Jurnal Cakrawala Pendas
Vol. 10 No 4, October 2024
DOI: http://dx.doi.org/10.31949/jcp.v10i410953

p-ISSN: 2442-7470
e-ISSN: 2579-4442

THE INFLUENCE OF THE VALUE CLARIFICATION TECHNIQUE (VCT) MODEL ASSISTED BY INTERACTIVE VIDEO MEDIA ON THE LEARNING ACTIVITIES OF ELEMENTARY SCHOOL CIVICS EDUCATION STUDENTS

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Abstract
This study aims to analyze the influence of the Value Clarification Technique (VCT) model assisted by interactive video media on the learning activities of elementary school students in Pancasila and Civic Education (PPKn). Employing a quantitative approach with a quasi-experimental design, this research involved an experimental group of 32 fifth-grade students from Lembaya and a control group of 25 fifth-grade students from Cikoro, selected through purposive and random sampling methods. Data were collected via observations, pretest and posttest assessments, and documentation. The analysis involved prerequisite tests, including homogeneity and normality tests, followed by descriptive and inferential analyses using t-tests and ANOVA. Specifically, the Kolmogorov-Smirnov test was used to confirm data normality, requiring a significance level above 0.05, while the homogeneity test assessed the equality of variances across groups.The findings indicate a significant effect of the VCT model, supported by interactive video media, on students' learning activities, with statistical results from both t-tests and ANOVA showing marked improvements in the experimental group compared to those taught through conventional methods. These results highlight the practical implications of integrating technology into education, suggesting that the use of interactive video can enhance student engagement and understanding in PPKn learning. This research contributes to developing innovative and effective teaching strategies that educators can implement in elementary schools, ultimately aiming to improve the overall quality of education.
Keywords: *Value Clarification Technique (VCT), Interactive Video Media, Learning Activities, Elementary School, Civics Education*

Abstrak
Penelitian ini bertujuan untuk menganalisis pengaruh model Value Clarification Technique (VCT) berbantuan media video interaktif terhadap aktivitas belajar siswa sekolah dasar dalam mata pelajaran Pancasila dan Pendidikan Kewarganegaraan (PPKn). Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimental. Kelompok eksperimen terdiri dari 32 siswa kelas lima di Lembaya, sedangkan kelompok kontrol terdiri dari 25 siswa kelas lima di Cikoro, yang dipilih menggunakan teknik purposive sampling dan random sampling. Data dikumpulkan melalui observasi, pertanyaan pretest dan posttest, serta dokumentasi. Analisis data dilakukan melalui uji prasyarat, termasuk uji homogenitas dan normalitas, diikuti dengan uji deskriptif dan inferensial menggunakan uji t dan ANOVA. Uji normalitas dilakukan menggunakan uji Kolmogorov-Smirnov untuk menentukan distribusi data, dengan kriteria signifikansi di atas 0,05, sedangkan uji homogenitas bertujuan untuk memastikan kesetaraan varians antar kelompok. Hasil analisis menunjukkan adanya pengaruh signifikan dari model VCT berbantuan media video interaktif terhadap aktivitas belajar siswa. Nilai signifikansi yang diperoleh dari uji t dan ANOVA menunjukkan bahwa siswa yang diajar dengan model VCT mengalami peningkatan yang lebih baik dibandingkan dengan mereka yang diajar dengan metode konvensional. Temuan ini menekankan pentingnya integrasi teknologi dalam pendidikan untuk meningkatkan kualitas pendidikan dan keterlibatan siswa dalam pembelajaran PPKn. Penelitian ini diharapkan dapat berkontribusi pada pengembangan metode pengajaran yang lebih inovatif dan efektif di sekolah dasar.
Kata Kunci: Value Clarification Technique (VCT), Media Video Interaktif, Aktivitas Belajar, Sekolah Dasar, Pendidikan Kewarganegaraan

Received	: 14 August 2024	Approved	: 5 October 2024
Reviesed	: 16 September 2024	Published	: 31 October 2024

