The Effect Of Value Clarification Technique On The Characteristics Of The Pancasila Student Profile In Class IV

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ABSTRACT

This study aims to determine the effect of the Value Clarification Technique learning model in Pancasila subjects on the characteristics of the Pancasila student profile of class IV SDN Bareng Krajan II Krian District in the 2023/2024 school year. This type of research is a quasi-experimental research with a non-equivalent post test only control group design. The population of this study were all 133 students of SDN Bareng Krajan II. The samples of this study were class IV-A as the experimental group totaling 20 people and class IV-B students as the control group totaling 20 people. Data regarding students' characteristics were collected through a character instrument in the form of a questionnaire. Data on student character was collected through a character instrument consisting of 25 statements. Data analysis was conducted using descriptive analysis approach as well as inferential statistical analysis through independent sample t-test. Based on the results of the t-test calculation, it was found that the t-count value was 7.432, which was significantly greater than the t-table value of 2.024. The results imply a significant influence on the characteristics of the Pancasila learner profile between two groups of students who follow two different learning models, namely Value Clarification Technique and conventional learning models. This finding indicates that the Value Clarification Technique learning model has a positive impact on the development of Pancasila learner profile characteristics.

Keywords: Pancasila; Pancasila Student Profile; Characteristic; Value Clarification Technique
INTRODUCTION

In the current era of globalization, to create a generation that is able to compete on a global scale, education in Indonesia must continue to adapt. This is in line with the vision and mission that have been established by the regulations contained in the Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024, the main focus is to create Pancasila Students who represent Indonesian students who continuously develop themselves through lifelong learning, having global skills, and demonstrating behavior in line with Pancasila values (Ismail et al., 2021). Education in schools must be able to form a strong belief system and character in each student, not just provide the latest knowledge, so that they can achieve their full potential and find their life's purpose according to (Putri, 2013).

Through the Pancasila student profile, it is hoped that students can improve their character, as Allah says in the Al-Qur'an, surah Al-Luqman verse 18:

وَلَََ تشََعِّر ِّر خَدكََََِّ لَلَّنَّاس ِّ وَلَََ تمََ ش ِّ ف ِّى الَََ ر ض ِّ

Meaning: "And do not turn your face away from people (out of pride) and do not walk on the earth arrogantly. Indeed, Allah does not like those who are arrogant and boastful."

Considering the many cases of character decline in schools in Indonesia, the importance of character education cannot be underestimated, so that these characters can become the foundation for the development of the nation's future generations, character education, as has been implemented in Indonesia, namely the Pancasila student profile, is necessary. Pursued more effectively. Pancasila is the character of the Indonesian nation, and the six characters in the Pancasila Student Profile are faith and devotion to God Almighty, noble character, independence, critical thinking, creativity, and mutual cooperation (Moving School | Pengger Schoolak, 2022). The characteristics of the Pancasila Student Profile are expected to encourage students to think critically, have broad insight, love their homeland, and feel happy being Indonesian citizens (Nurasiah et al., 2022). This means that Indonesian students show the characteristics of individuals who continue to learn throughout their lives, have global abilities, and act in accordance with the principles of Pancasila (Wahyuningsih et al., 2021). Since the 1920s, there have been many examples of domestic unrest, crime, promotion of dangerous values through the media, corruption, and a decline in religious belief (Arthur, 2019).

According to research (Awaru. et al, 2012), education in Indonesia only introduces cognitive values, resulting in less than ideal results. The Pancasila Student Profile aims to train and motivate students so that they have the capacity to continue learning throughout their lives, have character, and behave in accordance with the ideals of Pancasila in the context of Indonesian education.
Therefore, students are expected to be able to contribute to sustainable world development and have resilience in facing various obstacles (Dewi, 2022).

Character education should be implemented since children are in the lower grades of elementary school. This is because elementary school students are still in their infancy and have high potential to understand the ideals of Pancasila from an early age (Kus, 2015). Don't let students develop characters that don't fit with the country's identity (Rulyansah & Rahayu, 2023). Learning that focuses on affective aspects, attitudes or character, especially the characteristics of the Pancasila Student Profile, can be effective using the Value Clarification Technique (VCT) learning model.

