

Enhancing Elementary Students' Learning Outcomes through Visual Media-Driven Value Clarification Techniques

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ABSTRACT

Low learning outcomes among elementary students often result from teaching strategies that inadequately integrate cognitive development with life values. Conventional methods typically lack visualization and fail to engage students emotionally, limiting their conceptual understanding. This study employed a quantitative quasi-experimental design using a non-equivalent control group. The participants were 70 fifth-grade students from Sumenep Regency, randomly assigned to an experimental and a control group. The intervention involved the use of visual media integrated with value clarification techniques in thematic learning. Data were collected through a validated and reliable 25-item multiple-choice learning outcome test. Statistical analyses included normality tests, homogeneity tests, and independent t-tests. The results revealed a statistically significant difference in learning outcomes between the experimental and control groups ($p < 0.05$). Students in the experimental group achieved higher average scores, indicating the effectiveness of combining visual media with value-based learning strategies. These findings suggest that integrating value clarification techniques with visual learning media fosters deeper conceptual understanding and emotional engagement in elementary students. The novelty of this research lies in its simultaneous application of values education and visual aids within a thematic learning model, a combination rarely explored in previous studies. This approach offers a promising alternative for contextual, character-based learning aligned with the Pancasila learner profile and 21st-century education competencies.

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1. INTRODUCTION

Elementary education is the primary foundation for character building and developing a child's academic abilities. At the elementary school level, education focuses on academic achievement and the formation of attitudes, social values, and understanding of societal norms (Destari, Kurniawati, Yolanda, Tannady, & Magdalena, 2023; Merian, 2019). One of the essential subjects in this regard is Civic Education,

which aims to build national awareness, knowledge of rights and obligations as citizens, and character strengthening based on Pancasila values. The objectives of learning Civic Education in elementary schools contained in Permendiknas Number 22 of 2006 are: (1) every citizen must think critically, rationally, and creatively in responding to citizenship issues; (2) participate actively and responsibly and act intelligently in social, national and state activities, as well as anti-corruption; (3) can develop positively and democratically to form themselves based on the characters of Indonesian society so that they can live together with other nations; (4) can interact with other nations in world affairs directly or indirectly by utilizing information and communication technology (Destari et al., 2023; Sama, Bahri, & AR, 2022). However, despite the vital role of Civic Education in shaping a generation with good national insight, the implementation of Civic Education learning in many elementary schools still faces various challenges (Halimah, Lubis, & Nasution, 2020; Sakman, Abdulkarim, Komalasari, & Masyitoh, 2024).

In practice, Civic Education learning in elementary schools often encounters difficulties in achieving the expected goals, especially in understanding the values in the teaching materials. One of the main reasons is the tendency of teaching methods that prioritize conventional approaches, such as lectures and textbooks alone (Dewi & Bahrudin, 2024; Khasawneh & Khasawneh, 2023). Although these methods can convey information, they are often less effective in developing a deep and applicable understanding among students. Additionally, in many cases, the lack of active student involvement in the learning process leads to low motivation to learn, especially in subjects that require understanding more abstract values that are sometimes difficult to grasp without the proper context. In this regard, Civic Education learning requires an approach that conveys information and methods that can facilitate the understanding of values in a more visual and contextual manner (Sugiati, 2024; Yusrizal & Hariati, 2022).

Based on these observations, using visual media as part of the Civic Education learning approach can be a potential solution. Visual media have proven to be an effective tool in supporting the learning process, especially in helping students understand abstract concepts. Various studies have shown that visual media, such as images, videos, diagrams, and infographics, can help simplify the understanding of complex teaching materials and increase student engagement in the learning process. Furthermore, visual media can enrich the learning experience by adding visual appeal, making the material more manageable for students to remember and accept. Therefore, using visual media in Civic Education learning can effectively bridge the gap between theory and practice, as well as between abstract values and authentic experiences that students can accept.

