



## VCT Model Based on Local Wisdom Values in Pancasila and Citizenship Education to Strengthen Students' Social Awareness

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### ABSTRACT

**Objective:** This research aims to determine the effectiveness of using the VCT Model based on local wisdom values in Pancasila and Citizenship education to increase students' social awareness. **Method:** This research used a quasi-experiment with a one-class group pretest-posttest design. This research was conducted at JHS 26 Makassar, Indonesia, with a sample of 31 students. Effectiveness is measured based on the results of the n-Gain test developed by Hake. **Results:** The research results found that the use of the VCT model based on local wisdom values was practical and effective in increasing students' social awareness as evidenced by the results of the N gain pretest and post-test, which were in the high category with a g- ave of 0.89 and the results of the practical test of the value-based VCT model local wisdom by teachers 92.30% (efficient) and observers 90.98% (very practical). **Novelty:** This research contributes to preserving cultural heritage as the nation's wealth.

## INTRODUCTION

Pancasila and Citizenship Education play an essential role in forming students who have a deep understanding of the values of Pancasila and good citizenship so that they can become citizens with character responsibility and active in social, national and state life; apart from that, Pancasila and Citizenship Education plays an important role in forming students' social awareness (Andini et al., 2024; Putri et al., 2023; Nurmalisa et al., 2020; Lubis, 2022). Social awareness is the ability to understand and respond appropriately to the needs and feelings of other people, which is an important aspect of creating social harmony (Pahlawati, 2019; Putra & Soesanto, 2024; Septianingsih et al., 2024). Social awareness helps students be more sensitive to other people's feelings, needs, and conditions. This encourages them to develop empathy and caring so they are better equipped to help and cooperate with others.

Students with high social awareness tend to be more active in social and community activities. They are involved in various activities to improve community welfare, such as volunteering, social action, and others (Billah et al., 2023; Andayani et al., 2021). With good social awareness, students learn to appreciate societal differences and diversity (Jamil et al., 2023; Nurhidayat et al., 2023). This can reduce social conflict and strengthen social cohesion, creating a more harmonious and inclusive environment. Social awareness encourages students to understand their responsibilities as members of society (Prihatin et al., 2023; Wahid, 2023; Zadidah, 2021). They learn to take responsible actions and contribute positively to various aspects of social life (Romlah & Rusdi, 2023; Zahra et al., 2024). Building students' social awareness is an

Important investment for a better future, where individuals with strong, empathetic, and responsible character can contribute positively to creating a more just, harmonious, and prosperous society (Mooduto & Otaya, 2023; Norrahman, 2024; Septianingsih et al., 2024). In this era of globalization and modernization, challenges to diversity and social cohesion are increasing, so education needs to instill values that support social awareness. Conventional Pancasila and citizenship teaching methods are often less effective in developing students' social awareness. For this reason, innovation is needed in learning models that are able to touch affective and cognitive aspects simultaneously. One model that is considered adequate is the Value Clarification Technique (Elan & Sobayari, 2022; Sudirman, 2019). VCT is a technique that helps students recognize, understand, and clarify the values that are important to them so that they can be applied in everyday life.

Local wisdom values are integral to culture and have great potential in developing students' character and social awareness. Integrating these values into the educational process can help students understand and appreciate their cultural heritage while forming ethical, empathetic, and responsible individuals (Lestari & Utami, 2024; Rosyada et al., 2024). Local wisdom teaches important moral and social values and instills a sense of pride and love for their cultural identity (Wantu et al., 2024). This will encourage students to be more sensitive to social issues around them and be actively involved in efforts to preserve culture and build a more inclusive and harmonious society. Local wisdom includes norms, customs, and moral and ethical values that have been tested over time and are based on the social context of the local community (Sakman & Syam, 2020; Susilawati, 2024). By integrating local wisdom values, it is hoped that students will not only understand Pancasila and Citizenship Education material cognitively but will also be able to internalize these values in their social lives. This is in line with the goals of national education, which emphasize the importance of forming the character of students who are faithful, devout, and have noble character. Integrating local wisdom values into Pancasila and citizenship education can effectively strengthen students' social awareness in Indonesia, which is known for its cultural diversity.

This research aims to determine the practicality and effectiveness of the VCT model based on local wisdom values in learning Pancasila and Citizenship Education to strengthen students' social awareness. Thus, the implementation of the VCT model based on local wisdom values is expected to make a significant contribution to strengthening students' social awareness and supporting the government's efforts in creating a generation with strong character and the ability to contribute positively to social life.

## RESEARCH METHOD

This research used a quasi-experiment with a one-class group pretest-posttest design (Fraenkel et al., 2012).