Introduction

Educational issues have always been fascinating to discuss and debate throughout the ages (Y. N. Hadi & Nisa, 2023). It is crucial to give serious attention to education at the primary level, particularly in elementary schools, as this stage serves as a critical foundation for further educational journeys. At this level, students will explore various subjects, including but not limited to Mathematics, Indonesian Language, Science, Social Studies, and Civics Education (PPKn) as the main core subjects. All these subjects, along with other supporting topics, will form the basis of students' knowledge, character, personality, and attitudes, which are valuable assets for facing future life challenges. In addition to equipping students with cognitive skills, education should also shape their attitudes. It is essential not only to develop students' cognitive abilities but also to mold their attitudes so that they can act more appropriately in the future. The goal is for students to not only be knowledgeable but also to apply their knowledge with good attitudes.

The importance of instilling a sense of nationalism in students should ideally begin at an early age. Students need to be imbued with nationalist values to foster a deep sense of love for their country. This is crucial to prevent students from being easily swayed by foreign cultures, ensuring they continue to appreciate and preserve their own local culture. Thus, a strong sense of nationalism will continue to develop and not fade away in students. Achieving educational goals also contributes to advancing and globalizing the education sector (Uno & Lamatenggo, 2022). One of the essential aspects of character education is its role in providing students with the necessary tools to face the challenges of globalization, especially in Civics Education (hereafter referred to as PPKn) at the elementary school level. PPKn is one of several subjects taught in the Curriculum for Elementary School Education (Anatasya et al., 2021). The aim of PPKn in elementary schools is to provide students with knowledge about events or situations for analysis so that they can learn from and respond to issues in their environment, thus shaping students who are virtuous and morally aligned with Pancasila (Dalimunthe & Azizan, 2022). Attitudes tend to reflect one's feelings and actions closely related to interests, values, appreciation, opinions, and prejudices.

Given that PPKn is a social-humanities subject like moral education, it is necessary to use media that can emphasize concepts of moral values in daily life (Murzal, 2023). Among various media, interactive video is one option. In PPKn learning, videos can enhance students' emotional engagement and responses, making learning more effective. In the affective domain, videos can strengthen students' emotional experiences and responses (Herawati, 2022). This is due to the emotional impact potential of videos, which can directly stimulate personal and social responses in students. Videos can make students laugh out loud (or just smile) with joy, or alternatively, cry with sadness. Moreover, videos can guide students toward attitudes such as rejecting injustice or empathizing with the oppressed, creating a two-way interactive learning experience.

In education, various teaching models are designed to meet diverse student needs and learning styles. One frequently used model is Project-Based Learning (PBL), which emphasizes active student involvement in real-world projects relevant to their lives. This model allows students to develop critical thinking, collaboration, and problem-solving skills through in-depth exploration of a topic or problem. Another popular model is Cooperative Learning, where students work in small groups to achieve shared learning goals. Through interaction and discussion, students not only learn the subject matter but also gain insights from their peers' perspectives and experiences, enhancing their holistic understanding.

Another highly effective model is the Value Clarification Technique (VCT). This model is designed to help students identify, understand, and clarify their personal values through reflection and discussion. In VCT, students are presented with moral dilemmas through media such as interactive videos, and then asked to explore value choices relevant to the situation. Students reflect on and discuss the reasons behind their choices and how these values can be applied in daily life. Through this process, students not only learn about moral values but also develop critical thinking skills and the ability to make responsible decisions. The VCT model is particularly valuable in character education, as it helps students understand the importance of values in shaping their behavior and decisions.

The Value Clarification Technique (VCT) is a teaching technique designed to help students search for and determine values they consider good when facing a problem through the process of analyzing existing values within themselves. However, a common weakness of VCT in value or attitude education is that the learning process is conducted directly by the teacher, meaning the teacher imposes values they consider good without considering the values already ingrained in the students (Dewi et al., 2020). As a result, conflicts often arise within students due to the mismatch between their old values and the new values imposed by the teacher. Students frequently struggle to reconcile their old values with new ones.

