make decisions. (Gunawan, 2011).

An urgent problem is to get the attention of the teachers. Some of the factors that cause the problem of low social studies learning outcomes include the background of the emergence of learning, types, and forms of learning, factors that influence the act of learning, transfer in learning so that it will determine success in the process of learning. (Nupiksani, 2015). In addition, other aspects are very important in the low social studies learning outcomes of students, namely, such as the individual maturity of students who are not enough, the family environment is not supportive, the school environment is not conducive, the community environment is not supportive, the lack of up-to-date learning methods. date and the lack of availability of learning tools/learning media(Daulay, 2018).

Learning is not oriented to the goals that should be achieved, so the competency and knowledge targets have not been realized at the end of each lesson, and cause student learning outcomes to below. Other factors that indirectly affect the quality of social studies learning outcomes and are a common cause of low social studies learning outcomes are: (1) social studies learning is theoretical apart from real-life students are only introduced to abstract concepts that are not directly related to experience 2) students passive learning is not allowed to find their concepts, think critically, discover and solve problems (Sofiasyari et al., 2020).

It is still found the use of conventional methods in the teaching and learning process in learning activities. The steps that need to be taken by the teacher are to develop learning methods that can overcome these problems. Social Studies Education As a part of education in general, it has an important role in improving the quality of education. In particular, social studies education plays a role in producing quality students, namely humans who think critically, creatively, logically, take the initiative in responding to existing social symptoms and problems.

It should be realized that, according to their level of development, elementary school students have not been able to fully understand the breadth and depth of social problems. But they can be introduced to these problems. Through social studies teaching they can gain knowledge, skills, attitudes, and sensitivity to face life with its challenges. Furthermore, they are expected to be able to act rationally in solving the social problems they face (Suprpto & Heri, 2015). Character education teaches habits of thinking and behavior that help individuals to live and work together as families, communities, and nations and assist them in making decisions. (Hendriana, 2014).

From the description above, in general, social studies learning will involve students with the surrounding environment by developing awareness and sensitivity about social phenomena and problems for the future. The sensitivities that need to be improved in the 21st century include: (a) critical thinking and problem solving, (b) communication and collaboration, (c) creative and innovative, (d) information literacy, (e) media literacy, (f) flexibility and adaptation, (g) social interaction, (h) productive and leadership spirit. Therefore, students need to be prepared to recognize, understand, and be able to solve problems to improve their quality of life.

One way as a strategic step that needs to be taken by teachers to be able to create quality human resources is to use several methods and learning models. In this case, the appropriate learning method in overcoming these learning problems is by using the Value Clarification Technique (VCT) Learning method (Putra et al., 2014). This learning method departs from the premise of "getting better together" which emphasizes providing wider learning opportunities and a conducive atmosphere for students to acquire and develop knowledge, attitudes, values, and social skills that are beneficial to life in society.

Clarification of values or often called the values clarification technique can be interpreted as a learning technique to shape students in finding and determining a value that is considered good in dealing with a problem through the process of analyzing existing and embedded values in students (Sanjaya, 2010). Values clarification technique: "*By value clarification we mean methodology or process by which we help a person to discover values through behavior, feelings, ideas and through important choices he has made and is continually in fact, acting upon in and through his life*" (Simon & B, 1972). The statement emphasizes that the values clarification technique is a value clarification method in which students are not asked to memorize the values that have been selected but are assisted to find, select, analyze, develop, account for, take attitudes and practice the values of their own life. The VCT learning model provides more opportunities for students to explore a problem with their thoughts (Rahayudhi, 2013).

In learning using the Value Clarification Technique method, students not only learn and accept what is presented by the teacher in learning, but can also learn from other students, and at the same time have the opportunity to teach other students. Value Clarification Technique is a way of instilling and exploring/expressing certain values of the students themselves. Therefore, in the process VCT functions to: a) measure or find out the level of awareness of students about a value; b) fostering students' awareness of the values they have, both positive and negative, to be fostered towards improvement or correction; c) instilling a value in students through a rational way and accepted by students as their personal property (Wiradimadja, 2017).

In social studies subjects, learning is closely related to the affective domain. Therefore, it takes an effective learning strategy that is closely related to the value that is difficult to measure. Understanding effective learning strategies is a strategy that not only aims to achieve cognitive education but also aims to achieve other dimensions, namely attitudes and affective skills. (Amri & Ahmadi, 2010). One of the effective learning strategies in social studies learning is to apply the Value Clarification Technique (VCT) learning model in the learning process. VCT is a model that is suitable for elementary school students (Rai, 2014). Character/value education is not just teaching what is right and what is wrong to students, but more than that, character education instills habits about something good. (Suprpto & Heri, 2015).

