



## The Effect of Value Clarification Technique (VCT) Model Assisted by Canva Media on Motivation and Learning Outcomes of Pancasila Education

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### Abstract

Basic education is an important foundation in shaping the quality of human resources and determining the success of the next level of education. In the context of education in Indonesia, Pancasila Education has a strategic role in instilling character and national values from an early age. Unfortunately, the implementation of Pancasila Education learning at the elementary school level still faces two main problems, namely the lack of variety in the learning methods used and the low motivation of students to learn. This study examines the effect of using the Value Clarification Technique (VCT) model with Canva media on the motivation and learning outcomes of fourth grade students of SD Negeri Purwoyoso 04 Ngaliyan Semarang in the subject of Pancasila Education. The VCT model was chosen because it is considered to be able to increase students' active participation through activities to find, analyze, choose, and decide on relevant values. The research approach used was quantitative experimental with a quasi-experimental design type of nonequivalent control group. Class IV A, totaling 23 people, became the experimental class sample and class IV B, totaling 23 people, became the control class sample. The tests used were pre-test and post-test. The results showed that the VCT model assisted by Canva media had an influence on the results and motivation of learning Pancasila Education in class IV. This result is indicated by the results of the t test of learning motivation sig of  $0.001 < 0.05$  and learning outcomes sig of  $0.004 < 0.05$ , which means that there is a significant influence on the motivation and learning outcomes of Pancasila Education in Class IV SD Negeri Purwoyoso 04 Ngaliyan Semarang.

## INTRODUCTION

Whether a nation is progressing or not can be seen from the quality of its human resources. Education is the main foundation in building quality human resources, so education is an

important key to the progress of the nation. Without adequate education, a nation will find it difficult to achieve progress in various fields. In addition to knowledge and skills, successful education will shape a person's character in positive behavior. Qualified human resources are the most valuable asset for a nation. They are the driving force of development, innovation and progress. Therefore, investment in education is a long-term investment that will provide great benefits for the future progress of the nation. Based on Undang-Undang No.20 Tahun 2003 on the National Education System, education aims to create active learning that hones students' intellectual, spiritual and personality abilities. Therefore, basic education is a crucial stage in shaping quality human resources (HR). Education must start from an early age until adulthood (Gustiana, 2024). As the initial level in the formal education system, basic education has a strategic role in shaping students' skills, knowledge and character. The main focus of basic education is to provide a foundation of skills, knowledge and values for the holistic development of students.

The basic education in question is elementary school. Primary school is a level of national education that is the spearhead of the success of the next level of national education, namely the first level of secondary education and the upper secondary education level. Based on Undang-Undang pasal 31 ayat 1 to 5 explain that the rights and obligations of citizens are to pursue and obtain education, especially basic education. The goal of national education is to educate the nation, and the government has an obligation to realize this goal through the implementation and financing of a good education system. It is concluded that all citizens have the right to the same and equal education in accordance with the education system organized by the state.

The quality of the education system cannot be separated from human resources, namely the role and competence of a teacher because the teacher is the main agent who directly interacts with students in the learning process. Teachers are national educators who devote themselves to teaching, educating, directing, guiding, assessing, training and evaluating students in the education system. As stated in Undang-Undang No.15 Tahun 2005 regarding teacher competencies. Teachers must have 4 competencies to support quality learning activities, namely pedagogical competence, personality, social and professionalism. Teacher competence is the main key in improving the quality of learning, especially in Pancasila education.

Pancasila education is a character education that has an important role in character building such as ethics and norms. Pancasila education is an integral component in the Indonesian education system that aims to introduce and internalize the nation's basic values to the younger generation (Bhughe, 2022). The basic philosophy and ideology of the state, Pancasila plays a crucial role in determining the direction of character building and the identity of the Indonesian nation. Along with the demands of an increasingly complex and dynamic era, an understanding of Pancasila becomes increasingly important so that the younger generation has a strong moral and ethical foundation in facing the various challenges of modern life. Therefore, to form the foundation of character and nationality of students from an early age in elementary school, Pancasila education is needed.

