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The Effect Of Value Clarification Technique Learning Model Based On Educational Adventure Game On Critical Thinking Skills For Elementary School Students

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ABSTRACT

Objective: The low critical thinking ability of students in Pancasila Education subjects causes them to only memorize materials without being able to analyze, evaluate, and solve problems critically. This study aims to apply the Value Clarification Technique (VCT) learning model based on Educational Adventure Game and analyze its effect on improving students' critical thinking ability in Pancasila Education subjects. **Methods:** This study uses an experimental method (quasi-experimental design) with a sample of grade IV Elementary School students, and data collection is carried out quantitatively using a test instrument to measure critical thinking skills. **Results:** This study presents a novel approach by integrating the Value Clarification Technique (VCT) with Educational Adventure Games to enhance critical thinking in Pancasila Education an area that has traditionally focused more on rote memorization than analytical skill development. Based on the results of the hypothesis test at SD Negeri 1 Jeketro, the t-count value of 7.305 is greater than the t-table of 2.017 at a significance level of 95% with α = 0.01. The same results were also found at SD Negeri 1 Saban, where the t-count value of 7.205 is greater than the t-table of 2.017 at a significance level of 95% with α = 0.02. Conclusion: Thus, it can be concluded that the use of the Educational Adventure Game-based VCT learning model has a significant effect on improving students' critical thinking skills in the Pancasila Education subject.

INTRODUCTION

Critical thinking constitutes a crucial competency for students to effectively confront the demands of 21st-century life(Mamun, 2024).Critical thinking allows students to analyze information, evaluate various points of view, and make the right decisions in solving problems (Mamun, 2024).However, in reality, students' critical thinking skills in Pancasila Education subjects are still relatively low (Nurfaisah, A. P., Aras, L., & Erdiani, 2024). This is reflected in the tendency of students to memorize subject matter rather than understanding and applying the values of Pancasila in the context of everyday life(Haryani, 2017). Integration of the VCT model in social studies learning can significantly increase students' learning motivation (Nurfurqon et al., 2022). In a follow-up study, VCT was also found to have a positive impact on student engagement during the social studies learning process (Nurfurqon et al., 2022).

The low level of critical thinking skills at SD N 1 Jeketro is due to the poor quality of learning. The observation results state that the learning process still tends to be conventional.(Nuifaizah, Nuirhaeidah, 2019) Teachers mostly use the lecture method and the use of media that is still minimal, as well as student activities in learning that only sit quietly listening to the material that is spoken by the teacher so that the quality of learning is low.(Marlina & Harahap, 2018) Whereas in elementary schools, teachers have an important role in realizing this through learning in the classroom, including

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teachers must be able to develop lesson plans, implement learning and also evaluate learning (Afandi et al., 2021). To overcome the above problems, teachers should better understand the importance of value education and teachers can be more creative in designing learning that can maximize the quality of student learning (Wahab, 2021). A teacher can apply innovative learning models accompanied by the use of learning media that can improve students' critical thinking skills.(Rahmaini & Ogylva Chandra, 2024) The use of VCT-based educational games is an effective alternative in affective learning in elementary schools (Yustiana & Sari, 2022). The Value Clarification Technique (VCT) learning model has been proven to be effective in improving the critical thinking skills of elementary school students, especially in Citizenship Education (PKn) subjects (Nurfaizah, A. P., Nurfitriani, N., 2021).

Research by (Maulana et al., 2019) shows that the VCT approach is able to develop critical and in-depth thinking patterns in elementary school students in discussions of social values. One of the learning innovations that can be used in improving critical thinking skills is the Value Clarification Technique (VCT) learning model.(Rositawati, 2018) The Value Clarification Technique (VCT) is a learning model that can help students to identify and determine values that are considered appropriate to the issues at hand.(Syafitri, E., Armanto, D., & Rahmadani, 2021) This is done through a process of analyzing the values that are already embedded within the students (Astusi, 2017). This aligns with research conducted by (Ananda & Fatimah, 2021), (Pasju & Hadiwinarto, 2022), and (Azis, 2018), which indicates that the VCT learning model can reveal students' attitudes, morals, and values regarding the issues presented in lessons through an analytical process that makes learning enjoyable and challenging. This model involves learning through value analysis when addressing problems, allowing students to explore and define their own values.(Anwar et al., 2023) Furthermore, the VCT learning model can guide students toward critical thinking by fostering an analytical approach to problem-solving (Rohmah et al., 2022). Students engage in real-life experiences, problem-solving, critical thinking, and appreciation of moral values through the VCT learning model (Akhwani & Nurizka, 2021). Its application can take the form of presenting real issues through dialogue, discussions, and presentations, enabling students to articulate values from various choices and guiding them to deeply understand the meaning of those values (Ananda & Fatimah, 2021). Thus, the VCT learning model instills habits of analyzing, making decisions, and effectively solving problems in students (Pasju & Hadiwinarto, 2022). In addition, to attract students' interest and motivation, the VCT model can be integrated with Educational Adventure Game, which utilizes technology in the form of educational games, it is expected that students are not only more actively involved, but also able to improve their critical thinking skills (Lestari et al., 2019). Game is one of the learning media that can be used to create meaningful learning (Nurhikmah et al., 2023). Games are one of the utilization of technology that is very much in demand by the old, young, and children who are generally to get pleasure and fill the time of boredom alone (Nevyasandi et al., 2022).