According to certain theories, VCT as an instructional approach is able to act as a tool in accommodating students to recognize and choose values that are considered useful when faced with a situation. This approach stimulates students to examine and evaluate the values that have been instilled in them, allowing them to develop a deeper understanding of these values in a practical context (Prof. Dr. H. Wina Sanjaya, nd). According to Djahiri (1979:115), VCT reflects the method used to instill and explore the special values contained in students. Hall and Simon in Sutarjo Adisusilo's research (2012:147) revealed that according to (Fritz & Guthrie, 2017) VCT can support students to recognize and clarify the various values that exist within themselves so that they can develop the character they need both now and in the future. Based on several theories, it can be concluded that VCT is a learning model that aims to help students understand the values that exist in a concept or topic. The steps for learning VCT according to John Jarrollimelk (1974) in (Prof. Dr. H. Wina Sanjaya, nd).

Table 1. Value Clarification Process

<table>
<thead>
<tr>
<th>Choose</th>
<th>Appreciate/uphold</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Choose freely</td>
<td>3. Appreciate and feel happy with the choice</td>
<td>5. Do/behave something according to your choice</td>
</tr>
<tr>
<td>1. Choose from various alternatives</td>
<td>4. Willing to admit/affirm his/her choice in public</td>
<td>6. Repeatedly acting according to his choice until it finally becomes his life pattern.</td>
</tr>
<tr>
<td>2. Choose various alternatives after considering the various consequences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on previous research on the influence of the VCT model, it shows that through statistical analysis, it was found that there was a significant influence of the VCT learning model on the character of class V students at SD Gugus (Ekayani et al., 2019). The same research can be concluded that the use of the VCT model has significant effectiveness in enriching the values of diversity attitudes in
students (Maharani et al., 2023). Study (Agustin & Hamid, 2017) The results show that the VCT learning model has a positive effect on moral cultivation in elementary school Civics subjects. Study (Anggarini et al., 2013) shows that there is a positive influence on the character scores of students in Civics subjects for class V students in Cluster VI Tajun. Several studies have not specifically examined the characteristics of each Pancasila student profile. This research is important to carry out because there is still limited research on the effect of applying the value clarification technique in strengthening the profile characteristics of Pancasila students. The aim of this research is to analyze the influence of the value clarification technique in class IV. It is hoped that the application of VCT can support students in learning Pancasila education so that it can strengthen the profile characteristics of class IV Pancasila students.

METHODS

This research was carried out at SDN Bareng Krajan II in the 2023/2024 academic year. This type of research is a quasi-experiment using a nonequivalent post test only control group design (Soegiyono, 2011). The preparation of this research methodology involved one group as experimental subjects and one group as control subjects. The population that is the focus of this research is students enrolled in class IV at SDN Bareng Krajan II. To determine the Experiment class and Control class, the researcher used Simple Random Sampling, so the researcher used a lottery method where in the lottery there was a choice of numbers 1 and 2 that had been rolled. The data collection technique in this research is non-test in the form of a questionnaire. The variables in this research consist of the value clarification technique in the experimental class as the independent variable (X) while the dependent variable is the characteristics of the Pancasila student profile (Y). The following are the elements of the characteristics and profile elements of Pancasila students based on the Ministry of Education, Culture, Research and Technology (Ministry of Education and Culture, 2021):
Table 2. Elements of Pancasila Student Profile Characteristics

<table>
<thead>
<tr>
<th>No</th>
<th>Character</th>
<th>Element</th>
</tr>
</thead>
</table>
| 1  | Have noble character | - Religious morals  
|    |                  |   - Personal morals  
|    |                  |   - Morals towards humans  
|    |                  |   - Morals towards nature  
|    |                  |   - State morals |
| 2  | Global Diversity | - Get to know and appreciate culture  
|    |                  |   - Intercultural communication skills in interacting with others  
|    |                  |   - Reflection and responsibility for the experience of diversity |
| 3  | Mutual cooperation | - Collaboration  
|    |                  |   - Concern  
|    |                  |   - Share |
| 4  | Independent     | - Awareness of self and the situation at hand  
|    |                  |   - Self-regulation |
| 5  | Critical Reasoning | - Obtain and process information and ideas  
|    |                  |   - Analyze and evaluate reasoning  
|    |                  |   - Reflecting on thoughts and thought processes  
|    |                  |   - Make decisions |
| 6  | Creative        | - Generate original ideas  
|    |                  |   - Produce original work and actions |