The Value Development process in school culture can be carried out through 1) Value or Spirit Development Level, namely identifying various values or spirits that can be used as a basis. 2) Technical Level, namely developing values and spirit in various management work procedures, management tools (management toolkit), and work habits (Management work habits). 3) Social level, namely the process of implementation and institutionalization, namely how all policies and technical rules developed based on certain spirit/values are socialized, practiced, and continuously institutionalized so that they become habits (habits) at school and outside school (Hakam, 2013).

In the learning process, VCT can be developed through a dialogue process. There are several things that the teacher must pay attention to when conducting dialogue in the learning process using the VCT model, namely: (1) Avoid delivering messages through the process of giving advice or moral messages that according to the teacher are considered good. (2) Do not force students to give a certain response if the student does not want it. (3) Try to carry out dialogue freely and openly, so that students will express their feelings honestly and as they are. (4) Dialogue is carried out to individuals, not to class groups. (5) Avoid responses that can cause students to be cornered. (6) Do not urge students to a certain position. (7) Don't dig deeper into the students' reasons (Sanjaya, 2010).

## METHOD

The research methodology used in this research is quasi-experimental. The quasi-experimental research method is "Research used to determine whether there is a result of "something" imposed on the subject under study by looking for the effect of certain treatments on others under controlled conditions". It can be understood that quasi-experiments see how the effect on the actions taken by the researcher is whether the experiment will affect the research subject or not (Sugiyono, 2012).

The research design used was a nonrandomized pretest-posttest control group design, the subjects of this study were divided into two groups consisting of an experimental group and a control group (Sugiyono, 2013).

The participants in this study were fifth-grade students of State Elementary Schools in the Ciwidey District, Bandung Regency. Researchers chose a sample of two groups of class V, groups one and two were chosen randomly in determining the control class and the experimental class. The two groups were given a pretest and posttest with the same questions. The reason for choosing the fifth-grade students was on the assumption that fifth-grade students were able to adapt to the Value Clarification Technique Model Value Analyst Type, and did not interfere with the school program to face the final school exam.

The research was carried out for three months. The treatment was carried out 5 times while the data taken were 60 students. Class VA consists of 30 students and is used as an experimental class, while class VB, which has the same number of 30 students, is used as a control class.

A research instrument is a tool that will be used to collect data and various kinds of information related to research variables. In this study, researchers will use several instruments, namely:

**Table 1**  
**Instruments Used in the Research**

No	Instrumen	Destination	Description	Information
1	Pre-test and post-test questions	Get data in the form of the results of working on questions before and after treatment	The questions are summative questions from the materials given during the treatment.	Pre-test and post-test use the same questions.
2	Formative questions	To find out the difference in the learning outcomes of the sample each time the treatment is carried out	It is a question made from the learning material given for each treatment.	
3	Observation sheet	To find out the difference in attitude responses of the experimental group and the control group to each treatment	The Observation Sheet in the form of a Questionnaire contains questions related to their attitude towards the treatment given.	The Observation Sheet is processed and calculated and the results are described descriptively

No	Instrumen	Destination	Description	Information
4	Teacher Performance Assessment Questionnaire in Learning	Researchers control and maintain the same in giving treatment to each sample group.	Assessment of the learning process starting from the initial activities, core activities, and final learning activities.	

## RESULT AND DISCUSSION

The following are the results of the pretest and posttest of the control class learning motivation taken from the Observation sheet, which is in the book *Communication Research Measures A sourcebook* edited by: Rebecca B. Rubinb, Philip Palmegreen, and Howard E. Sypher (2009) more details are in the appendix. The value of the motivation listed in the table is the result of calculations from the MSI (Method of Successive Interval) or better known by changing the ordinal scale to an interval (B. et al., 2004)