Some previous studies that discussed the application of Value Clarification Technique (VCT) in the learning process stated that there was an influence and improvement in the critical thinking skills of elementary school students (Mayassari et al., 2023)(Maulana et al., 2019)(Rahmawati, 2020)(Widiana, 2022). Other research explains that the application of Value Clarification Technique (VCT) in learning can have a positive influence on the ability to convey an idea or idea, and can build a

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pleasant learning atmosphere so that it has a good influence on the learning process (Mayassari et al., 2023). Despite these promising findings, limited studies have explored the integration of VCT with educational gaming platforms as a means to enhance critical thinking skills among elementary learners.(Efendi, 2021) Therefore, the present study aims to examine the effect of incorporating an Educational Adventure Game-based Value Clarification Technique (VCT) learning model on students' critical thinking abilities in the context of Pancasila Education. Integration of the VCT model in social studies learning can significantly increase students' learning motivation (Nurfurqon et al., 2022). In a follow-up study, VCT was also found to have a positive impact on student engagement during the social studies learning process (Nurfurqon et al., 2022).

RESEARCH METHOD

This study uses a type of quantitative research with a Quasi-experimental design. The form of Quasi-experimental used is The Nonequivalent Pretest-Posttest Control Group Design, which is a research design of experimental groups and control groups where both groups before learning are given a pretest to determine critical thinking skills then given different treatments and the last is giving a posttest to determine critical thinking skills after treatment. Quasi-experimental design is an experimental research design that does not allow researchers to randomize in selecting control groups and experimental groups. The study population comprised fourth-grade students from SD Negeri 1 Jeketro and SD Negeri 1 Saban. Sampling using saturated sample technique. Saturated sample is a sampling technique when all members of the population are used as samples. In this study there will be an experimental class and a control class. Data collection was conducted using a standardized critical thinking test instrument, consisting of multiple-choice items administered during both the pretest and posttest phases. As defined by Arikunto, (2018) tests function as structured instruments for systematic data collection, distinguished by their formalized structure and controlled parameters.. Data analysis involved several sequential stages: (1) preliminary data screening, including tests for normality assumptions; (2) psychometric evaluation of the test instrument encompassing item validity, reliability coefficients, discrimination indices, and item difficulty levels; and (3) final hypothesis testing through homogeneity assessments and independent samples t-tests to determine the statistical significance of observed differences between groups.In this study, the researcher used a data collection technique by means of a test. The test technique was carried out in this study to obtain data from the results of measuring the critical thinking abilities of participants, both before and after the treatment. The test was carried out twice, namely pretest and posttest. Pretest was carried out before the treatment was given (treatment) and posttest was carried out after the treatment was given (treatment).

This research was conducted at State Elementary School 1 Jetakro and State Elementary School 1 Saban, Gubug District, Grobogan Regency, Central Java Province. The population in this study were all fourth grade students in the 2022/2023 school year. At State Elementary School 1 Jetakro, the number of students was 43 people, and all of them were used as an experimental class. Meanwhile, at State Elementary School 1 Saban there were 28 students, who were divided into two groups, namely 14 students as a control class and 14 students as an experimental class. The sampling technique used a saturated sampling technique, which is a sampling determination technique if all

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members of the population are used as samples (Maulida, 2017). To measure students' critical thinking skills through the Value Clarification Technique (VCT) model based on educational adventure games in the Pancasila Education subject, instruments were used in the form of pretests and posttests which were given to all students.

In data analysis in this study, several statistical test techniques were used. The first step is to conduct a data normality test as a prerequisite for further analysis. This normality test uses the Shapiro-Wilk method (Liliefors Test) with the help of SPSS software. Before the experiment was conducted, the research instrument was tested first through validity, reliability, discrimination, and difficulty level tests, so that the data produced was truly valid, reliable, and of high quality. Furthermore, a homogeneity test was carried out to determine whether the variance of the two groups of data being compared was homogeneous.