The instrument used in this research was a questionnaire sheet on the profile characteristics of Pancasila students. The indicators in the questionnaire are based on the six characteristics of the Pancasila student profile in the table above. These characteristics were developed into 25 statement items that had to be filled in by students. The validity test for each item for class IV-A students involved the participation of 20 students, while for class IV-B students it also involved 20 students. Thus, the number of students who were instrument test subjects reached a total of 40 people, and the assessment was carried out with a significance level of 5%, using an r-table value of 0.304. The results of the analysis using Microsoft Excel 2019 reflect these findings, from the 25 statement items it was stated that all items were valid.

The data obtained from the research results will be processed through a descriptive analysis process. The descriptive analysis process was carried out with the aim of gaining an understanding of the quality level of two variables, namely the Value Clarification Technique (VCT) learning model and the characteristics of the Pancasila Student Profile. In the context of this descriptive analysis, various parameters such as average (mean), median, and mode, also involve standard deviation and variance. Hypothesis testing in this research will
use inferential statistical analysis techniques, especially the t-test. In addition, a normality test was carried out to ensure that the sample data came from a population that had a normal distribution. To identify the Pancasila Student Profile characteristic scores, Chi-Square analysis can be used as a relevant instrument. Testing criteria at a significance level of 5% were applied to evaluate the normality of data distribution.

The hypothesis test carried out in this research is a t-test with a character test based on the Pancasila student profile as the data. This test is assisted by Microsoft Excel 2019, where if the results show that tcount > ttable so that H0 is rejected and H1 is accepted. So there is a significant influence of the value clarification technique on the profile characteristics of Pancasila students.

RESULTS AND DISCUSSION

The purpose of analyzing the data in this research is to explore the impact of implementing the Value Clarification Technique (VCT) learning model in learning Pancasila subjects on the characteristics of the Pancasila Student Profile. The Pancasila Student Profile characteristic data produces two types of Pancasila Student profile characteristic scores, namely data from student scores after implementing the Value Clarification Technique (VCT) learning model in the experimental group and the application of the conventional learning model in the control group, documented in the score data. In the next stage, descriptive analysis describes the comparison between the two groups recorded in Table 3

<table>
<thead>
<tr>
<th>Descriptive statistics</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>78.3</td>
<td>63</td>
</tr>
<tr>
<td>Median</td>
<td>79</td>
<td>60.5</td>
</tr>
<tr>
<td>Mode</td>
<td>80</td>
<td>60</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>6.39</td>
<td>8.51</td>
</tr>
<tr>
<td>Variance</td>
<td>43.01</td>
<td>48.51</td>
</tr>
</tbody>
</table>

Based on the data listed in the table above, the characteristics of the Pancasila Student Profile in the experimental group were obtained through the application of a non-test method using a questionnaire instrument. The results of data analysis show the following values: the average (Mean, M) is 78.3, the median (Md) reaches 79, the mode (Mo) is at 80, the variance (s2) is around 43.01, and the standard deviation(s) is about 6.39. Data results from the experimental group can be represented visually through a polygon curve, as depicted in the illustration in Figure 1.
Based on the curve description presented above, it can be concluded that the mode shows a higher value than the median, and the median has a higher value than the mean (Mo > Md > M), namely 80 > 79 > 78.8. Therefore, it can be agreed that the graph characterizes a negative squint curve, indicating that the majority of students' character scores tend to be in the high value range. In the experimental group, the Pancasila Student Profile characteristic score was categorized as very high. Furthermore, in the control group, data on the characteristics of the students' Pancasila Student Profile was collected through a non-test method using a questionnaire. Analysis of the data produced the following description: Mean (M) = 63, median (Md) = 60.5, mode (Mo) = 60, variance (s²) = 8.51, and standard deviation (s) = 46.09. This information can be presented in the form of a polygon curve, as shown in Figure 2, which depicts the distribution of results for the control group.
Based on the curve shown above, it can be concluded that \((\text{Mo} < \text{Md} < \text{M})\), namely, \(60 < 60.5 < 63\). Therefore, the curve of the control group shows a significant positive trend, indicating that most of the students’ character scores tend to be low. In the Pancasila Student Profile characteristic score category, the control group showed a very high level.