**Table 2**  
**Learning Motivation**

Experiment Class				Control Class			
No	Student's Name	Motivation Result		No	Student's Name	Motivation Result	
		Pretest	Posttest			Pretest	Posttest
1	Kls_Eks_1	29.100	42.820	1	Kls_Knt_1	36.466	35.489
2	Kls_Eks_2	38.329	55.820	2	Kls_Knt_2	30.101	33.549
3	Kls_Eks_3	33.579	40.249	3	Kls_Knt_3	34.154	34.525
4	Kls_Eks_4	32.742	48.196	4	Kls_Knt_4	39.708	40.741
5	Kls_Eks_5	31.079	45.696	5	Kls_Knt_5	37.537	40.502
6	Kls_Eks_6	33.300	40.674	6	Kls_Knt_6	30.398	30.210
7	Kls_Eks_7	35.208	55.820	7	Kls_Knt_7	33.091	30.315
8	Kls_Eks_8	30.276	50.683	8	Kls_Knt_8	34.820	35.868
9	Kls_Eks_9	30.715	40.246	9	Kls_Knt_9	29.820	30.584
10	Kls_Eks_10	35.575	44.916	10	Kls_Knt_10	30.106	37.556
11	Kls_Eks_11	30.031	40.398	11	Kls_Knt_11	30.249	32.498
12	Kls_Eks_12	28.578	38.787	12	Kls_Knt_12	35.991	37.061
13	Kls_Eks_13	34.229	45.753	13	Kls_Knt_13	27.196	34.985
14	Kls_Eks_14	35.287	46.782	14	Kls_Knt_14	32.317	32.509
15	Kls_Eks_15	41.094	44.563	15	Kls_Knt_15	37.696	40.084
16	Kls_Eks_16	35.740	45.100	16	Kls_Knt_16	30.171	32.000
17	Kls_Eks_17	34.477	45.579	17	Kls_Knt_17	34.674	35.644
18	Kls_Eks_18	28.267	40.079	18	Kls_Knt_18	37.254	40.203
19	Kls_Eks_19	43.500	44.300	19	Kls_Knt_19	37.820	33.498
20	Kls_Eks_20	27.775	44.208	20	Kls_Knt_20	45.683	45.844
21	Kls_Eks_21	33.969	40.715	21	Kls_Knt_21	30.246	30.474
22	Kls_Eks_22	32.183	35.575	22	Kls_Knt_22	43.916	43.101
23	Kls_Eks_23	32.209	35.287	23	Kls_Knt_23	30.398	30.353
24	Kls_Eks_24	37.686	41.094	24	Kls_Knt_24	35.274	30.074
25	Kls_Eks_25	35.163	43.500	25	Kls_Knt_25	28.787	32.000
26	Kls_Eks_26	32.919	40.969	26	Kls_Knt_26	34.592	33.141
27	Kls_Eks_27	34.882	40.209	27	Kls_Knt_27	36.753	40.145
28	Kls_Eks_28	34.377	37.686	28	Kls_Knt_28	34.728	33.738
29	Kls_Eks_29	31.519	40.519	29	Kls_Knt_29	36.782	35.319
30	Kls_Eks_30	34.189	36.301	30	Kls_Knt_30	30.697	32.052

### Analysis of Increasing Learning Motivation

The results of calculating the N-Gain learning motivation questionnaire will be explained in the table below table

**Table 3**  
**The results of N-Gain Learning Motivation Questionnaire**

Class	SCORE		N-GAIN	CATEGORY	
	PRETEST	POSTEST			
Control	Amount	1027.42	1054.06	0.91	LOW
	Average	34.25	35.14		
	amount	1007.979	1292.523		
Eksperimen	<b>Average</b>	<b>33.599</b>	<b>43.084</b>	<b>0.372</b>	MEDIUM

Based on the table above, it can be seen that the average value of the pretest in the control class is 34.23 then after the post-test there is a slight increase to 35.14 and is classified in the low category level. While the average value of the experimental class students' learning motivation pretest was 33,599 and after the posttest, there was an increase so that the average motivation score was 43,084. this shows that there is an increase in learning motivation which is indicated by the average N-gain value of 0.37 which is categorized in the medium category. From the two N-Gain averages, it can be seen that there are differences in the increase in students' learning motivation in the control class and the experimental class

After the application of learning was given to two classes, there was an increase in the average score, but the increase in the average score in the experimental class was greater than the control class. This proves that using the Value Clarification Technique of Value Analysis learning can increase students' motivation and learning outcomes. Thus, it can be said that the application of Value Clarification Technique Value Analysis on Social Studies material with the subject of defending the independence of the Republic of Indonesia in elementary schools can increase student motivation and learning outcomes. In addition, the level of motivation and learning outcomes is more evenly distributed with the application of Value Clarification Technique Learning Value Analysis compared to ordinary learning.