Following confirmation of the assumptions of normality and homogeneity, a paired-samples t-test was conducted to examine whether significant differences existed between the pretest and posttest scores within the same group of participants who received different instructional treatments. Additionally, to compare the outcomes between two independent groups, an independent-samples t-test was employed, provided that the normality assumption was satisfied for both datasets. The primary hypothesis tested in this study posits that the implementation of the Educational Adventure Game-based Value Clarification Technique (VCT) learning model has a significant effect on students' critical thinking skills in the context of Pancasila Education.

RESULTS AND DISCUSSION

Results

Based on the results of research involving 2 elementary schools, namely SD N 1 Jeketro as the experimental class and SD N 1 Saban as the control class. This research was conducted once a meeting with details of 1 meeting in the experimental class and 1 meeting in the control class. The time allocation for one meeting is 2 x 35 minutes (2 lesson hours). The use of the VCT (Value Clarification Technique) experimental class learning model based on educational game adventure games and control classes using conventional learning models on the material of rights and obligations as family members and as school citizens.

The following is the implementation of the VCT (Value Clarification Technique) learning model based on educational game adventure game on students' critical thinking skills in Pancasila education subjects.

1) Students take a pretest to determine students' initial critical thinking skills.
2) After that, learning is carried out to the experimental class.
3) Students pay attention to the picture displayed by the teacher. Images about one of the rights and obligations as a family member and school citizen.
4) Students are given several triggering questions related to the picture that has been displayed.
5) Students listen to material about rights and obligations from the teacher through power points.
6) Students play a game using educatioan advanture game with the material of rights and obligations as family members and school citizens.

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7) Students ask questions with the teacher related to the material displayed.
8) Students pay attention to the teacher's explanation of rights and obligations through songs.
9) Then students are formed into groups and solve the problems in the LKPD that have been provided and presented in front of the class.
10) Meanwhile, other groups give each other responses, either suggestions or questions.
11) At the end of the activity the teacher and students reflect on the learning that has been carried out.
12) After the material has been taught, students are given a post-test to determine student learning outcomes.

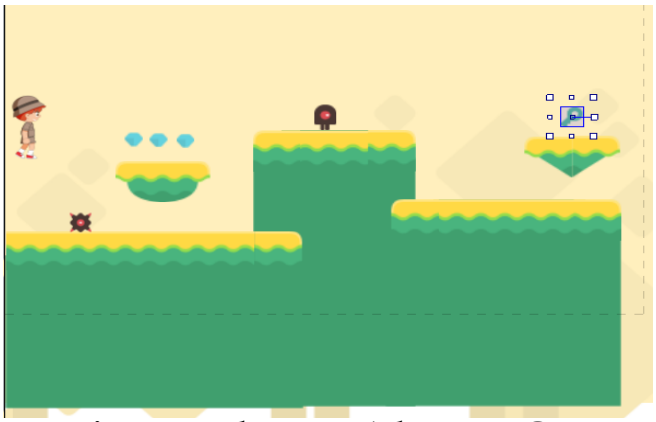

Figure 1. Education Advanture Game

Description of Control Class Result Data at SD Negeri 1 Jeketro

At the beginning of the study, the students were first given a diagnostic assessment and a formative assessment to find out the initial ability of the students. The assessment was conducted using a scale of 100. After knowing the students' initial abilities, the control group students were taught using the conventional teaching method. At the end of the study, the students were given a total of 15 post-teaching questions using a scale of 100 to determine the students' learning achievement. Pre test and post teist statistics are presented in the following table.

Table 1. Description of Pre Test and Post Test Results of Control Class SD Negeri 1 Jeketro

	Number of Students	Number of Questions	Average	Standard Deviation	Variance Minimum	Value	Maximum Value
Pre Test	43	15	53	4,237	18	44	60
Post Test	43	15	61	6,546	42,8	45	72

Source: Author's data processing results, 2025

From the table above shows that SD N 1 Jeketro as the experimental class from the pre-test statistics found a minimum value of 44, a maximum value of 60 with an average value of 53 and a standard deviation of 4.237. While the post test statistics have a minimum value of 45, a maximum value of 72 with an average value of 61 and a standard deviation of 6.546.

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Description of Control Class Result Data at SD Negeri 1 Saban

In the control class before being given treatment, a diagnostic assessment and formative assessment were first given to determine the initial ability of students. The assessment is carried out using a scale of 100. After knowing the initial ability of students, then the control class students were taught using a conventional learning model. At the last meeting students were given a post-test question of 15 questions with an assessment using a scale of 100 to determine student learning outcomes. Pre-test and post-test statistics are presented in the following table:

Table 2. Results of Pre Test Description of control Class SD Negeri 1 Saban

	Number of Students	Number of Questions	Average	Standard Deviation	Variance Minimum	Value	Maximum Value
Pre Test	28	15	53	2,947	8,683	47	59
Post Test	28	15	61	5,278	27,856	51	75

Source: Author's data processing results, 2025

The table above shows that SD Negeri 1 Saban as the control class from the pre-test statistics found a minimum value of 47, a maximum value of 59 with an average value of 53 and a standard deviation of 2.947. While the post test statistics have a minimum value of 51, a maximum value of 75 with an average value of 61 and a standard deviation of 5.278.