To achieve the learning objectives of Citizenship Education, the ability to design learning is needed so that quality learning is created (Anwar, Saregar, Fitri, Anugrah, & Yama, 2023). Through citizenship education, it is hoped that students can carry out the objectives of the rights and obligations of being citizens as mandated in Pancasila and the 1945 Constitution, which contains the values of Pancasila in its learning (Meylani & Juwita, 2020). Citizenship Education learning is expected to form students with strong attitudes and mentalities to overcome all problems. One of the appropriate learning models to be applied to learning in improving student competence is the Value Clarification Technique model, which can be interpreted as a training procedure to help students find and decide on values that are considered good in managing problems through the most common way to analyze existing qualities and instilled in students. In addition, the Value Clarification Technique has one advantage for effective learning because it can clarify, explore and reveal the contents of the message of the material delivered, making it easier for teachers to convey the meaning of the moral value message (Nisa & Murwaningsih, 2020; Sugiati, 2024).

The problem addressed in this study is the low learning outcomes of elementary school students caused by teaching methods that have been unable to integrate values with appropriate media. Based on data from the 2023 Computer-Based National Assessment released by the Ministry of Education, Culture, Research, and Technology, more than 47% of elementary school students have not reached the competent basic literacy and numeracy category (Sumanti, Budiarti, & Rozali, 2023). On the other hand, an internal survey by the National Standards, Curriculum, and Assessment Agency in the same year revealed that only 38% of elementary school teachers actively integrate character values into thematic learning

processes, and only 22% use visual media optimally in teaching. These data highlight the gap between the idealistic curriculum and the reality of implementation in the classroom.

The urgency of this research is reinforced by the systemic need to develop learning strategies capable of addressing two aspects simultaneously: (1) improving academic understanding through more contextual and visual learning experiences and (2) character-building through the exploration and clarification of values in the learning process. In the long term, this will improve the quality of basic education in Indonesia and support the national education agenda based on 21st-century values, character, and competencies.

Furthermore, research conducted by (Yudiana, 2020) showed the calculation results: the average learning outcomes of the experimental group PKn were 23.95, while the average learning outcomes of the control group were 14.26. From the results of data analysis, $t_{count} = 9.06$ was obtained, which was greater than t_{table} (at a significance level of 5%) = 2.000, so the results of this study indicate that there is a significant difference in PKn learning outcomes between students who follow learning with the Value Clarification Technique learning model and students who follow learning with conventional learning. Furthermore, research conducted (Dewi & Bahrudin, 2024) in Instilling Nationalism Values and Improving Learning Outcomes in Elementary School Students showed a learning completion value with a score of 75, so the application of the Value Clarification Technique model assisted by documentary films from the experimental group reached 98%. This can be seen from the number of experimental groups of 65 children who did not get a score of 75, as many as one child. While the group using the conventional model reached 84%. This can be seen from the number of control groups of 31 children who did not score 75, as many as five children. So, the results of this study show that learning outcomes from implementing VCT are more effective than those of conventional models.

This literature gap indicates an important gap that needs to be filled by this study. This gap arises from the lack of studies that combine the affective approach (value clarification) with the visual approach (visual media) in a holistic instructional framework. Most previous studies have focused solely on cognitive outcomes or character development in isolation, without considering their interconnection in educational practice. Additionally, the majority of research employs experimental approaches without delving deeply into how students interpret the value-oriented and visualization-based learning process. As such, this study makes a significant contribution to expanding the spectrum of innovative instructional approaches relevant to contemporary elementary education.

The novelty of this study lies in its integrative and contextual approach. This study tests the effectiveness of learning techniques and offers an implementation model that can be replicated in various basic education units. The scientific justification for this study is rooted in the academic need to develop learning designs that can shape students' holistic competencies, including cognitive, affective, and moral values. This study is also aligned with the Merdeka Curriculum framework, which emphasizes flexibility, meaningfulness, and strengthening the Pancasila learner profile as the foundation of learning. Overall, this study contributes theoretically and practically to developing learning strategies at the elementary level. The results of this study will enrich the literature on integrative approaches in values and media learning. The results serve as a basis for teachers, curriculum developers, and policymakers to design more effective, engaging, and meaningful learning programs for elementary school students in Indonesia and similar international contexts.