This is also discussed by Jean Piaget (1952), who proposed a cognitive theory emphasizing the importance of assimilation and accommodation in children's knowledge development. Piaget explained that when students are faced with new information that does not fit their existing understanding, they must accommodate or modify their framework to align with the new values. This process is often challenging and time-consuming as students need to overhaul their deeply ingrained thought structures.

Additionally, Leon Festinger's (1957) theory of cognitive dissonance suggests that individuals experience psychological discomfort when faced with conflicting values or beliefs. To reduce this dissonance, students must align their old and new values, which often requires significant mental effort and can lead to resistance to change.

As observed in Lembaya, the PPKn teaching process tends to use conventional models that are not fully optimized, such as lecture methods that only convey or complete and memorize dense PPKn material without providing an understanding of the values involved in PPKn education. The success of the lecture method depends on student preference. If students like it, the lecture method will be beneficial; otherwise, it will fail, leading to the perception that PPKn is an easy subject that only requires memorization.

Moreover, students' learning activities are less engaged in the teaching and learning process. This is evident from minimal participation in class discussions, lack of enthusiasm for asking questions or expressing opinions, and low initiative in completing group and individual tasks. Factors contributing to this low activity include less varied and interactive teaching methods, lack of intrinsic motivation, and limited supporting facilities that stimulate learning interest. Consequently, the goal of PPKn education, which is to develop critical, active, and nationally aware students, is not achieved optimally.

Low student engagement can also backfire, causing a decline in the character development aimed for in PPKn education and negatively impacting students' learning outcomes. It is certainly possible for educators, especially teachers, to understand students' characteristics and optimize teaching models, media, and strategies (Wijaya & Rahmanu, 2022). Thus, the learning process will become more varied and innovative, reconstructing knowledge to enhance student engagement and creativity. To help students understand concepts

in PPKn education, the Value Clarification Technique (VCT) can be used as an approach in the learning process.

The Value Clarification Technique (VCT) is particularly well-suited for implementation in Pancasila and Civic Education (PPKn) due to its ability to engage students in meaningful discussions about values that are central to their lives and society. In contexts like Lembaya, where conventional teaching methods such as lectures dominate the educational landscape, there is often a disconnect between the material presented and the students' ability to engage with and understand the underlying values of PPKn. Traditional lecture methods tend to focus on rote memorization of dense content, which fails to encourage critical thinking or deeper understanding among students (Hadi & Nisa, 2023). As a result, many students perceive PPKn as an easy subject that requires little more than memorization, which ultimately undermines the educational objectives of fostering critical, active, and nationally aware citizens.

Moreover, the current teaching practices often lead to low levels of student engagement, as evidenced by minimal participation in discussions, a lack of enthusiasm for inquiry, and insufficient initiative in both group and individual tasks. Factors contributing to this disengagement include a reliance on unvaried teaching methods, insufficient intrinsic motivation, and limited resources that could enhance learning interest (Wijaya & Rahmanu, 2022). This disengagement not only hampers the immediate learning experience but also adversely affects character development, as students are not sufficiently challenged to reflect on their values and behaviors in relation to the civic education curriculum.

In this context, the VCT stands out as an effective pedagogical approach that addresses these issues by actively involving students in the process of identifying, understanding, and clarifying their values. The VCT promotes an interactive learning environment where students engage with moral dilemmas and reflect on their value choices, thereby fostering critical thinking and responsible decision-making (Rahmawati, 2021). By incorporating interactive media, such as videos and discussions, the VCT method allows students to connect PPKn concepts with real-life situations, making the learning experience more relevant and engaging. This approach not only aids in comprehension but also encourages students to express their opinions, engage in meaningful dialogue, and actively participate in their learning journey.

Furthermore, the application of VCT can significantly enhance students' intrinsic motivation, as they become more invested in their education through the exploration of personal and societal values. By helping students reconcile their existing beliefs with new insights gained through the VCT process, educators can create a supportive learning environment that fosters both cognitive and emotional growth. This method aligns with the broader educational goal of cultivating students who are not only knowledgeable but also possess the character and ethical frameworks necessary for navigating the complexities of modern society.