**Table 1.** The matching-only pretest-posttest one class group design.

Group	Pretest	Treatment	Post-test
Experimental class	0	X	0

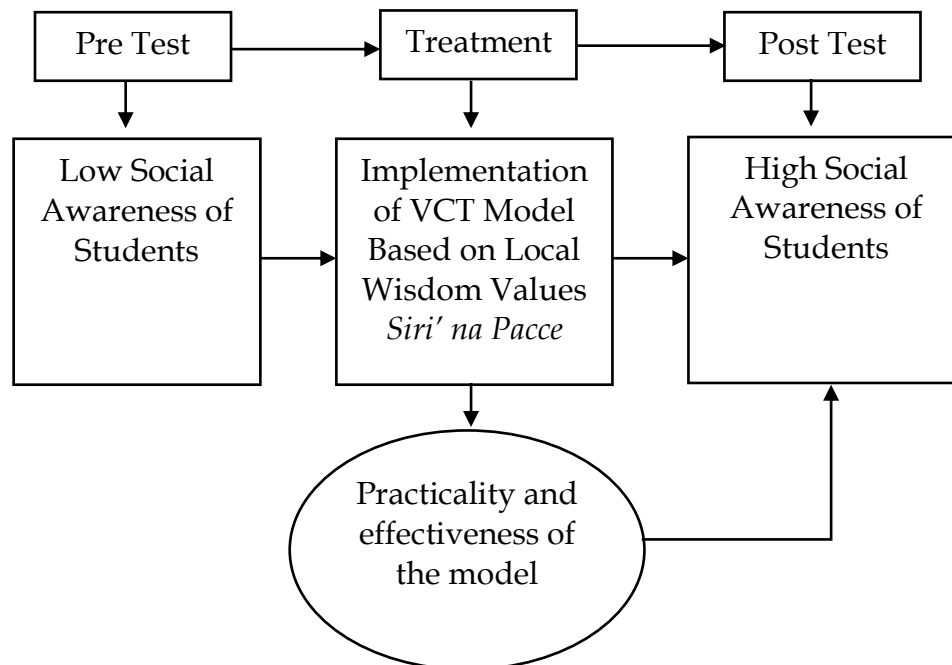
Information:

0 = student social awareness test

X = VCT model based on local wisdom values

### Research Procedures

Figure 1 is the research procedure.



**Figure 2.** Research procedure.

### Sample

This research was conducted at JHS 26 Makassar, based on the characteristics of the leading school area in Makassar City, Indonesia. Sample determination is based on probability sampling techniques. Probability sampling is a sampling technique that provides an equal opportunity for each member of the population to be selected as a sample member (Sugiyono, 2022). The sample in this research was class VII students at JHS 26 Makassar, with a total of 31 students.

### Research instrument

The instruments in this research were observation sheets, questionnaires, and students' social awareness tests.

### Data analysis

The research data collected in this research is qualitative data and quantitative data. Qualitative data will be analyzed descriptively using a triangulation of methods and data sources. Data analysis includes the practicality of using a VCT model based on local wisdom values in student response questionnaire data analyzed qualitatively (percentages). The analysis to calculate the percentage of student responses was adapted from (Arikunto, 2021), namely very practical (if 84 - 100% of students gave positive responses), practical (68 - 83), reasonably practical (52 - 67), less practical (36 - 51), and impractical (less than 35%). Quantitative Data collection was done through social awareness tests in the experimental class. The test used in this research is a

multiple-choice test with ten questions. With the multiple choice test, the author can determine the effectiveness of using the VCT model based on local wisdom values to increase students' social awareness. Indicators of social awareness include Respecting differences and diversity between other students at school, Having the ability to adapt to various cultural backgrounds and values, and Taking the initiative to be involved in social activities at school or the surrounding community. The data obtained in the form of pretest and post-test scores were analyzed descriptively and quantitatively using N-gain. The normalized gain rule ( Ngain ) was developed by Hakke (1999) in the form of a percent (%) effective (>76), moderately effective (56-75), less effective (40-55), and ineffective (<40).

## RESULTS AND DISCUSSION

### Results

The practicality of the VCT model is based on local wisdom values for strengthening students' social awareness. To obtain data about the practicality of the VCT model based on local wisdom values in Pancasila and citizenship to strengthen students' social awareness, a trial application of the model was carried out. The trial was carried out at JHS 26 Makassar involving observers, Pancasila and Citizenship teachers, and 31 class VII students. The school choice was based on the characteristics of the school area in the center of Makassar city. In a limited trial, the teacher applied the VCT Model based on local Bugis Makassar wisdom values in real class 3 meetings and observed by observers. The first meeting was with the material ethnic diversity within the framework of Bhinneka Tunggal Ika, the second meeting was with the material religious and cultural diversity within the frame of Bhinneka Tunggal Ika, and the third meeting was with the material racial and inter-group diversity. After implementation, the teacher assesses the practicality of implementing the VCT Model based on local wisdom values: Summary of the teacher's assessment of the practicality of implementing the VCT Model based on local wisdom values of Bugis Makassar presented in Table 2.