The next step involves analysis by applying hypothesis testing, namely applying inferential analysis techniques, which require the fulfillment of normality and homogeneity requirements. Data normality testing is important in evaluating whether the collected data shows a normal distribution or vice versa. Successful verification of normal distribution indicates the feasibility of carrying out hypothesis testing. The next step involves presenting the normality test results for the characteristics of the Pancasila Student Profile using the Chi-Square test method.

Table 4. Table of Normality Test Results for Pancasila Student Profile Characteristics Using the Chi-Square Test

<table>
<thead>
<tr>
<th>No</th>
<th>Data Group</th>
<th>X2 count</th>
<th>X2 table</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Experiment</td>
<td>5.5098</td>
<td>11.0705</td>
<td>Normal</td>
</tr>
<tr>
<td>2</td>
<td>Control</td>
<td>5.7493</td>
<td>11.0705</td>
<td>Normal</td>
</tr>
</tbody>
</table>

Based on the analysis above using the Chi-square test, the calculated X2 value for student characteristics in the experimental group was 5.5098, while the table X2 value was 11.0705. Thus, it can be concluded that the characteristics of students in the experimental group show normal distribution results because the calculated X2 value is smaller than the table X2. On the other hand, for the characteristics of students in the control group, the calculated X2 value is 5.7493 with the same table X2 value, namely 11.0705. This implies that the research results in the control group also describe a normal data distribution.

Table 5. Homogeneity of Variants Test

<table>
<thead>
<tr>
<th>No</th>
<th>Data Group</th>
<th>Variant</th>
<th>Fcount</th>
<th>Ftable</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Experiment</td>
<td>43.01</td>
<td>1.12</td>
<td>2.16</td>
<td>Homogeneous</td>
</tr>
<tr>
<td>2</td>
<td>Control</td>
<td>48.51</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the analysis of the table above, the calculated F value is 1.12. Next, the Fcount value is compared with Ftable at a significance level of 5% with \(\text{df} = 40 - 2 = 38\), which results in Ftable of 2.16. This shows that the Ftable value > Fcount (2.16 > 1.12), so it can be concluded that the data variance for the two groups is homogeneous. Based on the results of the analysis test of the data analysis requirements, it was obtained that the data on the profile characteristics of
Pancasila students in the experimental group and the control group were normally distributed, and both groups had homogeneous variants. Thus, hypothesis testing was carried out using an independent sample t-test assisted by Microsoft Excel 2019.

Table 6. T-test calculation results

<table>
<thead>
<tr>
<th>Data Group</th>
<th>N</th>
<th>Mean</th>
<th>Variant</th>
<th>Tcount</th>
<th>ttable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>20</td>
<td>78.3</td>
<td>43.01</td>
<td>7.432</td>
<td>2.024</td>
</tr>
<tr>
<td>Control</td>
<td>20</td>
<td>63</td>
<td>48.51</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of the analytical calculations in the table listed above show that the results of calculating the characteristics of the profile of Pancasila students are 7.432, then compared with the table at a significance level of 5% with \( db = n_1+n_2-2 = 20+20-2 = 38 \) which is 2.024. These results show that \( t_{count} > t_{table} (7.432 > 2.024) \), so \( H_0 \) is rejected and \( H_1 \) is accepted. There is a significant influence of the Value Clarification Technique (VCT) learning model in the Pancasila subject on the Profile Characteristics of Class IV Pancasila Students at SDN Bareng Krajan II for the 2023/2024 Academic Year.

Based on analysis of research data, it was found that the application of the Value Clarification Technique (VCT) learning model had a significant influence on the characteristics of students' Pancasila student profiles compared to the use of conventional learning models. This can be seen from the difference in the average student character scores. The average characteristic score for those who took part in learning using the VCT model reached 78.3, which can be categorized as high level. Meanwhile, the average characteristic score for students who take part in learning using the conventional model is 63, which is included in the quite high category. Therefore, the application of the Value Clarification Technique (VCT) learning model in Pancasila subjects has an influence on the characteristics of student profiles.