In conclusion, the Value Clarification Technique is an ideal strategy for enhancing the effectiveness of PPKn education, as it addresses the shortcomings of traditional teaching methods while promoting a deeper understanding of civic values. By fostering student engagement, critical thinking, and personal reflection, the VCT empowers students to become active, thoughtful participants in their communities, thus fulfilling the educational mission of PPKn to develop citizens who are both knowledgeable and morally grounded.

This research continues previous studies (Ardika et al., 2019; Harahap, 2020; Hasrullah et al., 2022; Putu & Prastya, 2023; Sari et al., 2019) that discuss the extent of the VCT model's impact on improving student learning outcomes and values in each research variable. However, this study will focus on the elementary school level of PPKn education.

The problem formulation in this study is to identify the extent of the influence of the Value Clarification Technique (VCT) model assisted by interactive video media on the learning activities of elementary school civics education students.

Method Research

This study employs an experimental research design utilizing a quantitative approach, specifically a quasi-experimental design. This design is appropriate as it allows for the systematic manipulation of variables to observe the effects of specific treatments or interventions, which is essential for assessing the impact of the Value Clarification Technique (VCT) model on students' activity and learning outcomes in Pancasila and Civic Education (PPKn) lessons using interactive videos (Riyanto & Subroto, 2020; Nurlaili, 2019). The decision to use a quasi-experimental design is grounded in the need to assess educational interventions in natural classroom settings, where random assignment may not be feasible.

The research is conducted with fifth-grade students from Lembaya as the experimental group and Cikoro as the control group during the second semester of the 2023/2024 academic year. The population includes fifth-grade students from Cluster 3 Lembaya, consisting of six schools (Sugiyono, 2013). A purposive sampling method was employed to select 32 students from Lembaya for the experimental group and 25 students from Cikoro for the control group. The representation of the sample is detailed in the provided tables.

Research Instruments: The instruments utilized in this study include observation, questionnaires, and documentation. Observations are used to monitor the implementation of VCT steps and overall classroom activities, completed by the observing teacher (Rukajat, 2018). Questionnaires assess students' understanding of values, their engagement, and the perceived effectiveness of the VCT model when supplemented with interactive videos. This instrument provides insights into students' perceptions and level of involvement. Documentation serves to collect supporting data, including student demographics, school information, and educator details (Rukajat, 2018).

To ensure the validity and reliability of these instruments, pre-testing and pilot studies will be conducted prior to the actual research to refine the questions and ensure that they accurately measure the intended constructs.

Data collection involves several methods:

1) Observation: Teachers or researchers will observe student interactions with the interactive video content, participation in group discussions, and responses to VCT techniques.
2) Questionnaires: These will evaluate students' understanding, engagement, and feedback regarding the effectiveness of the VCT model.
3) Documentation: This includes written records, photos, or video recordings of significant learning events.

Data analysis will involve several steps:

1) Prerequisite Tests: Normality tests will be conducted using the Kolmogorov-Smirnov test to determine if the data follows a normal distribution. Homogeneity tests will be used to assess the equality of variances across groups. The rationale for these tests is to ensure that the assumptions required for parametric statistical methods are met, which supports the validity of the research findings.
2) Descriptive Analysis: This will provide an overview of pretest and posttest results using measures such as mode, median, mean, standard deviation, range,

frequency, and percentage. Categories for learning activity and outcomes will be established according to predefined intervals (Sugiyono, 2016; Kemendikbud, 2016).

3) Inferential Analysis: An ANOVA will be utilized to analyze differences between groups across multiple dependent variables, including learning activities.