2. METHODS

The novelty of this study lies in its integrative and contextual approach. This study tests the effectiveness of learning techniques and offers an implementation model that can be replicated in various basic education units. The scientific justification for this study is rooted in the academic need to develop learning designs that can shape students' holistic competencies, including cognitive, affective, and moral values. This study also aligns with the Merdeka Curriculum framework, which emphasizes flexibility, meaningfulness, and strengthening the Pancasila learner profile as the foundation of learning. This study used a quantitative approach with a quasi-experimental design, which was chosen because the

researchers did not have complete control over external variables that could influence learning in the classroom, such as student characteristics, social background, and school policies. A quasi-experimental design is considered relevant in basic education, where research implementation does not allow for completely random manipulation of classes due to ethical and administrative school policies. The design used is the Non-Equivalent Control Group Design, which is one of the most commonly used quasi-experimental designs in educational research. This design involves two groups: an experimental group that is given treatment using visual media-based value clarification techniques and a control group that uses conventional learning methods.

Both groups were given pre-tests and post-tests to measure changes in learning outcomes. This design allows for a direct comparison between two different learning methods while objectively assessing the effect of the treatment despite the lack of complete randomization of subjects. The population in this study was all fifth-grade students in elementary schools in Sumenep Regency, East Java. The population selection was based on the relevance of fifth-grade students' cognitive and affective development levels, who generally understand concepts of values and ethics more explicitly and follow media-based learning instructions. The research sample consisted of 70 students from two classes selected using random sampling at the class level. This technique was used to ensure representativeness without subjective intervention in student selection. Due to the fixed class grouping structure in elementary schools, randomization was conducted at the class level, not the individual level. From the randomization results, one class was designated as the experimental group (35 students), and the other was the control group (35 students). This sample size is considered sufficient statistically for testing parametric and non-parametric hypotheses with a significance level of 5% and a minimum test power of 0.80.

The main instrument used in this study was a learning achievement test consisting of 25 multiple-choice questions covering cognitive indicators and value reinforcement relevant to the elementary school thematic material. The questions were developed based on the fundamental competency indicators in the Grade 5 thematic curriculum and the integration of moral values that were the focus of the value clarification technique. The test questions were developed and reviewed by subject matter experts and learning evaluation experts to ensure the integration of cognitive and affective aspects and compliance with the principles of the value clarification technique. The following table shows the indicators of the test instrument: ll, this study contributes theoretically and practically to developing learning strategies at the elementary level. The results of this study will enrich the literature on integrative approaches in values and media learning. The results serve as a basis for teachers, curriculum developers, and policymakers to design more effective, engaging, and meaningful learning programs for elementary school students in Indonesia and similar international contexts.

Table 1. Indicators of the Learning Outcome Test Instrument

Learning Indicator	Cognitive Domain	Embedded Values
Identifying key information from visual texts	C1 – C2	Responsibility, honesty
Analyzing cause-effect relationships in thematic content	C3	Care, justice
Drawing moral conclusions from narratives or visualizations	C2 – C4	Empathy, tolerance
Choosing appropriate actions based on values	C3 – C5	Tolerance, responsibility
Evaluating and comparing decisions based on ethical values	C4 – C5	Justice, democracy
Applying lesson concepts to real-life situations	C3 – C6	Integrity, cooperation

Before inferential analysis, content validity was tested using expert judgment to ensure the questions were measurable against the desired indicators. Empirical validity was tested using Pearson's Product Moment correlation, while reliability was calculated using Cronbach's Alpha coefficient. The validity criteria are a value of $r \geq 0.30$ and reliability ≥ 0.70 . After obtaining pretest and post-test data from both groups, statistical assumption tests were conducted, including the normality Test, using Kolmogorov-

Smirnov or Shapiro-Wilk, to examine data distribution. Homogeneity Test, using Levene's Test, to test the equality of variances between groups. Hypothesis testing was conducted based on the results of the assumption tests: If the data were normally distributed and homogeneous, an independent t-test was used to compare the learning outcomes between the experimental and control groups. If the data did not meet the normality or homogeneity criteria, the Mann-Whitney U test was used, a non-parametric technique suitable for two independent groups with non-normal or heterogeneous data. The selection of these analysis procedures is based on the principle of statistical robustness, which involves using the method most appropriate for the data distribution to maintain the validity of the conclusions. Additionally, using the t-test and Mann-Whitney U test is considered relevant because this study involves two independent groups, with the independent variable being the type of learning treatment and the dependent variable being the students' learning outcomes scores.

