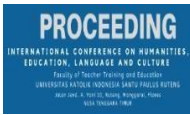


Available online at:

<https://jurnal.unikastpaulus.ac.id/index.php/ichelac>



Volume 5, 2025 (723-744)

International Conference on Humanities,  
Education, Language, and Culture

## **Value Clarification Technique: A Learning Model for Student Character and Social Skills Development**

**Muzakir\***  
**Remigius Baci<sup>2</sup>**

<sup>12</sup>Universitas Pendidikan Ganesha, Singaraja,  
Indonesia

\*Corresponding Email:

[muzakir@student.undiksha.ac.id](mailto:muzakir@student.undiksha.ac.id),  
[remigius@student.undiksha.ac.id](mailto:remigius@student.undiksha.ac.id)

**Abstract:** The purpose of this study is to examine the implementaion of the value clarification learning model in developing students' character values and social skills. The method used in this study is the Literature Review Study (SLR). Data was collected by searching articles related to the value clarification learning model through the PoP (Publish or Perish) application in international and national journals indexed by Scopus and Google Scholar. The number of articles reviewed was 25 articles related to the value clarification model, character values and social skills. The data were analyzed using a critical comparative qualitative approach by comparing the results of the study and critiquing the conclusions drawn. The results showed that the application of the value clarification model in learning had a significant influence on the development of students' character values and social skills. However, research has not shown the process of how students obtain these grades through the stages of choosing, prizing, and acting according to learning theory of value

clarification. This study have implication toward curriculum and evaluation for character education.

**Keyword:** *Values Clarification Technique, Learning Model, Social Skills*

## **1. INTRODUCTION**

Character building for students is the most essential part of education. The focus of education on the development of moral character is not new and has been a major concern of moral theorists at least from classical Greek and Roman times (Athur, 2013). Character building can be done in two dimensions, namely the personal and civic dimensions. Character in the personal dimension is illustrated in the morals or ethics that exist in a person. Personal character can become a civic character if it has gained recognition in life with the community such as having an attitude of tolerance, respect, being able to socialize, and having politeness (Baher, 2017). The civic dimension of character becomes the embodiment of personal character so that it can also be stated that civic character produces social skills. Character both personally and interpersonally really needs to be cultivated in students from the beginning in order to become good citizens of society.

Although character education has been promoted since several centuries ago, the problem of character education has never been solved or succeeded perfectly in building the character of students. This is due to various innovations and changes that occur in life that continue to be different from age to age so that it demands a change in human characters. Along with those, character education is also always innovating to adapt to these

developments. Innovations in learning continue to be carried out in order to grow the character of students in accordance with the demands of the times and even beyond their times.

In an effort to grow students' character and social skills in learning, a learning model is needed. One possible learning model that can grow students' character and social skills is the value clarification model. The Value Clarification program, originally designed by psychologist Louis Rath, aims to address students' learning and behavioral difficulties by helping them acquire grades in the face of increasingly complex modern living conditions. The program recognizes that students face many, diverse, and sometimes conflicting moral values in various aspects of their lives, such as family, school, and media. The main objective is to assist students in determining their own values and making decisions based on those values (Dabdoub, 2021). Value clarification helps individuals to connect thoughts and feelings gained from learners' self-awareness to their own values. The goal of the value clarification strategy is to make students aware of the values they profess personally and how their values compare to friends, adults, different groups in society, and even other societies at other times. It is hoped that with this increased awareness, students will reconcile and possibly modify less good values, although at the same time, they retain values with more confidence when facing diverse exams and challenges (Mary, 2016).

The clarification of values is based on the philosophy of humanism from John Dewey to enable humans to develop as a whole born and inward. This philosophical basis is in line with the concept of critical pedagogy that strives to humanize each other

(Barchini, 2017), freeing from the strong group in terms of capital (Delissovoy, 2017), encourage learners to think independently (Farrow, 2015), creating socially responsible students and civically engaged citizens (Giroux, 2014). Therefore, learning must be developed for the growth of character and social skills. Complete character between thoughts, emotions and actions so that students with integrity are awakened. This is basically what is expected from learning with a value clarification model. Clarification of value in its implementation as a learning model has been applied in various modifications. The VCT (Value Clarification Technic) learning model is more often used by many researchers. Some research results show that the VCT learning model has a significant impact on students' social attitudes and its impact depends on students' self-concept (Martati, Akbar, & Sumantri, 2016). Students' decision-making skills about social conflicts with the application of value clarification models have succeeded in making students more active in social studies learning. In addition, students are confident to provide value clarification and can make decisions about social conflicts (Slamet & Puspitasari, 2017).