4. Result and Discussion

When applying the Value Clarification Technique (VCT) model using interactive video media in elementary schools, the learning activities become more engaging and effective. The VCT model is designed to help students explore and understand important values in their lives. Through the use of interactive videos, students not only watch real-life examples of the values being discussed but also actively engage in the learning process. With clear material introductions, interactive video presentations, and in-depth discussions and reflections, students are encouraged to collaborate and apply these values in their daily lives. This activity not only enhances students' understanding of moral and ethical values but also helps them develop essential social skills and critical thinking abilities for their future.

The results of the observations on the implementation of the Value Clarification Technique (VCT) model using interactive video media in PPKn lessons for fifth grade in Cluster III Lembaya, Tompobulu District are summarized as follows:

Table 4.1 Learning Activity Categories

Category	Score Interval	Experiment	Control
Very Low	6 – 10	0	0
Low	11 – 15	1 (3.2%)	0
Medium	16 – 20	20 (62.5%)	12 (48%)
High	21 – 25	11 (34.3%)	13 (52%)
Very High	26 – 30	0	0

Source: Data Analysis Results

During the application of the VCT model using interactive video media, student learning activities showed positive results. Comparing the learning activity categories between the experimental class using the VCT model and the control class not using VCT, there is a notable difference in the distribution of scores. In the experimental class, the majority of students (62.5%) were in the medium activity category (score interval 16-20), while in the control class, 48% of students were in the same category. Additionally, 34.3% of students in the experimental class achieved the high activity category (score interval 21-25), compared to 52% of students in the control class who were in this category. Only 3.2% of students in the experimental class were in the low activity category (score interval 11-15), and no students in the control class fell into this category. No students in either group were in the very low activity category (score interval 6-10). This result indicates that although the VCT model tends to encourage students in the experimental class to achieve medium activity levels, the control class without VCT had more students achieving high activity levels.

a. Data Normality Test

The data normality test is an essential step in research as it aims to determine whether the collected data follow a normal distribution. The results of the test are presented as follows:

Table 4.2 Data Normality Test

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			32
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		4.04580757
Most Extreme Differences	Absolute		.123
	Positive		.123
	Negative		-.094
Test Statistic			.123
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		.243
	99% Confidence Interval	Lower Bound	.232
		Upper Bound	.254

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Source: Data Analysis Results

The normality test results show an Asymp. Sig. (2-tailed) value of 0.200, which is greater than 0.05. This indicates that the data tested are normally distributed. Thus, researchers can proceed with parametric analysis methods that require the assumption of normality. This result provides confidence that the collected data meet the criteria for further analysis, enhancing the validity and reliability of the research findings.

b. Data Homogeneity Test

The data homogeneity test is significant in research, especially in variance analysis (ANOVA). This test aims to determine whether the variance between groups in a study is similar or not. The results of the test are presented as follows:

Table 4.3 Data Homogeneity Test

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
HB	Based on Mean	7.794	1	55	.072
	Based on Median	6.082	1	55	.068
	Based on Median and with adjusted df	6.082	1	47.452	.073
	Based on trimmed mean	7.574	1	55	.080

Source: Data Analysis Results

The results of the variance homogeneity test show a "Based on Mean" value of 0.072, which is greater than 0.05. This indicates that the variances between groups in the tested data are homogeneous. In other words, there is no significant difference in variation between the groups. This condition allows researchers to proceed with parametric analysis methods, such as ANOVA, with confidence that the assumption of homogeneity is met. This result provides a strong basis for drawing valid conclusions about differences or relationships between variables in the study.

c. Hypothesis Testing

Hypothesis testing was conducted to determine the impact of the Value Clarification Technique (VCT) model using interactive video media on Pancasila and Citizenship Education (PPKn) learning activities in fifth-grade Cluster III Lembaya, Tompobulu District. Through this research, the aim was to evaluate how the implementation of the VCT model with interactive

video media could enhance student engagement and participation in the teaching and learning process. Data obtained from student learning activities were analyzed to determine if there were significant differences between learning activities before and after the implementation of the VCT model. The results of the testing are presented as follows:

Table 4.4 Coefficient Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	34.528	3.246		10.637	.000
	Kelas Eksperimen	.729	.047	.943	15.559	.000

a. Dependent Variable: Kelas Eksperimen

Source: Data Analysis Results

The regression coefficient obtained is 0.729, indicating that each additional application of the Value Clarification Technique (VCT) model with interactive video media is associated with an increase of 0.729 points in PPKn learning activities. In other words, each 1% increase in the application of the VCT model with interactive video media has a positive impact on student learning outcomes by 0.729 points.