By referring to the provisions contained in Article 6 Paragraph 2 of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units, it can be identified that these norms are an important basis in guiding the implementation of character improvement efforts in educational institutions formal, which states that integrating character values in the learning process thematically or integrated in subjects must be in accordance with the curriculum content, so it is very important to integrate character values through Pancasila education, especially in the realm of one of the very essential scientific disciplines, it stands out because it has significant potential in shaping the character of individuals who learn to become members of society with integrity and responsibility.
Therefore, there is a need to strengthen or improve the quality of the profile of students who adhere to Pancasila. Teachers can make efforts to make the learning process as effective as possible by considering learning models that refer to students' personalities. Learning objectives are expected to be achieved through the use of appropriate learning models. This aims to ensure that students' overall character can develop and their ability to apply what they learn to their daily lives becomes stronger. Students are encouraged to become more aware of their current values through VCT and take various actions to improve those values (Suganti, 2017).

Teachers are required to use learning techniques and models based on competencies, behavior and character inherent in the ideals of Pancasila in order to increase the profile of Pancasila students. This instruction must be specifically planned and incorporated into the classroom curriculum. To form students and a society of character through the application of strong moral principles and good ethical standards, values education must be planned, targeted and comprehensive. Future difficulties must be faced to build a society with strong morals. Pancasila Student Profile is one of the initiatives to improve education standards in Indonesia.

The Pancasila student profile can be strengthened by using the VCT learning model because this learning model asks students to understand their values and beliefs. By doing this, the actions or decisions taken can become clearer, which helps strengthen the characteristics of the Pancasila student profile. VCT is a values clarification technique that can adapt to the demands of the current development of Pancasila education courses (Astawa et al., 2020). The Pancasila student profile can be strengthened through the use of this technique because this technique helps students understand and practice the traits that make up the Pancasila student profile.

The Pancasila student profile is a description of the characteristics and attitudes that are expected to be possessed by a student who lives and applies the values of Pancasila. Education is expected to have the ability to develop understanding, knowledge, skills and values needed to achieve the goals of social justice, peace and cooperation in the context of global diversity and diversity. (Irawati et al., 2022). In Indonesia, Pancasila education plays an important role in shaping the identity and character of the nation. The Pancasila student profile is an important component of Pancasila education. The Pancasila student profile highlights people or students who have a positive outlook, strong moral principles, effective leadership, and the capacity to make constructive contributions to society.

VCT can make a significant difference to the Civics learning process in the classroom so that it shows a significant influence on the teaching and learning process in the classroom so that teachers can explore, instill, foster and develop
the values possessed by students through a rational, communicative process, and an educational process so that students can firmly uphold their values in their daily lives (Sari, 2013). Through analysis of the values that students already possess and are embedded in, VCT is a teaching approach that helps students understand a value that is considered useful in dealing with a problem (Martoni et al., 2019).

Students will not be able to harmonize the knowledge gained with their daily behavior if all institutions, especially elementary schools, only concentrate on developing cognitive elements in the learning stage without taking into account the emotional side of students. Thus the role VCT is a thorough analysis of the values that guide an individual’s or group’s opinion about a particular situation or subject. The goal is to gain a deeper understanding of the ideas, values, and teachings that guide a person’s behavior or attitudes (Participant et al., 2023).

Students can understand the moral principles they learn better thanks to VCT. This is the result of students actively developing their understanding of values and how they can be used in society (Ni Putu Yuniari et al., 2021). Students begin by identifying moral principles they believe in, which are then applied to situations or scenarios in society. At this point, students begin to understand the importance of upholding and practicing these ideals in everyday life. This is what is referred to as a student’s fully formed understanding of a value.

The development of moral character in students is essential to their intellectual success. Character education will create changes in students as a result of their involvement in classroom teaching and is anticipated to ultimately lead to changes in the social structure of society (Muhammad et al., 2020). Therefore, students are encouraged to internalize the sub-value of hard work, which in turn becomes a key element in shaping their character. Therefore, VCT provides the greatest potential for students to actively participate in their education and develop their own knowledge—that is, information that students acquire independently, rather than through direct instruction from teachers (Dr. I Wayan Lasmawan & Prof. Dr. AAI Ngurah Marhaeni, 2013).