The implementation of Values Clarification Technique (VCT) in social studies learning can bring out positive student behaviors such as aspects of the value of obeying worship, tolerance for others, concern for friends who are difficult, and responsibility in completing tasks on time both individually and in groups (Wijayanti, 2013). However, the success does not reach the full extent at the stage of behaving (doing) in the form of concrete actions. Only at the stage of choosing (choosing) and appreciating (prizing) the values of these characters. Other studies have shown that

when the value clarification model is integrated into MEA (Means-Ends Analysis), it turns out that it can build character students can also strengthen identity by recognizing and exploring sources of local wisdom (Pratama, Sariyatun, & Joebagio, 2017). The application of the Value Clarification Technique learning model can improve students' social skills from cycle I 74.37% with good criteria and in cycle II to 86.95% with very good criteria (Maulana, Bafadal & Untari, 2019). VCT models can assist students in knowing, analyzing, and internalizing student values. The application of the VCT model can answer the challenge of demoralization in the face of globalization era 5.0 (Saputro, Suharno, & Rukayah, 2020).

Basically, the value clarification model has a positive influence on character and social skills. However, the study has not examined substantively the clarification of values. In essence, value clarification emphasizes process, not results. While these studies emphasize more on the results so that it has not been seen how each stage is carried out and what the results are like in character development. Therefore, it is necessary to review the implementation of this value clarification model in learning at each stage so that the substance of value clarification can be realized.

## **2. METHODS**

The method used in this study is the Literature Review Study (SLR). Data was collected by searching articles related to the value clarification learning model through the PoP (Publish or Perish) application in international and national journals indexed by Scopus and Google Scholar. The article was selected based on the theme and relevance to studies

objective about implementation of values clarification technique for developing student's character and social skills. The number of articles reviewed was 25 articles related to the value clarification model, character values and social skills. The data were analyzed using a critical comparative qualitative approach by comparing the results of the study and critiquing the conclusions drawn.

### **3. RESULTS AND DISCUSSION**

#### **3.1 Implementaion of the Value Clarification Technique Model in Learning**

Value clarification is based on an approach formulated by Louis Rath, Harmin and Simon who developed his thinking on the basis of John Dewey's thinking. Value Clarification is based on the philosophy of education based on the concept of humanity. The philosophy of humanism states that human beings have the possibility to think and be wise and that the most appropriate value will come when people use their intelligence freely and reflectively to determine their relationships with each other and with an ever-changing world (Murad, 2014). The Value Clarification Program was originally designed by psychologist Louis Rath in the United States in the late 1960s and was a very popular model of moral education in the late 1960s to late 1970s (Dabdoub, 2021). The value clarification approach is an innovative strategy that can motivate students to reflect on diverse values and only accept those values that they actually feel are relevant to them. The value clarification approach is an innovative strategy that can motivate students to reflect on diverse values and only accept those values that they actually feel are relevant to them (Gautam,

2015).

Value clarification is a counseling approach designed to help people: a) recognize or establish their goals, direction, priorities; b) make choices and decisions to help them achieve their goals, direction and priorities; and take action to implement choices and decisions so as to ultimately achieve their goals, directions and priorities (Kirschenbaum, 2013:5). Value clarification is a learning strategy or approach used for value education. Rath's value clarification strategy (Simon, Howe, & Kirschenbaum, 1978) is a systematic and widely applicable approach. In the approach by Rath is not concerned with the content of the values that a person has, but more concerned with the value process (Mami H. & Rukiyati, 2019).

Value clarification helps individuals to connect their thoughts and feelings which then results in an awareness of the values they have. The goal of the value clarification strategy is not to teach specific values, but to make students aware of the values they hold personally and aware that the values they have are different from those of their peers, adults, different groups in society and even other societies in different times (Mary, 2016). In the value clarification learning model, there are 3 stages of the learning process and 7 learning steps in that stage. The stages in value clarification are 1) choosing freely; 2) prizing; and acting on values (Murad, 2014). In stage I (choose freely): the learning process includes 1) students choose freely the values that are considered good; 2) choose alternatives from value options freely; 3) consider the consequences of the choice. In stage II (appreciating), the learning process includes the following steps: 4) being happy and proud of one's chosen values; 5) Dare to display values in public spaces. In stage III (implementation), the learning

process includes: 6) the willingness and ability to implement the values of his choice; 7) repeating or familiarizing oneself in daily actions with their chosen values.