**Table 2.** Results of practicality assessment by teachers

Assessment Aspects	Mark
<b>VCT Model Based on Local Wisdom Values</b>	
<b>Stage 1: Stimulus</b>	
1. The stimulus stage is easy to implement	1
2. The time allocated for the stimulus stage is sufficient	1
<b>Stage 2: Value selection</b>	
1. The value selection stage is easy to implement	1
2. The time allocation for the value selection stage is sufficient	1
<b>Stage 3: Testing Reasons</b>	
1. The stage of testing the reasons is easy to carry out	1
2. The time allocation at the stage of testing the reasons is sufficient	1
<b>Stage 4: Reflection and follow-up</b>	
1. The briefing and follow-up stages are easy to implement	1
2. The time allocated for the briefing and follow-up stages is sufficient	0
<b>Learning Media</b>	
1. The teaching module is clear	1
2. Teaching materials are straightforward to understand	1
3. Teaching materials can help students	1
4. Student worksheets (LKPD) are clear	1

Assessment Aspects	Mark
5. Learning media is easy to use	1
6. Student assessment is clear	1
7. Student assessments are easy to use	1
Amount	12
Percentage	92%

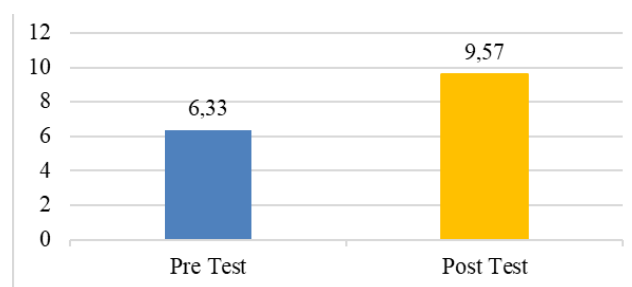
Table 2 shows that 92% of teachers considered the practicality of implementing the stages of the VCT Model Based on Local Wisdom Values and supporting learning tools to be satisfactory. Observers observe the suitability of the teacher's implementation of learning with the stages of the VCT Model Based on Local Wisdom Values. Table 3 summarizes the results of the observers' observations.

**Table 3.** Model trials

Observation Aspect	Percentage
Stage 1: Stimulus	100
Stage 2: Selecting Values	91
Stage 3: Testing Reasons	88
Stage 4: Reflection and follow-up	83

Table 3 shows the percentage of observer observations reached 100% for the stimulus stage, 91% for the value selection stage, 88% for the reasons testing stage, and 83% for the direction and follow-up stage. The overall percentage of observation results reached 90%. A complete recapitulation of the observer's observation results can be seen in the Appendix. The level of practicality based on the teacher's assessment reached 92%, while based on the observer's observations, it reached 90%. This figure is greater than 80%. In this way, the VCT model based on local wisdom values in Pancasila and citizenship to strengthen students' social awareness is declared practical.

Students' social awareness is measured using learning outcomes tests. Figure 2 shows the average value of students' social awareness test results before and after the limited trial of learning with the VCT Model based on local wisdom values.



**Figure 2.** Student test results.

Based on Figure 2, it can be seen that the average test result of students at JHS 26 Makassar before implementing the VCT Model Based on Local Wisdom Values was 6.33 and increased to 9.57 after implementing the VCT Model Based on Local Wisdom Values. To compare data over time on the social awareness of all students during limited trials, non-parametric statistical hypothesis testing was carried out using the Wilcoxon test with the SPSS version 25 program. This was done because the *pre-test*

(before) and *post-test* (after) data that were obtained were not normally distributed. The results of normality test calculations using the Wilcoxon test are presented in the following table.

**Table 4.** Wilcoxon test results data.

Ranks		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	31 <sup>b</sup>	16.00	496.00
	Ties	0 <sup>c</sup>		
	Total	31		

a. Post Test < Pre Test  
b. Post Test > Pre Test  
c. Post test = Pre Test

Based on Table 4, it can be seen that the post-test score is lower than the pre-test score (negative ranks ), which is 0. This means there are no post-test scores on students' social awareness that are lower than the pre-test scores. The post-test score is higher than the pre-test score (positive ranks), namely 31, this means that all participants' scores have increased. The average positive rank value is 16, and the average negative rank is 0; this means there has been an increase in students' social awareness scores after implementing the VCT model based on local wisdom values in Pancasila and Citizenship education.

Next, the data on the social awareness of all students will be compared over time. The hypothesis of differences in students' social awareness before and after implementing the VCT model based on local wisdom values in Pancasila and Citizenship education is formulated as follows.