In the context of basic education in Indonesia, Pancasila Education is an integral part of basic education. It aims to instill in students from an early age to practice moral and national values. The noble values of Pancasila, such as Belief in One God, humanity, unity, democracy, and social justice, are very important life guidelines for the younger generation in building noble character and commitment to national unity. The main objective of Pancasila education in elementary schools is to shape the character of the nation that has noble character, Pancasila personality, and has responsibility and awareness as a citizen (Hamzah et al., 2022). However, the implementation of Pancasila education often faces various challenges, especially in the application of learning methods that are tailored to the needs of students.

Previous research data (Nurwafiqah Maghfirah & Akib, 2022) concluded that teachers still apply Pancasila Education learning with conventional methods, namely teacher centered. Where teachers carry out learning with the lecture method without any variation with other methods. Learning that is done is not varied and effective. Students will quickly get bored and bored in following monotonous learning without active participation from students to think critically or think creatively. The teacher here has a role in adjusting to be designed into comfortable and enjoyable learning for students. Teachers must also be able to optimally utilize facilities and infrastructure in learning because this condition has an impact on decreasing students' learning motivation, which ultimately affects their learning outcomes. Researchers found harmony between the research data obtained with the results of observations at SD Negeri Purwoyoso 04 Ngaliyan Semarang, namely the learning methods applied still tend to be conventional, such as lectures without variations, so that students are less active and tend to get bored. This certainly has an impact on low student motivation and then also has an impact on student result learning outcomes. Teachers also face obstacles in utilizing interactive and innovative learning media. For this problem, a learning method that can increase students' active involvement and support the understanding of Pancasila values is needed, as in the application of value-based learning models, such as Value Clarification Technique (VCT).

The VCT model is a solution to overcome these challenges. The VCT model is a model that is identical to activities that aim to foster noble attitudes through active student participation in learning. Students are trained to find, analyze, choose, decide on the values they want to fight for (Ermawati et al., 2021). This model is not effective for students to understand the values of Pancasila, but also helps students participate more actively in the learning process. Previous research shows that VCT is able to improve students' cognitive and affective abilities (Dewi et al., 2020), as well as encourage them to think critically and solve problems (Sutrisno et al., 2020). By using VCT supported by interactive media, learning Pancasila Education can be more interesting, relevant, and effective.

Not only the learning model needs to be considered. The utilization of interactive learning media can also affect student understanding. As an educator, we should be able to innovate learning media to improve the quality and quality of the learning process. The rapid development of technology today can be utilized by educators to be able to use learning media that can be accessed by anyone, anytime, anywhere. Of course, it can be adjusted to the style or needs of children during learning. This proves that educators are not the only source of learning, but rather the shaper of learning. Interactive learning media can be utilized in learning activities in increasing student motivation and understanding must be media that can be operated by educators, so that they can monitor how the media affects students. The interactive media that can be utilized is Canva.

Canva is a graphic design application. The canva application offers various features to be utilized as interactive learning media (Sabariah et al., 2023). Canva application has benefits for teachers and students that facilitate technology-based learning activities. Canva is also an application that can train students' skills and creativity. With the canva application, the presentation of learning media and learning materials becomes more effective for students (Triningsih, 2021).

Inappropriate utilization of learning models and media will make student learning motivation decrease. Learning motivation is a change in student behavior that can be felt from internal and external encouragement. All individuals must have different abilities in terms of learning. To obtain maximum learning results, motivation is needed for students to improve their learning goals (Rahman, 2021). Students' lack of motivation has an impact on their learning

outcomes. In addition to conducting interviews, researchers also saw that the learning outcomes of class IV students in Pancasila education subjects had the lowest average among other subjects.

For this reason, this research was studied to prove the effect of the application of the VCT model assisted by Canva media on student motivation and learning outcomes in Pancasila Education subjects in class IV at SD Negeri Purwoyoso 04 Ngaliyan Semarang. This research provides theoretical and practical benefits. The development of an innovative learning model can be proven through this research. Theoretically, the results of this study will enrich insights into effective learning models to improve student motivation and learning outcomes. Thus, this research has the potential to provide guidance for educators in designing and implementing higher quality learning. Practically, this research is useful for students, teachers, schools, and researchers in creating more interactive and effective learning.