This VCT provides an opportunity for students to add a high sense of enthusiasm and motivation, provide ideas, ideas, and support for alternative problem-solving assistance and make the right decisions so that students can be more confident, responsible for the results that are done by themselves (Hakim et al., 2018). Because this method of learning is not related to the design of a tense room like learning in general, where the teacher is in front explaining and the students behind are listening.

The results of this study also strengthen the research and development of theories related to motivation and learning outcomes. As stated by Djahiri (1979) in Al-lamri and Ichas (2006) suggests that VCT is a way to instill and express certain values of students. Taniredja, Faridli, and Harmianto (2011), namely: (1) knowing and measuring the level of awareness of students about a value; (2) instilling students' awareness of their values; (3) instilling certain values into students through a rational (logical) way and accepted by students; (4) train students in accepting and assessing their value and the value position of others. This VCT emphasizes more on instilling existing values in students so that they can be applied in everyday life (Al-lamri et al., 2006)(Taniredja et al., 2011). Based on the results of this study, to increase motivation and learning outcomes, the material provided is directed at the factors that influence motivation and learning outcomes.

Students who study in the experimental class are actively designed to learn the existing material through learning using VCT. In line with Piaget's theory that learning can be interpreted as behavioral engineering activities to provide stimulation and increase the occurrence of students' thinking processes that are adapted to the stage of cognitive development. A student's cognitive development will be marked by several concepts as

theorized by Piaget, namely: adaptation, assimilation, accommodation, equilibration, operations, and schemata (Munawaroh, 2017).

The fact that the increase in students' learning motivation in the experimental class is higher than the control class shows that learning using VCT can be used to increase students' learning motivation. This is because learning using VCT learning has been able to change ordinary learning that has been teacher-centered into more fun learning that is centered on student activity. After all, good learning is when students gain their knowledge through active search and learning. (Maulana et al., 2019)(Wiradewi et al., 2020). From the explanation above, it is evident that learning using VCT learning has a positive impact on students' learning motivation, meaning that learning with VCT can increase learning motivation compared to conventional learning. This situation is also evidenced by the positive response of students in participating in learning, even they feel that learning by using VCT learning is easy to understand and fun.

The selection of the VCT method as social studies learning method conditions students to study in groups and independently through completing assignments, students can think actively and can increase student learning motivation, students can act as researchers, not only consumers of information.

## CONCLUSION

The learning motivation of students who take part in learning using the Value Clarification Technique model is significantly better than students who study conventionally. To determine the effect of applying Value Clarification Technique learning, it can be seen by comparing student learning outcomes, N-Gain in the control class and the experimental class. The even distribution of scores was calculated by comparing the variance of scores between the control class and the experimental class. From the data obtained, the average N-Gain motivation of students in the experimental class is higher than the motivation in the control class. One of the reasons is because the teacher who provides learning materials in the experimental class uses the Value Clarification Technique learning.

Thus, it can be said that the application of Value Clarification Technique learning on social studies material with the subject of defending the independence of the Republic of Indonesia in elementary schools can increase students' motivation and learning outcomes. In addition, the level of motivation and learning outcomes is more evenly distributed with the application of Value Clarification Technique learning compared to ordinary learning. Based on this, the researchers concluded that:

1. Increasing students' learning motivation is categorized as very active after using VCT.
2. The increase in student learning outcomes is higher after using learning with the VCT model.
3. The attractiveness of VCT is categorized as very interesting in increasing learning motivation and student learning outcomes.

Based on the conclusion above, it is necessary to make efforts to increase motivation and student learning outcomes. In developing teaching materials through VCT for Class V elementary school students, there are several influencing factors, including teachers are required to have high-level abilities and skills that can reveal and explore the values that exist in students, if teachers cannot involve students with openness, mutual understanding will lead to a pseudo attitude and requires teacher creativity in using images that are close to students' daily lives.

Based on the findings in this study, the authors propose the following suggestions:

1. For teachers who teach in elementary schools, learning using the Value Clarification Technique method can be used as an alternative to social studies learning to improve students' learning motivation and learning outcomes.
2. For Advanced Researchers Based on the analysis and discussion that has been described, it is recommended for further researchers as follows: This research is only limited to one subject and is limited

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to motivation and learning outcomes, therefore it is suggested to other researchers to continue research on other subjects and with other variables such as critical thinking and creative thinking by using the Value Clarification Technique method.

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