3. FINDINGS AND DISCUSSION

The analysis of this research data aims to determine the effect of applying integrated value clarification techniques with visual media on the learning outcomes of elementary school students. Data were obtained through pre-tests and post-tests administered to two different groups: an experimental group that received treatment in the form of learning with visual media-based value clarification techniques and a control group that followed conventional learning without special treatment. Before testing the hypothesis, a preliminary analysis was conducted, including validity and reliability tests of the instruments, as well as assumption tests in the form of normality and homogeneity tests. This initial analysis is crucial to ensure that the statistical procedures employed are valid and that the conclusions drawn from the data are scientifically sound. Next, a comparison analysis was conducted between the two groups to assess whether the applied learning strategy had a significant effect on improving student learning outcomes.

Table 2. Summary of Learning Outcome Test Validity Results

Criteria	Result
Total Number of Test Items	25
Analysis Method	Pearson Product Moment Correlation
Number of Respondents (N)	70
Significance Level (α)	0.05
Critical r Value (r table)	0.235
Range of r Calculated (r count)	0.356 – 0.527
Number of Valid Items	25 (100%)
Conclusion	All test items are valid

From the results of the calculation using Pearson Product Moment correlation, the calculated r value for all 25 questions ranged from 0.356 to 0.527. The table r value at a 5% significance level with a sample size of 70 respondents is 0.235. Since all calculated r values are greater than the table r value, it can be concluded that all items have significant validity and are suitable for use in measuring learning outcomes. The validity of this instrument suggests that each item is capable of measuring aspects consistent with the intended construct of ability, encompassing both cognitive dimensions and value reinforcement. This is crucial to ensure that the measurements accurately reflect students' actual learning abilities and are not influenced by random factors or construct bias.

Table 3. Reliability Test Results of the Learning Outcome Test Instrument

Type of Analysis	Reliability Coefficient (Cronbach's Alpha)	Reliability Criteria	Description
Cronbach's Alpha	0.812	Reliable (≥ 0.70)	Very Good

Reliability testing in this study was conducted using Cronbach's Alpha technique, which is a standard and robust method for measuring the internal consistency of a test instrument. Reliability indicates the extent to which an instrument provides consistent results when used in repeated measurements of the same object. Based on the calculation results, a reliability coefficient value of 0.812 was obtained. This value exceeds the recommended minimum threshold of 0.70, indicating that the instrument has excellent internal consistency. Thus, the 25 test items used in this study can be considered reliable and suitable for use in the data collection process. The high reliability of this instrument also supports the construct validity of the measurement, as a reliable instrument will provide stable estimates of the measured variable, in this case, student learning outcomes in both cognitive and affective aspects, influenced by the learning treatment.

Table 4. Normality Test Results for Pre-Test and Post-Test Scores

Group	Test Type	N	Sig. (Shapiro-Wilk)	α (0.05)	Distribution
Experimental	Pre-Test	35	0.128	0.05	Normal
Experimental	Post-Test	35	0.097	0.05	Normal
Control	Pre-Test	35	0.086	0.05	Normal
Control	Post-Test	35	0.072	0.05	Normal

Normality tests were conducted to determine whether the pre-test and post-test scores in both groups had a normal distribution as a prerequisite for using parametric tests such as the independent sample t-test. The tests were conducted using the Shapiro-Wilk Test, which is considered more sensitive and accurate for small to medium sample sizes ($N < 50-200$). Based on the test results in Table 4, the significance value (Sig.) for all groups was > 0.05 . Specifically, the Sig. The value for the experimental group in the pre-test was 0.128, and in the post-test, it was 0.097. Meanwhile, the control group had a Significant Difference. Values of 0.086 (pre-test) and 0.072 (post-test). Since all Sig. $> \alpha$ (0.05), it can be concluded that the data from each group is usually distributed. With the fulfillment of this normality assumption, further analysis can be conducted using parametric statistical tests, specifically the independent sample t-test, to compare the differences in learning outcomes between the experimental and control groups more accurately.