## **LITERATURE REVIEW**

The following is a literature review on the effect of the VCT model assisted by Canva media on student motivation and learning outcomes.

### **VCT Learning Model**

Model of the learning is a way of learning designed by the teacher from start to finish. In other words, learning management is a framework or structure for the application of various methods, approaches and learning techniques (Hikmawati, Wiwindiarti, 2024). Model of the learning is a teaching plan that displays a specific learning pattern, in which there are a series of activity steps between teachers and students, known as syntax in the context of learning (Fauzan, 2019). The Value Clarification Technique model is a teaching technique to achieve and set standards that are considered positive in solving a problem, namely analyze the values that students believe in and apply (Theofilus, 2019). The VCT Learning Model is a value teaching method that allows learners to identify, evaluate, and choose the values they want to embrace in life.

The distinctive feature of the VCT Learning Model is in its strategy for attitude learning, namely the application of values that already exist in students, which are then adjusted to new values to be instilled or re-evaluated. The VCT learning model aims to increase students' awareness of existing values, both positive and negative values. Through the value clarification process, students are invited to evaluate the values they hold, identifying positive aspects to maintain and negative aspects to improve. This model also seeks to instill good values rationally, so that these values can be accepted and internalized by students as part of their character. Thus, VCT not only helps students understand values, but also develop and practice these values in everyday life. These values will later become part of students and train students in accepting, evaluating and making decisions on daily life problems in the context of society (Theofilus, 2019).

### **Canva Learning Media**

Media literally means intermediary or introducer. Meanwhile, learning means an activity that helps someone do learning activities. Learning media refers to any form of intermediary or tool used in the learning process (Arsana et al., 2020). It involves everything that can help in delivering messages or learning materials, with the aim to trigger students' interest, attention, and involvement in learning activities in order to achieve learning goals (Rozie & Pratikno, 2023). Another definition states that media is technology, symbol systems and their processing capabilities. The main characteristic of a medium lies in its technology, as well as the mechanical and electrical aspects that affect its function. In addition, in some cases, its shape and physical appearance are also important factors (Setyaedhi, 2021).

Canva is a graphic design application. The canva application offers various features to be utilized as interactive learning media (Sabariah et al., 2023). The canva application has benefits for teachers and students that facilitate technology-based learning activities. Canva is also an application that can train students' skills and creativity. With the canva application, the presentation of learning media and learning materials becomes more effective for students (Triningsih, 2021).

### **Learning Motivation**

According to Daryanto and Mulyo (2012) in the book *Learning Motivation*, motivation is the activity of changing intentions into actions or behaviors to meet certain goals or conditions. Meanwhile, Djaali (2012) in the book *Learning Motivation* says that motivation is a person's state of activity for a specific purpose (Mubarokah et al., 2023). The characteristics of learning motivation are the desire to achieve success, needs and encouragement when expectations, learning, goals, rewards obtained from the learning process, interests that encourage the learning process, and supportive learning environment conditions. The intrinsic motivation category consists of the first three indicators, while the extrinsic motivation category consists of the last three indicators (Rukmini Nugrahaeni et al., 2024).

### **Learning Outcomes**

Learning outcomes are an evaluation of the achievement of instructional goals by students after they have followed the learning process. Learning outcomes include changes in students' knowledge, attitudes, skills, and behaviors that can be observed and measured (Nabilah et al., 2024). Change is characterized by an increase or development better than before, such as a change from not understanding to understanding, or from being less polite to being more polite (Darfin et al., 2025). Several things can affect learning outcomes, namely internal factors which include aspects within the individual who is learning, such as physical, psychological, and fatigue factors and external factors which include factors outside the individual, such as school, family, and community factors. Factors such as learning environment, social interaction and teaching style have a significant influence on students' motivation and interest in learning. Therefore, it is important for educators to pay attention to these factors in the teaching and learning process. In addition, the selection of appropriate learning media and methods is also crucial to creating a conducive and effective learning atmosphere. The goal is that students can better understand the subject matter which certainly affects their learning outcomes.