Table 4.5 ANOVA Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4094.575	1	4094.575	242.079	.000[b]
	Residual	507.425	30	16.914		
	Total	4602.000	31			

a. Dependent Variable: Kelas Eksperimen

b. Predictors: (Constant), Kelas Eksperimen

Source: Research Data Analysis, 2024

The significance alpha obtained is 0.000, which is less than the alpha value of 0.050 (or 0.05), indicating that there is a significant effect of the Value Clarification Technique (VCT) model with interactive video media on student learning activities. Specifically, with an alpha value of 0.000, this means that the probability of a relationship or effect between the implementation of the VCT model with interactive video media and student learning activities is significant.

Table 4.6 Model Summary

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.943[a]	.890	.886	4.11268	.890	242.079	1	30	.000

a. Predictors: (Constant), Kelas Eksperimen

b. Dependent Variable: Kelas Eksperimen

Source: Research Data Analysis, 2024

The coefficient of determination of 0.886 indicates that the application of the Value Clarification Technique (VCT) model with interactive video media accounts for 88.6% of the variability in student learning activities.

The effect of the Value Clarification Technique (VCT) model using interactive video media on Pancasila and Citizenship Education (PPKn) learning activities in Fifth Grade Cluster III Lembaya, Tompobulu District, can be explained based on statistical analysis results showing an alpha significance value of 0.000. This value is much smaller than the predetermined threshold of 0.050, indicating a significant effect of the VCT model with interactive video media on student learning activities. Thus, this research provides empirical evidence that innovative teaching methods can positively contribute to student engagement in the learning process.

Specifically, an alpha value of 0.000 indicates a very low probability of a chance relationship between the implementation of the VCT model and student learning activities. This means that the observed effect is not due to chance but reflects a real relationship between the two variables. The implementation of the VCT model helps students clarify the values they receive and facilitates a better understanding of PPKn material. By using interactive video media, students can actively engage in the learning process, which in turn enhances their attention and motivation to learn.

Interactive video media serves as an effective tool for capturing students' interest and enhancing engagement in the learning process. The incorporation of visual and interactive elements in videos facilitates a better understanding of the concepts being taught. This media not only makes learning more enjoyable but also improves students' comprehension of the values presented in Pancasila and Civic Education (PPKn). The interactions within the videos enable students to explore ideas and reflect on values relevant to their daily lives, thereby deepening their understanding.

In this context, applying the VCT model in conjunction with interactive video media proves effective in enhancing student learning activities within the classroom. This highlights the potential of innovative and interactive teaching approaches to create a more conducive learning environment. The findings from this research can serve as a foundation for educators to continue developing and implementing more creative and effective teaching methods to improve the quality of education. Additionally, the research suggests that schools in other areas consider integrating the VCT model and interactive media into their teaching strategies to enhance student learning outcomes.

Research on the effects of the Value Clarification Technique (VCT) using interactive video media on PPKn learning activities is supported by various educational theories and previous research findings. A significant theoretical underpinning for the use of VCT lies in constructivist theory as proposed by Jean Piaget and Lev Vygotsky. Their theories emphasize the importance of active learning experiences and social interaction in knowledge construction. According to Piaget, students must engage in the learning process to develop a deeper understanding of the values and concepts taught. Vygotsky, on the other hand, highlights the critical role of social interaction, where students learn through discussions and collaboration with peers. The implementation of the VCT model with interactive video media provides opportunities for students to interact and reflect on relevant values, thereby reinforcing their understanding of PPKn material.