According to Raths, Harmin and Simon (1978), the value classification methodology has four key elements, namely: 1) focus on life; 2) acceptance of the values in oneself and the values of others; 3) opportunities for future consideration in order to make more informed and more conscious choices about what is needed and wanted; 4) the development of personal strength to live life in the desired direction (Dabdoub, 2021). Thus, it appears that the value clarification model gives students freedom in choosing values that they believe in and that are considered good and students are able to account for these choices in their daily actions. The value clarification learning model instills value awareness without coercion to students. This learning model is particularly relevant to Freire's critical pedagogy approach that wanted to free students from pressure or coercion by teachers.

The value clarification learning model provides space for teachers to freely give choices to students to choose the values they believe, like, and want to live in their lives. In this learning model, teachers are not allowed to coerce students. In this learning model, teachers are not allowed to coerce students. In other words, the teacher's role is to facilitate students, not impose the values espoused by the teacher on students. Teachers are the agents most responsible for fostering education to make citizens democratic and as centers for creating responsible students in social life (Giroux, 2014, p.495). Teachers want to encourage students to develop their own value critiques, and they see this as important to counter

criticism about indoctrination (Jeyaraj & Harland, 2016). The value clarification model gives students the freedom to choose their values and beliefs. The value clarification approach also provides a teaching orientation designed to foster a value process among students. In summary, in applying the value clarification approach a teacher should: (a) be accepting and encouraging; (b) encourage diversity, not assuming absolute right or wrong answers to questions of value that others have; (c) respect the student's right to participate or not; (d) respect student responses; (e) encourage each student to answer truthfully; (f) listen carefully to students' responses; (g) ask clarifying questions to raise movement through sub-processes; (h) avoid questions that may be limiting or thought-provoking; and (i) asking questions about both personal and social issues (Griffin, 2009).

Based on the results of the study above, it can be found that in supporting the development of critical pedagogy in learning, it is necessary for the role of teachers and learning models that provide for student independence in the learning process. Therefore, to develop critical pedagogy in learning, teachers must have critical awareness in carrying out their roles in the classroom or at school. Teachers must provide ample space for students to be creative in learning. Teachers must give freedom to students to think and act according to the level of reasonableness and applicable norms and values.

### **3.2 Syntax Value Clarification Technique for Developing Student's Character**

In accordance with the learning stages in the value clarification model, that at each stage there is a process that must be passed by students. At these

stages should reflect the development of the character of the student that occurs. Many studies have not shown how the process experienced by students. In relation to character development, each stage in the value clarification learning model must be able to be seen or measured how the development of student character. Referring to the stages in the value clarification model, character development can be described as follows:

<b>Phase</b>	<b>Value Clarification Procedure</b>	<b>Character development Indicators</b>
<b>I. Choosing</b>	1. Choose freely the values that are considered good	Students are able to choose character values that suit them
	2. choose alternatives from value options freely	Students can choose alternative character values
	3. considering the consequences of the choice	Students may consider or think about the consequences of choosing character values
<b>II. Prizing</b>	1. happy and proud of the value he chose	Students like or like the value of the chosen character
	2. Dare to display values in the public	Students dare to show or express character values in front of a crowd
<b>III. Acting</b>	1. willingness and ability to carry	Students have the will and ability to

out the values of his choice	live character values
2. repeating or familiarizing himself in daily actions with his chosen values.	Students can carry out character values in everyday life

Based on the table above, it can be explained that cultivating student character must start from the student, not by the will of outside the student. The teacher has a role as an agent for character growth. Character development based on the value clarification learning model is carried out in stages. In stage I, namely the stage of choosing character values freely, it is carried out with three processes or steps, namely; First, students choose freely the values of virtues. In this case, of course the teacher shows various values or a list of virtue values in life to students. Teachers can also direct to the most important values in accordance with local wisdom in the student environment. The meaning of choosing freely can be misunderstood and there are certainly difficulties that teachers will find when each student chooses different values. So, in the next step, second, alternative choices are given. This means that students can choose according to the needs of the environment. So the third step, it is very important for students to weigh options against the virtue values they choose. Basically, in this stage I, it is the stage of choosing freely but responsibly by involving the thought process. Stage I is the stage of character development from the cognitive side.