### **Pancasila Education**

Etymologically, the word "Pancasila" comes from Sanskrit from India (the language of the Brahmin caste), which can be translated into two words, namely Panca which means five, and Sila which means basic. Thus, Pancasila can be interpreted as the five basic principles that form the foundation for the Republic of Indonesia. The word "sila" can also be interpreted as a rule that becomes the basis for individual or national behavior, actions that are in accordance with the norms of decency, ethics, and morals. The term Pancasila according to Prof. Darji Darmodiharjo, SH has been known since the time of the Mojopahit kingdom in the XIV century, which is found in the *Negarakertagama* book by Empu Prapanca, and the *Sutasoma* book by Empu Tantular (Alwi Kaderi, 2015). Through Pancasila education, it is expected that every Indonesian citizen will be able to understand, analyze, and respond to various challenges faced by society in a sustainable manner, in accordance with the national ideals and goals stated in the Preamble of the 1945 Constitution. In addition, they are expected to explore the philosophy and ideology of Pancasila appropriately, thus forming awareness to carry out professional roles and responsibilities as good citizens.

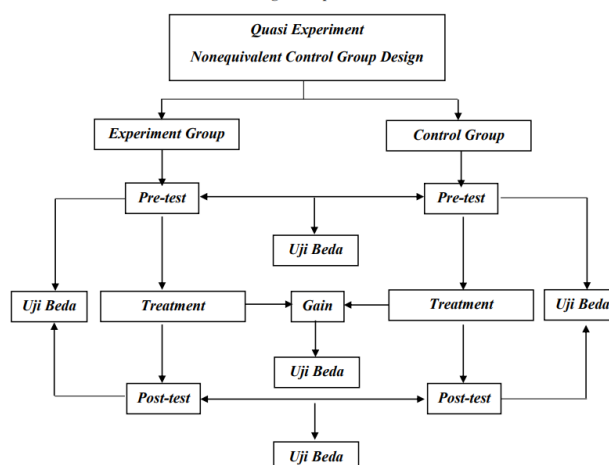
## METHODS

The methodology used is a quantitative experiment. The quantitative method aims to test the relationship between variables in the form of numerical data analyzed using statistical procedures through research instruments (Kusumastuti et al., 2020). Experimental research is research that leads the researcher to control and manipulate one or more independent variables and observe the dependent variable to see the differences corresponding to the manipulation of these independent variables (Santoso & Madiistriyatno, 2021). This study used a quasi-experimental design with the form of nonequivalent control group design, where the control group and experimental group were not randomly selected.

**Table.1** Formula of Quasi-Experimental Design

<b>E</b>	$O_1$	$X_1$	$O_2$
<b>K</b>	$O_3$	$X_2$	$O_4$

In this design, there are two groups, namely the experimental group and the control group. The experimental group received treatment in the form of implementing the VCT learning model with the help of Canva media, while the control group underwent conventional learning using the lecture method. The results of the two groups were then compared to evaluate the effect of the treatment on student motivation and learning outcomes. This study also involved a pretest conducted before treatment and a posttest after treatment was given. Thus, the treatment results can be analyzed more accurately by comparing them to the initial conditions, which can be visualized as follows.



**Figure 1.** Stages of Pretest and Posttest

The subjects in this study were fourth grade students of SD Negeri Purwoyoso 04 Semarang, which consisted of two classes. Class IV A, which amounted to 23 students consisting of 11 boys and 12 girls and class IV B, which also amounted to 23 students 11 boys and 12 girls with a total of 46 students. With simple random sampling technique, the selected samples are class IV A as the experimental class and class IV B as the control class. Class IV A will learn using the VCT learning model assisted by Canva media and class IV B will learn with a lecture learning model without the help of any learning media. Data obtained to measure student learning motivation is from questionnaire that has been filled in and validated, while data on student Pancasila Education learning outcomes are collected from learning outcomes tests that have been filled in and validated. The data that will be analyzed to find differences between the two classes is from the before and after data. The data will prove whether there is an influence between the untreated and treated classes.