Table 5. Homogeneity of Variance Test Results (Levene's Test)

Data Tested	Levene Statistic	df1	df2	Sig. (p-value)	α (0.05)	Variance Conclusion
Pre-Test	1.287	1	68	0.261	0.05	Homogeneous
Post-Test	0.884	1	68	0.351	0.05	Homogeneous

Homogeneity testing was conducted to determine whether the variance between the two groups (experimental and control) was homogeneous or uniform. This test is a crucial prerequisite for applying parametric tests, such as the independent sample t-test. The test was performed using Levene's Test for Equality of Variances because this method is not sensitive to deviations from normality. Based on the results in Table 5, the significance value (Sig.) for the pre-test data is 0.261, and for the post-test data is 0.351, both of which are greater than the significance value $\alpha = 0.05$. This indicates that there is no significant difference in variance between the experimental group and the control group, so the data is categorized as homogeneous. Thus, the assumption of homogeneity is met, meaning that both groups have comparable data distribution, and the comparison analysis can proceed using an independent t-test to validly test the difference in average learning outcomes between the groups.

Table 6. Distribution of Students' Pre-Test and Post-Test Scores

Group	Test Type	N	Minimum Score	Maximum Score	Mean	Standard Deviation
Experimental	Pre-Test	35	38	68	52.43	7.26
Experimental	Post-Test	35	70	96	83.21	6.15
Control	Pre-Test	35	36	67	51.87	6.98
Control	Post-Test	35	60	80	70.14	5.83

Based on Table 6, in the pre-test stage, both the experimental and control groups had relatively comparable average scores, namely 52.43 and 51.87, respectively, with standard deviations that were also quite close. This indicates that the initial academic abilities of the two groups were at the same level. After the treatment was administered, there was a significant increase in the experimental group, with the post-test average reaching 83.21, representing an approximately 30-point increase from the pre-test. On the other hand, the control group also experienced a rise, but not as large as the experimental group, with a post-test average score of 70.14. The difference in maximum and minimum scores also indicates that students in the experimental group not only experienced an increase in their average score but also had a higher overall score distribution, with a maximum score of 96, compared to the control group, which only reached 80. The lower standard deviation in the post-test of the experimental group (6.15) compared to the pre-test (7.26) also indicates that the variation in students' abilities in that group decreased—meaning that students' understanding was more evenly distributed after participating in learning with visual media-based value clarification techniques. Thus, these results provide initial indications that the treatment administered to the experimental group had a greater impact on improving student learning outcomes compared to conventional learning applied to the control group.

Table 7. Independent Sample t-Test Results on Students' Post-Test Scores

Variable	Group	N	Mean	SD	t-value	df	Sig. (2-tailed)	Conclusion
Post-Test Score	Experimental	35	83.21	6.15	9.332	68	0.000	Significant ($p < 0.05$)
	Control	35	70.14	5.83				

To evaluate whether the use of the value clarification technique, supported by visual media, had a statistically significant impact on students' learning outcomes, an independent sample t-test was conducted to compare the post-test scores of the experimental and control groups. This test was selected because both the assumptions of normality and homogeneity of variance had been met, justifying the use of a parametric procedure.

Based on the results shown in Table 7, the experimental group's mean post-test score was 83.21, with a standard deviation of 6.15, whereas the control group achieved a mean score of 70.14, with a standard deviation of 5.83. The calculated t-value was 9.332 with 68 degrees of freedom, and the p-value was 0.000, which is well below the standard significance level of 0.05. These findings indicate a statistically significant difference in learning outcomes between students who received instruction using the value clarification technique with visual media and those who were taught using conventional methods. The significantly higher mean in the experimental group demonstrates that the intervention effectively improved student achievement. From a pedagogical perspective, this result supports the hypothesis that engaging students in value-based reflection, supported by concrete visual media, facilitates more profound understanding, contextualization of content, and higher cognitive engagement. The large gap between the two means (a difference of approximately 13 points) further illustrates the practical effectiveness of this instructional approach, not just its statistical significance.