Stage II in the Value clarification learning model is prizing. There are two indicators of

character development that can be measured at this stage, namely first, students like or are happy or feel proud of the character values they choose. Second, students are able to display in themselves emotionally these character values in a public environment. Character development in stage II is character development in emotional or affective aspects. Finally, in stage III, namely acting, student character development can be carried out in the form of daily actions or actions. At this stage, character development can be seen in two indicators, namely students are able to carry out character values and character values into a way of doing things in everyday life. In other words, at this stage character values have been manifested in the form of actions or deeds in everyday life. Stage III is essentially the stage where student character development has become action.

The stages in the value clarification learning model must be carried out properly so that the process of developing student character can be carried out as a whole. Hall (1973) states that the value clarification approach was actually conceptualized to be a process that provides learning experiences that allow students to reflect on life and the actions they associate with ideas, feelings, and personal values. Value clarification is a process that identifies important values by analyzing behaviors, feelings, ideas, and choices (Edwards & Kirven, 2019). The main process in character education is 1) emphasizing the serious practice of virtue and the need for early habituation training in honesty, simplicity, courage and others; 2) need guidance and instruction from outstanding teachers, so that students are more likely to acquire good habits such as honesty, courage and fairness from parents,

guardians or teachers themselves who exemplify virtue; 3) there should be formal educational opportunities to inform and practice reflection, consideration and assessment of phronesis (Arthur & Carr, 2013).

Development of intellectual character values such as curiosity, open-mindedness, and intellectual courage. Intellectual character education and traditional character education both emphasize the development of moral and civic virtues such as kindness, generosity, and tolerance (Baehr, 2017). Character and moral education are inherent with life in the classroom and school and even in hidden curricula (Lapsley & Ryan, 2016). Thus, it can be stated that character development can eventually be realized in the value clarification learning model if implemented by students in everyday life so that it becomes a habit in doing wherever the student lives in society.

In cultivating the character of students in school, especially in the learning process, the value clarification learning model has contributed to this. Through the stages of learning in value clarification, student character can grow based on awareness in students. Students are given the opportunity to choose freely (choosing freely) the character values they have and students feel happy and happy (prizing) with the values that are their choice. In the end, students can realize these character values in everyday actions consistently. With such a process, students' character values grow in the learning process using the value clarification model.

The process of obtaining grades by students is based on a value clarification model that students have been declared to have a value if they have gone through stages in the process of obtaining grades

(process of valuing). In this process, students are said to gain value in themselves if there is integrity or unity between reasoning, emoting, and behaving or in Jhon Dewey's concept which is an interdependent process (interdependence) between head (cognitive), heart (affective) and action (psychomotor). Thus, the value clarification learning model has a very important function in cultivating student character with integrity where character values in students can not only be expressed reasonably, but can be felt, realized, and manifested in daily actions in life.

### **3.3 Developing Student's Social Skills through Value Clarification Technique**

Social skills are one of the important skills in every person. Everyone cannot be separated from social life so they must be able to socialize well in society. For this reason, school-age children must be equipped with social skills in order to run life in the community well. For this reason, school-age children must be equipped with social skills in order to run life in the community well. In an effort to develop social skills, a learning model is needed to grow these skills. The value clarification learning model is very possible to cultivate these skills, especially in school learning.

Some studies reveal that students' social skills are determined by pedagogical factors related to 1) teaching and learning, 2) characteristics of constructivist learning environments, 3) characteristics of integrative pedagogy, and 4) circumstances related to the atmosphere of the learning environment. Typical collaborative learning in constructivist learning environments plays an important role in the learning process. Collaborative

and active forms of learning are essential in social skills learning (Virtanen, Tynjala, 2021). Friendship & Social Skills Program (FSSP) training can improve social skills competence for adolescents with learning disabilities (Garolera, Pallisera & J. Fullana, 2019). Value Education programs for pre-school children have an influence on children's social skills, psychosocial development, and social problem-solving skills (Iman, 2014). Parenting has a direct influence on social skills, which tend to increase when affection plays a mediating role between these two constructs. These results suggest that parenting style is closely related to affection and social skills. Affection plays a mediating role in the relationship between parenting style and social skills (Salavera, Usán & Robres, 2022). The Value Clarification learning model contains contextual problems in social studies learning that affects the production of social attitudes and social studies learning outcomes (Indrawati, Lasmawan, & Tika, 2013).