H<sub>0</sub> : The average value of students' social awareness before and after implementing the VCT model based on local wisdom values in Pancasila and Citizenship education is the same.

H<sub>1</sub> :

The average value of students' social awareness before and after implementing the VCT model based on local wisdom values in Pancasila and Citizenship education differs.

With the hypothesis testing criteria, reject H<sub>0</sub> if Sig. ≤ α 0.05

The results of the Wilcoxon test calculation are presented in Table 5.

**Table 5.** Wilcoxon test statistical test

Test Statistics <sup>a</sup>	
Z	Post Test - Pre Test -4,889 <sup>b</sup>
Asymp. Sig. (2-tailed)	,000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Table 5 shows that the Wilcoxon test results obtained a value of sig = 0.000, which means it is smaller than α 0.05. Thus, H<sub>0</sub> is rejected, and H<sub>1</sub> is accepted, which means that there is a significant difference in students' social awareness before and after

implementing the VCT model based on local wisdom values in Pancasila and Citizenship education. The students' social awareness increase was analyzed using *the normalized gain score* (N-Gain). The results of the N-Gain analysis are presented in Table 6.

**Table 6.** *N-Gain* analysis results.

School	Many students	Individual N-Gain Amount	<i>g-ave</i>	Category
UPT SPF JHS 26 Makassar	31	27.55	0.89	High

Table 6 shows that *the average number of* UPT SPF students at JHS 26 Makassar is 0.89. This shows that the increase in students' social awareness is in the high category.

The results of limited testing of the VCT model based on local wisdom values in Pancasila and Citizenship at JHS 26 Makassar show that students' social awareness has increased. Thus, the social awareness of students taught using the VCT Model based on local wisdom values in Pancasila, and Citizenship is declared positive to strengthen students' social awareness.

### Discussion

This research aims to test the effectiveness of the Value Clarification Technique model based on local wisdom values in learning Pancasila and Citizenship Education to strengthen students' social awareness. Based on the results of data analysis, a significant increase in students' social awareness was found from the pretest to the post-test, with the n-gain value indicating the high category. These results indicate that the VCT model based on local wisdom values effectively increases students' social awareness. Social awareness helps students be more sensitive to other people's feelings, needs, and conditions. This encourages them to develop empathy and caring so they are better equipped to help and cooperate with others. Students with high social awareness tend to be more active in social and community activities (Billah et al., 2023; Andayani et al., 2021). They are involved in various activities to improve community welfare, such as volunteer activities, social actions, etc. With good social awareness, students learn to appreciate societal differences and diversity (Jamil et al., 2023; Nurhidayat et al., 2023). This can reduce social conflict and strengthen social cohesion, creating a more harmonious and inclusive environment. Social awareness encourages students to understand their responsibilities as members of society (Prihatin et al., 2023; Wahid, 2023; Zadidah, 2021). They learn to take responsible actions and contribute positively to various aspects of social life (Romlah & Rusdi, 2023; Zahra et al., 2024).

Increasing students' social awareness can be explained by applying local wisdom values integrated into the learning process. Local wisdom, which includes values such as *Siri na pace*, *sipakatau*, *sipakalebbi*, and *sipakainge*, is the basis for developing the VCT model. By including these values, learning becomes more relevant and contextual so that students more easily understand and internalize the social values taught (Azis et al., 2021; Hidayat et al., 2022; Nanggala & Suryadi, 2020; Rosyada et al., 2024). The VCT model used in this research allows students to be active in the learning process. Through discussion, debate, and reflection on the values contained in local wisdom, students are invited to think critically and build a more profound social understanding. This process increases their understanding of social concepts and develops

interpersonal skills such as empathy, cooperation, and effective communication (Saripudin et al., 2018).

This significant increase in the results of the social awareness test also shows that a learning model based on local wisdom values can build the character of students more concerned about social issues. This is in accordance with the objectives of character education, which emphasize the importance of forming positive social attitudes and behavior (Nuruddin, 2022). Thus, the VCT model based on local wisdom values increases students' theoretical understanding of social awareness and encourages them to apply these values in everyday life (Anggramayeni et al., 2018; Parawangsa et al., 2021).

## CONCLUSION

**Fundamental Findings:** This research indicates that the VCT model based on local wisdom values is practical and effective in increasing students' social awareness. Building students' social awareness is an important investment for a better future, where individuals with strong, empathetic, and responsible character can contribute positively to creating a more just, harmonious, and prosperous society. **Implication:** Students' social awareness has increased after implementing the VCT model based on local wisdom values. Therefore, it is recommended that this model be implemented widely in PPKn learning so that students can better understand and internalize the important social values for character development and a better national life. **Limitation:** This research was conducted on a limited scale with a sample size of 31 students. **Future research:** Furthermore, further research needs to be carried out to test the effectiveness of this model in various contexts and different educational levels.

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