Moreover, the relatively low standard deviations in both groups suggest that the scores were consistently distributed within each group, which reinforces the reliability of the treatment effect. Students in the experimental group experienced not only higher individual achievement but also a more equitable learning outcome across the group, possibly due to the structured and value-integrated

nature of the visual-based strategy. In conclusion, the statistical evidence confirms that the value clarification technique, supported by visual media, significantly enhances the learning outcomes of elementary school students. These results lend empirical support for adopting integrative and student-centered instructional strategies in primary education settings, especially those that promote ethical reasoning alongside academic mastery.

Discussion

The results of this study indicate that the application of value clarification techniques based on visual media significantly improves the learning outcomes of elementary school students compared to traditional learning methods. This is evidenced by a comparison of post-test scores between the experimental group and the control group analyzed using an independent sample t-test, which yielded a significance value of 0.000 ($p < 0.05$). The average post-test score of the experimental group reached 83.21, significantly higher than the control group's score of 70.14. This suggests that integrating a values-based approach with visual media has a positive impact on enhancing students' conceptual understanding and engagement in the learning process. These results align with visual learning theories that suggest visual media can help students more easily understand abstract and normative concepts, such as Pancasila values (Cahyanti, Wuryandani, Sudarwati, & Kurniawan, 2024; Yunita, Hamid K, & Tambunan, 2021). Thus, visual media not only function as visual aids but also as tools to strengthen students' mental representations of these values, which in this context relate to justice, unity, and togetherness. This reflects that visual media successfully simplified abstract concepts, making it easier for students to relate and apply these values daily (Nurfurqon, Wardani, & Wulandari, 2022; Suryani, 2010). For example, images or videos depicting the diversity of cultures, social backgrounds, and religions in Indonesia can help students understand the importance of unity and diversity in community life.

Theoretically, these findings align with the social constructivist approach proposed by (BP, Ananda, & Fatimah, 2021; Yusrizal & Hariati, 2022), which states that learning occurs effectively when students actively construct meaning through social interaction and a meaningful learning environment. The value clarification technique activates this process through reflection, discussion, and interpretation of values relevant to students' lives. This study also reinforces the findings of previous studies, such as those conducted by (Ula, Sarkadi, & Badrujaman, 2020), which showed that the use of visual media can improve conceptual understanding in elementary school students, and (Nisa & Murwaningsih, 2020), who found that value clarification techniques are effective in strengthening students' moral decision-making. However, there are not many studies that combine these two approaches in a single learning intervention scheme. Therefore, the results of this study are significant because they demonstrate that the synergy between the cognitive (conceptual understanding) and affective (value internalization) dimensions within a single learning framework can yield more comprehensive learning outcomes.

Another interpretation that can be drawn from these results is that a learning approach that focuses on value exploration and concept visualization can create a more participatory and reflective learning environment. In conventional verbalistic and teacher-centered learning, students tend to be passive and rote-oriented (Setiawan et al., 2020). Conversely, learning with value clarification techniques encourages students to think critically, consider various perspectives, and articulate their opinions independently. When combined with visual stimuli, students have more reference points to build understanding, which ultimately enhances their cognitive and affective engagement simultaneously (Widiana, Kertih, Kristiantari, Parmiti, & Adijaya, 2022).

Theoretically, this study makes an important contribution to expanding the framework of understanding the integration of value strategies and visual media in elementary education. Value clarification techniques have primarily been positioned in the realm of character education or moral education, and their use in academic learning contexts remains very limited (Yudiana, 2020). This study demonstrates that a values-based approach is not only relevant in shaping character but can also

strengthen academic understanding when instructional design is informed and supported by appropriate media. Therefore, this study is a contribution to the development of integrative pedagogical theory that combines cognitive and affective aspects into a unified learning process.

From an educational practice perspective, these findings provide new directions for elementary school teachers in designing learning that is not only effective in delivering material but also builds students' values and attitudes. In the context of the Merdeka Curriculum currently being implemented in Indonesia, this approach is highly relevant as it aligns with the Pancasila learner profile, which emphasizes critical thinking, global diversity, and noble character. Teachers can utilize the results of this study as a basis for developing thematic modules or teaching tools that integrate value clarification techniques and concept visualization in daily learning.