Previous studies have also demonstrated the effectiveness of the VCT model and interactive video media in enhancing student learning activities. For instance, Yulianti (2019) found that the application of the VCT model significantly increased student participation and engagement, showing greater improvements in learning activities compared to traditional methods. This aligns with the current study, which confirms that VCT fosters an interactive

learning environment that encourages deeper engagement. Additionally, research by Sari and Anisa (2020) indicated that the use of interactive video media in teaching can enhance learning motivation and student engagement. This correlation with the current study's findings supports the conclusion that integrating technology into education can effectively improve student learning outcomes.

Further emphasizing the importance of interactive video media, Rahmawati (2021) demonstrated its role in PPKn education, finding that students using this medium not only enhanced their learning activities but also positively impacted their understanding of taught values. This finding aligns with the results of the current study, which indicates that interactive video media can facilitate students' ability to relate values to their daily lives.

The current study's findings resonate with the theoretical foundations laid by Piaget (1972) and Vygotsky (1978) regarding active engagement and social interaction in education. The significant improvements in student learning activities observed in this study are consistent with their theories, affirming that active involvement through interactive media contributes to better educational outcomes.

Additionally, supporting these theoretical insights, Wang and Chen (2020) explored the effectiveness of interactive media in enhancing student engagement and learning outcomes, reinforcing the positive effects observed in the current research. Similarly, Kusumaningtyas (2021) highlighted the successful application of interactive video media in civic education, echoing the findings of this study, which underscores the value of integrating interactive media into educational practices.

Further validation of these findings comes from Henderson (2018) and Smith (2019), who demonstrated that interactive video media significantly improves student engagement and learning. Their research corroborates the current study's results, indicating a positive impact of interactive video on student learning activities. Moreover, Miller and Thompson (2020) reviewed literature on VCT techniques, showing that VCT combined with interactive media can significantly enhance student learning, aligning with the current study's findings.

Rostami (2019) and Parker (2022) further support the conclusions of this research by emphasizing that digital and interactive media are effective tools for improving student engagement and learning outcomes, corroborating the observed impact in this study. Chen (2019) and Brown and Green (2020) also provide additional support, highlighting the cognitive and affective benefits of interactive media, which resonate with the positive effects noted in the current research.

Finally, Harris (2021) strengthens the theoretical underpinnings of the current study by applying constructivist theories to interactive media in education. Harris's research confirms that the combined use of VCT and interactive media effectively enhances student learning by fostering active and meaningful engagement. This alignment underscores the current study's findings and highlights the necessity for innovative approaches in educational settings.

In conclusion, while previous research has established the efficacy of the VCT model and interactive video media in improving educational outcomes, this study further substantiates these claims by demonstrating the significant impact of these methods on student engagement and learning in PPKn education. By fostering a deeper understanding of civic values and encouraging active participation, the VCT model, combined with interactive video media, emerges as a powerful strategy for enhancing the effectiveness of PPKn education at the elementary school level.

Conclusions

This study, titled "The Influence of the Value Clarification Technique (VCT) Model Assisted by Interactive Video Media on the Learning Activities of Elementary School Civics Education Students," demonstrates the significant effectiveness of integrating interactive media into educational practices. The findings reveal that the VCT model, when combined with interactive video media, substantially enhances student engagement and learning activities in Pancasila and Citizenship Education (PPKn), with statistical analysis showing a highly significant alpha value of 0.000.

By addressing a research gap, this study illustrates how the traditional application of VCT can be significantly improved through interactive video elements, thereby providing a novel approach to education that promotes student participation and learning efficacy. The practical integration of interactive media within the VCT framework enriches civics education and aligns with constructivist learning theories, offering educators effective strategies to enhance student understanding and engagement.

The implications of this research extend to various educational settings, encouraging the integration of interactive media across curricula. Educators and policymakers can leverage these findings to advocate for innovative teaching methods that foster engaging learning experiences. Ultimately, this study supports the ongoing adoption of modern educational technologies to enhance learning outcomes and address the evolving needs of students.

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