Discussion

Based on research involving two elementary schools, SD Negeri 1 Jeketro as the experimental class and SD Negeri 1 Saban as the control class, it was found that the Value Clarification Technique (VCT) learning model based on Educational Adventure Game had a significant impact on students' critical thinking skills. Both classes were given pre-tests to determine students' initial abilities. The average pre-test score for the experimental class at SD Negeri 1 Jeketro was 53, and the post-test score was 61. Meanwhile, the average pre-test score for the control class at SD Negeri 1 Saban was also 53, and the average post-test score was 61.

After identifying the initial abilities of both classes, the students were taught the same material, "Rights and Obligations as Family Members and School Citizens," with different teaching methods. The experimental class was taught using the VCT learning model. After the different treatments were applied in the experimental and control classes, a post-test was conducted at the end of the lesson to assess the students' learning outcomes. The average post-test score for the experimental class at SD Negeri 1 Jeketro was 61, and for the control class at SD Negeri 1 Saban, it was also 61.

Based on the paired t-test results, the experimental class at SD Negeri 1 Jeketro showed that the t-value = 7.305 > t-table = 2.017 with a 95% significance level and α = 0.01. Thus, the alternative hypothesis (Ha) is accepted, and the null hypothesis (H0) is rejected, indicating that the VCT (Value Clarification Technique) learning model based on Educational Adventure Game has an effect on critical thinking skills. The t-test for the control class at SDN 1 Saban showed that the t-value = 7.205 > t-table = 2.017 with a 95% significance level and α = 0.02. Therefore, it can be concluded that the alternative hypothesis (Ha) is accepted, and the null hypothesis (H0) is rejected, indicating that the VCT (Value Clarification Technique) learning model based on Educational Adventure Game has a significant effect on students' critical thinking skills in Pancasila lessons.

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The VCT learning model significantly impacts students' learning outcomes. This model was influential in the experimental class and also showed a positive effect in the control class, where the control class achieved higher learning outcomes than the experimental class. This may be because, in applying the VCT learning model, students are required to actively construct their knowledge and think critically, fostering independence, confidence, and intellectual capability in addressing values in the learning process.(Afifah & Kusuma, 2021)

These findings are consistent with research by (Sukmawati & Nashir, 2021) and (Dr. I Komang Sudarma, 2017), which showed that using the VCT (Value Clarification Technique) learning model positively affects students' learning outcomes. Additionally, a study by (Azifah, 2023) found a significant impact of using the VCT learning model on critical thinking skills. Furthermore, the VCT learning model has been proven to have a higher influence on students' motivation to learn (Sukmawati & Nashir, 2021). The VCT learning model is a values clarification model that does not require students to memorize, but helps students find, select, analyze, develop and apply values in everyday life (AP, 2019). Thus, learning using the VCT (Value Clarification Technique) model supported by games can be said to positively affect students' learning outcomes. In this model, students are directed to identify and analyze values embedded in the games related to the lesson content. While analyzing these values, the cognitive domain of the students is indirectly involved.

CONCLUSION

Fundamental Finding: This study demonstrates that integrating the Value Clarification Technique (VCT) with Educational Adventure Games significantly improves elementary students' critical thinking skills in Pancasila Education. Paired t-tests in both experimental groups—SD Negeri 1 Jeketro ($t = 7.305 > 2.017$, $\alpha = 0.01$) and SD Negeri 1 Saban ($t = 7.205 > 2.017$, $\alpha = 0.02$)—revealed statistically significant gains, confirming the effectiveness of the innovative learning approach in enhancing student outcomes. **Implication**: The combination of VCT and educational games fosters deeper conceptual understanding while promoting active engagement, reflection, and analytical thinking. This method also facilitates more meaningful internalization of Pancasila values, offering teachers an interactive and context-rich alternative for value-based instruction. **Limitation**: The study's scope was confined to two schools, one subject area, and a single intervention session, which may limit the broader applicability of the results. **Future Research**: Further investigations should expand the model's use to other subjects, educational levels, and longer durations. Exploring alternative VCT supporting media such as digital simulations or virtual reality could provide insights into their effects on collaboration, creativity, and sustained learning outcomes.

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