Additionally, these findings underscore the need for teacher training programs that not only focus on enhancing digital competencies but also on developing pedagogical skills in integrating values into the learning process. In today's digital age, visual media is abundant, but not all teachers can effectively manage it pedagogically to facilitate meaningful learning. Therefore, these findings can serve as a reference for education policymakers in designing contextual teacher training based on best practices in the classroom. As is common in educational research, this study has several limitations that need to be considered. First, there are limitations in the scope of the population, as the study was conducted only on fifth-grade students in one district, namely Sumenep District.

This limits the generalizability of the results, as the characteristics of students, teachers, and school culture in other areas may differ and influence the effectiveness of the approach used. Second, the duration of the intervention in this study was relatively short (one cycle or several meetings), making it impossible to observe the long-term impact of applying value clarification techniques on behavioral changes and the internalization of values as a whole. The actual process of value formation requires time and consistent involvement and may not be fully reflected in short-term improvements in academic test scores. Third, the use of multiple-choice tests as the primary measurement tool primarily reveals cognitive learning outcomes, while achievements in the affective and behavioral domains (e.g., empathy, cooperation, responsibility) have not been thoroughly measured. Such quantitative instruments have limitations in capturing the complexity of qualitative and contextual changes in attitudes and values. In the future, alternative evaluation approaches such as observation rubrics or student reflective notes can provide a more holistic picture.

Based on these limitations, it is recommended that future research adopt a mixed-method approach that combines quantitative and qualitative instruments to gain a deeper understanding of the process and outcomes of values-based learning. A combination of academic tests, student attitude observations, and interviews or reflective journals will provide richer and more valid data for assessing the effectiveness of the learning approach. Future research should also be conducted on a larger scale, in terms of the number of schools, geographical background, and educational level, to test the consistency of results and strengthen external validity. Replication in urban and rural areas, as well as in lower and upper elementary school grades, will provide a comprehensive perspective on the adaptability of this approach in various contexts. In addition, it is essential to develop an integrative thematic learning model based on visual values in the form of ready-to-use modules or lesson plans that can be tested more systematically. Classroom action research or research and development models can be used to develop and evaluate the effectiveness of these models in various learning topics.

The findings of this study also have significant social and ethical implications, especially in the context of using digital media in early childhood education. On the one hand, the use of visual media has proven effective in strengthening students' understanding and engagement. However, on the other hand, the use of media without consideration of values can pose risks such as visual manipulation, stereotypes, or commercialization that are inconsistent with educational values. Therefore, teachers and schools need to approach the use of visual media wisely and critically. Integrating values into learning media not only adds a moral dimension but also serves as a counterbalance in the fast-paced and often unfiltered digital ecosystem. Value clarification-based learning can be one preventive approach to the

spread of negative values in media, as well as fostering students who can think reflectively and act ethically in the digital age. Socially, this approach also promotes inclusive learning, respects diverse perspectives, and fosters constructive dialogue in the classroom. Value clarification techniques teach students not only to understand the material but also to respect others' opinions, resolve conflicts peacefully, and make decisions based on well-considered values. This is an essential foundation for cultivating socially and ethically responsible citizens in the future.

4. CONCLUSION

Based on the results of a study conducted using a quantitative approach and quasi-experimental design, the application of value clarification techniques through visual media has a significant positive impact on improving the learning outcomes of elementary school students. This finding is evidenced by substantial differences in post-test scores between the experimental and control groups, where students who participated in value-based and visual learning achieved higher academic achievement. The main conclusions of this study are as follows: Value clarification techniques, combined with visual media, effectively improve students' learning outcomes both cognitively and affectively. Learning not only promotes conceptual understanding but also reinforces values through reflection, discussion, and visualization. The application of this approach creates a more meaningful, participatory, and contextual learning experience. This makes students more engaged in the learning process and enables them to relate the learning material to social realities and everyday values. The results of this study also indicate that value-based learning does not conflict with academic goals but can be a pedagogical strategy that enriches the thinking process and improves students' overall learning outcomes. Thus, this study provides empirical evidence that an integrative approach to learning, which combines values and visual media, is not only theoretically relevant but also practical in real classroom practice. This approach aligns with the direction of curriculum development focused on character education and visual literacy in 21st-century education.

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