The above studies show that social skill development methods have a positive influence or impact. However, the study has not revealed comprehensively whether social skills are acquired on the basis of an awareness or there is a process of awareness that involves cognitive and affective aspects so that then an action appears in the form of skills. Is the student given the freedom to choose and then love or be proud of his choice or is the student forced because he is pressured by a situation or by the will of his teacher?. To answer all that, the value clarification learning model provides space for students to choose for reasons that can be accounted for the values in social life that they need as provisions for acting and behaving in social life. The

value clarification learning model involves aspects of reasoning, feeling, and action. Social skills acquired by students must pass through processes of reasoning, feeling or consciousness and then manifested in the form of an action. Social skills are required to reach a range of social, emotional and individual goals. Additionally, awareness of the level of social skills is important and its effects on social relationships and on the health of the body and the mind (Gilani and Motaghi, 2019). Thus, through the value clarification learning model, it can cultivate social skills that include aspects of reasoning, emotions, and actions. The result of learning with this value clarification model grows a social skill in students that is intact not only in the form of action but what is done really on self-awareness. In such conditions, student freedom has been manifested in learning.

In the development of social skills based on the value clarification model, it must follow the stages from stage I to stage III. Stage I is choosing social skill values. In the selection of this value must be based on logical considerations or reasons. Freely choosing social skill values at this stage is not choosing without reason, but taking into account the context in which they apply. Freely choosing social skill values at this stage is not choosing without reason, but taking into account the context in which they apply. Phase II is to appreciate the values of social skills through a process where students like these values based on self-awareness and are able to express them in public or the general public. Stage III is to act in accordance with the values of social skills that are believed or liked. In this stage of doing, students act in everyday life with the values of social

skills both in thought, attitude. So, stage III is actually a unity between thoughts, attitudes and is manifested in the form of actions. Thus, social skills are not just a form born of action, but are based on the deepest self-awareness or honesty of the unity of the results of mind and heart.

This is the most important thing to realize in the value clarification learning model. once again that based on the initial idea of the predecessor of value clarification, Louis Rath, that the process of internalizing value does not look at results, but most importantly at the process of value acquisition itself. In retrospect, in some studies on the application of clarification of the value that it is the process that has not been demonstrated. This is what needs to be done in the future research on the application of the value clarification learning model where the point of study is on the process of how students get grades so that students really realize the values in themselves including their relation to social skills.

#### **4. CONCLUSION**

The value clarification technique as learning model can develop the student's character and social skills. It's because in the learning process students have the freedom to choose, consider, and perform the character values and social skills they hold. In the learning process, students are given freedom in choosing values that are considered important in their lives with full awareness and responsibility. Through the process of valuing which includes choosing freely, prizing, and then manifested in the form of acting, the value clarification learning model fosters students' character and skills as a whole

which includes reasoning or cognitive (head), emoting (feeling) or affective (heart), and acting or psychomotor (actions). The value clarification learning model seeks to instill and cultivate values in students with full awareness and responsibility for their choices, not based on coercion from other parties such as teachers or school authorities. Based on this study, researchers can deep this result to the other aspect such as impact on curriculum, learning media and evaluation base on values clarification technique toward development character in students.

## REFERENCES

- Arthur, J. & Carr, D. (2013). Character in learning for life: a virtue ethical rationale for recent research on moral and values education. *Journal of Beliefs & Values: Studies in Religion & Education*, 34:1, 26-35, DOI: [10.1080/13617672.2013.759343](https://doi.org/10.1080/13617672.2013.759343)
- Baehr, J., (2017); The Varieties of Character and Some Implications for Character Education, *J Youth Adolescence*, DOI 10.1007/s10964-017-0654-z
- Berchini, Christina N. (2017) dengan judul Critiquing Un/Critical Pedagogies to Move Toward a Pedagogy of Responsibility in Teacher Education. *Journal of Teacher Education* 1-13 © 2017 American Association of Colleges for Teacher Education
- Dabdoub, Juan P. 2021. Brief history of Values Clarification: Origin, development, downfall, and

reflections. Spanish: Revista Española De Pedagogía.

Delissovoy, Noah De. (2017). Pedagogy of the anxious: rethinking critical pedagogy in the context of neoliberal autonomy and responsabilization. Dipublikasikan di *Journal of Education Policy*, 13 Jul 2017.