Overall, this research has succeeded in achieving the implementation objectives that have been optimally designed. The research results show that there is a significant impact of implementing the Value Clarification Technique (VCT) learning model in the Pancasila subject which has an influence on the characteristics of student profiles. in class IV at SDN Bareng Krajan II, Krian District in the 2023/2024 academic year. There are several factors that can explain the success of the Value Clarification Technique (VCT) learning model.

Firstly VCT places special emphasis on understanding values, helping students understand ethical, moral and civic principles. With this VCT can
strengthen student character formation. Especially the characteristics of the Pancasila Student Profile.

Supported by research by (Rohmah et al., 2021) which revealed that there is an influence of VCT on Pancasila learning, which does not happen without reason, because the teaching techniques contained in the value clarification technique which are implemented in the learning process can be considered as a challenging intellectual game. The success of the value clarification technique learning model in pioneering student characteristics is not only driven by the implementation of activities tailored to individual student needs, but also depends on the fundamental role of the teacher in implementing this learning model. The role of the teacher is not something that can be taken lightly, but rather has a significant impact in implementing the learning model promoted. Environmental factors in the classroom and teacher support in implementing the VCT learning model can also play an important role in creating a learning atmosphere that is conducive to the formation of positive character. Teachers who are able to create an environment that supports and motivates students to explore their values will increase the effectiveness of this model.

Then, the success of VCT can be influenced by the level of active participation of students in the learning process. This model encourages students to think critically, reflect, and interpret their own personal values, which can increase their engagement. During the learning process, students tend to be more active and appear more enthusiastic. This is proven by almost all students asking questions that they did not understand freely and not appearing tense when asked questions back from the teacher. The use of media is also one of the supporting factors for the success of this VCT model, research from (Anggarini et al., 2013) shows that with the support of Visual Classroom Technologies (VCT) which is supported by image media, students' enthusiasm for participating in lessons has increased significantly. Apart from that, integrating character values into the learning framework is in line with the substance of the curriculum, creating certainty that the material presented is received enthusiastically by students. Aligning the values taught in the context of students' daily lives can increase the relevance of learning. VCT that can be easily applied in students' daily lives is more likely to achieve success.

This is different from conventional learning, during the learning process students get used to being monotonous and appear less active. This learning tends to still use methods that can make students more bored, such as lectures and questions and answers. Conventional learning activities, which focus on the role of the teacher, result in a lack of opportunities for students to ask questions. This results in boredom, sleepiness, and lack of student interest in the learning process. Students' indiscipline is also seen in learning activities, such as when they joke during group discussions or leave the classroom without permission.
while the teacher is teaching. Thus, the achievement of indicators of Pancasila student profile characteristics in Pancasila subjects has not been seen adequately in the context of conventional learning.

Differences in student traits (character) can be expressed by student participation in the learning process through the application of the Value Clarification Technique (VCT) model. In this context, the learning experience involves the application of values clarification techniques, which include understanding values both from the student's own perspective and through the significant contribution of the teacher. There is a clear comparison between the Value Clarification Technique (VCT) learning model and the conventional learning approach, which definitely has a different impact on the profile characteristics of Pancasila students. Through the analysis that has been presented, it can be concluded that the Value Clarification Technique (VCT) learning model has a significant influencing the profile characteristics of Pancasila students in class IV of SDN Bareng Krajan II in the 2023/2024 academic year.

CONCLUSION

Based on the results of the analysis and discussion that have been presented, it can be concluded that there are significant differences in the characteristic values of the Pancasila student profile between students who receive learning through the Value Clarification Technique (VCT) and students who receive other learning approaches. It can be concluded that the use of This method has the potential to have a positive impact on student character development. The results of this research show that there is a significant influence from the application of the Value Clarification Technique on the profile characteristics of Pancasila students. With this approach, students can be more actively involved in reflecting on Pancasila values, increase involvement in learning, and form characters that are in accordance with national values. Therefore, this learning model can be considered an effective approach in exploring and strengthening aspects of student characteristics related to Pancasila.

The implications of these results can be the basis for developing more effective learning strategies in shaping students' character and morality in the context of Pancasila values. Factors such as active student participation, development of reflection skills, and teacher creativity in learning are the main contributors to this change. Therefore, the implementation of VCT can be considered an effective approach in improving Pancasila values and student profile characteristics. Thus, these findings can provide valuable insights for educators and researchers in developing learning strategies that are more oriented to Pancasila values.
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