## RESULTS AND DISCUSSION

### The Effect of VCT Model Assisted by Canva Media on Learning Motivation

Examining the effect of VCT learning model on learning motivation of fourth grade students of SD Negeri Purwoyoso 04 Semarang became the research objective. This learning motivation is obtained from the questionnaire scores distributed to students before (pre-test) and after (post-test) learning. The results of learning data processing of learning motivation questionnaires obtained from experimental and control classes totaled 46 students. The control class showed that 20 students got poor results and 17 students got sufficient results. While the results of the experimental class showed that 9 students were less, 13 students were sufficient, 11 students were good and 13 students got very good results. To get an overview of the data on learning motivation of experimental and control classes, data classification is carried out as follows.

**Table 2.** The Result of Student Motivation Questionnaire class IV SDN Purwoyoso 04 Ngaliyan

		Control	Experimental	Total
Category	Less	20	9	29
	Enough	17	13	30
	Good	4	11	15
	Very Good	5	13	18
<b>Total</b>		<b>46</b>	<b>46</b>	<b>92</b>

From the results of the pre-test and post-test learning questionnaire of class IV, it can be seen that the N-Gain value of the experimental class has high category results. While the control class has an N-Gain value with a low category, namely  $0.54 > 0.37$ .

**Table 3.** The Mean, Standard Deviation and N-Gain of Student Learning Motivation class IV SDN Purwoyoso 04 Ngaliyan

Experimental Class						
N	Pretest		Posttest		N-Gain	
	$\bar{x}$	S	$\bar{x}$	s	$\bar{x}$	S
23	56,13	6,75	80,26	13,04	0,54	0,28
Control Class						
N	Pretest		Posttest		N-Gain	
	$\bar{x}$	S	$\bar{x}$	s	$\bar{x}$	S
23	51,17	4,63	68,69	14,24	0,37	0,26

Different results were found between the two classes in learning models and learning media used. As in the control class, the teacher used a lecture learning model without the help of other interactive media which caused learning to be monotonous and lack of student interaction with the teacher. Meanwhile, the experimental class used an interactive learning model and learning media, namely VCT assisted by Canva media. By applying these learning models and media, the learning atmosphere becomes more active because students have many opportunities to interact with the teacher to ask questions or understand more about learning.

This study supports (Prihatiningtyas & Astuti, 2024) research which found that the Canva-based problem-based learning model is more effective than conventional learning in improving student motivation and the result of students learning. This is evident from the higher average score of the experimental class compared to the control class. This difference shows that the use of Canva as learning media in problem-based learning models can increase students' involvement in learning, thus ultimately improving their learning outcomes and motivation.

### The Effect of VCT Model Assisted with Canva Media on Learning Outcomes

Assessing the effect of the VCT learning model on the learning outcomes of fourth grade students of SD Negeri Purwoyoso 04 Semarang became the research objective. The results of pre-

test and post-test data processing result of learning obtained from experimental and control classes are 46 students. From the control class shows that most students get very good results, namely 3 students. While the results of the experimental class show that most students get very good results, namely 17 students. To obtain an overview of the data on the result of learning of the experimental and control classes, data classification is carried out as follows.

**Table 4.** The Result of Student Learning class IV SDN Purwoyoso 04 Ngaliyan

		<b>Control</b>	<b>Experimental</b>	<b>Total</b>
<b>Category</b>	Very Good	3	17	20
	Good	18	11	29
	Enough	18	11	29
	Less	7	7	14
	<b>Total</b>	<b>46</b>	<b>46</b>	<b>92</b>

From the results of the pre-test and post-test learning outcomes, it can be seen that the N-Gain value of the experimental class has results in the medium category. While the control class has results with a low category, namely  $0.46 > 0.04$ .