Edwards, A. & Kirven, J.. 2019. Adolescents Values Clarification and Development: A Model for Group Counseling. *Child & Youth Services*, 40:1, 4-22, DOI: 10.1080/0145935X.2018.1522587

Garolera, G. D., et al. (2019); Developing social skills to empower friendships: design and assessment of a social skills training programme, *International Journal of Inclusive Education*, DOI: 10.1080/13603116.2019.1625564

Gilani and Motaghi (2019). Therelationship between social skills and misconduct with their teachers in high school students in the City Aligudarz 2018. **DE GRUYTER:** *International Journal of Adolescent Medicine and Health*. 2019; 20180242. **DOI:** 10.1515/ijamh-2018-0242

Giroux, Henry A. (2014) When Schools Become Dead Zones of the Imagination: a critical pedagogy manifesto. *Policy Futures in Education Volume 12 Number 4 2014*.

Griffin, Robert (2009) Worries about values clarification, *Peabody Journal of*

*Education*, 53:3, 194-200, DOI: [10.1080/01619567609538077](https://doi.org/10.1080/01619567609538077). Published online: 02 Nov 2009

Iman, E. D., (2014), The Effect of the Values Education Programme on 5.5-6 Year old Children's Social Development: Social Skills, Psycho-social Development and Social Problem Solving Skills, *Educational Sciences: Theory & Practice* • 14(1) • 262-268 ©2014 Educational Consultancy and Research Center [www.edam.com.tr/estp](http://www.edam.com.tr/estp) DOI: 10.12738/estp.2014.1.1679

Indrawati, Lasmawan, & Tika. 2013. Pengaruh implementasi teknik klarifikasi nilai (tkn) bermuatan masalah kontekstual terhadap sikap sosial dan hasil belajar ips pada siswa kelas v sd gugus iii patimura kec. Denpasar selatan. *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Dasar (Volume 3 Tahun 2013)*

Jeyaraj, Joanna Joseph & Harland, Tony (2016): Teaching with critical pedagogy in ELT: the problems of indoctrination and risk. *Pedagogy, Culture & Society*, DOI:10.1080/14681366.2016.1196722

Kirschenbaum, Howard. 2013. *Values clarification in counseling and psychotherapy: practical strategies for individual and group settings*. New York: Oxford University Press

- Mami H. & Rukiyati (2019). Difusi Model Pendidikan Nilai pada Anak Usia Dini. *JURNAL KEPENDIDIKAN*, 3 (1), 1-14.
- Mary, P. Justin (2016) Value Clarification In Education. *National Conference on "Value Education Through Teacher Education" Vol-1 Issue-2 2016 IJARIE-ISSN(O)-2395-4396*
- Maulana, A, Bafadal, I. & Untari, S. 2019. Model Pembelajaran Value Clarification Technique untuk Meningkatkan Kemampuan Berpikir Kritis dan Keterampilan Sosial Siswa. *Jurnal Pendidikan, Vol. 4, No. 6, Bln Juni, Thn 2019, Hal 778—784*
- Pratama, Y., Sariyatun, & Joebagio, H. (2017). The development of Means-Ends Analysis and Value Clarification Technique Integration Model to explore the local Wisdom in Historical Learning. *Journal of Education and Learning. Vol. 11 (2) pp. 179-187. DOI:10.11591/edulearn.v11i2.5752*
- Salavera, C., Usán, P., dan Robres, A.Q., (2022); Exploring the Effect of Parental Styles on Social Skills: The Mediating Role of Affects, *Int. J. Environ. Res. Public Health* **2022**, *19*, 3295. <https://doi.org/10.3390/ijerph19063295>
- Saputro, G., Suharno, Rukayah. Value Clarification Technique (VCT) models answered the challenge of demoralization in the face of

globalization era 5.0. *The 4<sup>th</sup> ICLIQE (2020), September 5, 2020, Surakarta, Indonesia*

- Slamet, D.B. & Puspitasari, R. 2017. Penerapan Model Klarifikasi Nilai Untuk Meningkatkan Keterampilan Pengambilan Keputusan Tentang Konflik Sosial Pada Pembelajaran Ips Di Mtsn 2 Cirebon. *Jurnal Edueksos Volume VI No 2, Desember 2017, hal. 217-230.*
- Virtanen, A., & Tynjala, P. (2021), Pedagogical practices predicting perceived learning of social skills among university students, *International Journal of Educational Research* 111 (2022) 101895 <https://doi.org/10.1016/j.ijer.2021.101895>
- Wijayanti, Agustina Tri. 2013. Implementasi Pendekatan Values Clarivication Technique (VCT) dalam Pembelajaran Ips Sekolah Dasar. *Jurnal Socia Vol. 10 No. 1 Mei 2013: 72 – 79*