**Table 5.** The Mean, Standard Deviation and N-Gain of Student Learning Outcomes class IV SDN Purwoyoso 04 Ngaliyan

<b>Experimental Class</b>						
N	<i>Pretest</i>		<i>Posttest</i>		<i>N-Gain</i>	
	$\bar{x}$	S	$\bar{x}$	s	$\bar{x}$	S
23	51,7	9,78	82,7	11,1	0,46	0,15

<b>Control Class</b>						
N	<i>Pretest</i>		<i>Posttest</i>		<i>N-Gain</i>	
	$\bar{x}$	S	$\bar{x}$	s	$\bar{x}$	S
23	54,35	12,65	73,48	15,68	0,04	0,29

Significant differences between the experimental and control classes occurred due to variations in the learning models and media used. In the control class, the teacher applied the lecture method without the support of interactive media, so learning tended to be teacher-centered and made it difficult for students to understand the material. In contrast, the experimental class used a more interactive learning model, namely Value Clarification Technique (VCT) supported by Canva media. The application of the model and media created a more dynamic learning atmosphere, where students were encouraged to identify, evaluate and select values contained in the material. In addition, the learning media provided also helps students understand learning better, so that the material can be received more easily.

This study supports (Febriyani et al., 2022) research that the VCT model is proven to have a positive influence on student learning outcomes. This can be seen from the comparison of the average score, where the experimental class that used the VCT model showed higher scores than the control class that did not use the model.

### **The Effect of VCT Model Assisted with Canva Media on Motivation and Learning Outcomes**

The normality test used in this study is the Shapiro-Wilk normality test. The data tested were the results of pre-test and post-test questionnaires of learning motivation and learning outcomes of fourth grade students in Pancasila Education subjects on the material of norms in the home, school and community environment. The results of the calculation of the obtained from the learning questionnaire sig greater than 0.05. So it is said that the data comes from a normally distributed population. While the calculation results for the learning outcomes sheet obtained sig greater than 0.05. Then it is said that the data comes from a normally distributed population.



Table 6. Normality Test Results of Learning Motivation

Type of test	Sig
<i>Pre-Test Experimental</i>	0,062 > 0,05
<i>Post-Test Experimental</i>	0,132 > 0,05
<i>Pre-Test Control</i>	0,063 > 0,05
<i>Post-Test Control</i>	0,104 > 0,05

Table 7. Normality Test Results of Learning Outcomes

Type of test	Sig
<i>Pre-Test Experimental</i>	0,605 > 0,05
<i>Post-Test Experimental</i>	0,280 > 0,05
<i>Pre-Test Control</i>	0,468 > 0,05
<i>Post-Test Control</i>	0,312 > 0,05

After ensuring that the data is normally distributed, the t test or Chi-Square test is conducted to determine the effect of the VCT model on the learning motivation of grade IV. The test results showed a significance value of  $0.001 < 0.05$ . The results also showed the effect of the VCT model on student learning outcomes. This is indicated by a significance value of  $0.004 < 0.05$ . It can be concluded that there is an effect of VCT model assisted by canva media on the motivation and learning outcomes of fourth grade students in Pancasila Education subjects at SD Negeri Purwoyoso 04 Ngaliyan Semarang.

## CONCLUSION

This study concluded that the application of the VCT model has a positive impact on the motivation and learning outcomes of fourth grade students of Purwoyoso 04 Ngaliyan Semarang State Elementary School in Pancasila Education subjects. The increase in student motivation is evidenced by the results of the questionnaire which shows a high category in the experimental class. While the control class has results with a low category, namely  $0.54 > 0.37$ . From the results of the pre-test and post-test learning outcomes, it was also found that the experimental class had moderate results. While the control class has results with a low category, namely  $0.46 > 0.04$ . These results are reinforced by the t-test which obtained the results of the influence of the VCT model on the learning motivation of fourth grade students, namely sig  $0.001 < 0.05$ . Meanwhile, the effect of the VCT model on the learning motivation of fourth grade students is sig  $0.004 < 0.05$  as well. It can be concluded that there is an effect of the VCT model assisted by canva media on the motivation and learning outcomes of fourth grade students in the subject of Pancasila Education at SD Negeri Purwoyoso 04 Ngaliyan Semarang.

Based on the research that has been done, the advice that can be given is that teachers are expected to be able to apply learning models and media that can stimulate student motivation in understanding learning. With high student motivation, their learning outcomes will also experience a significant increase.

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