

The Application of the Value Clarification Technique (VCT) Learning Model Assisted by Poster Media on the Learning Outcomes of Pancasila Education in Grade IV

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Abstract

Education is a conscious effort to grow and develop the potential of human resources through the learning process. This study aims to determine the significant completeness of the learning outcomes of Pancasila Education for Grade IV Students of SD Negeri 2 Srimulyo after applying the Value Clarification Technique (VCT) learning model assisted by poster media. The research method used was quantitative with pseudo-experiments in the pre-test and post-test categories. The population in this study is all grade IV students of SD Negeri 2 Srimulyo which amounted to 14 students and the research sample was class IV of 14 students, consisting of 6 males and 8 female students who were taken in saturated samples. The data collection technique uses a multiple-choice test technique. Based on data analysis, the average Pre-Test score was 54.46 and the average Post-Test score was 83.04 with a confidence level of $\alpha = 0.05$ obtained by Zcount 4.46 and Ztable 1.64 because Zcalculate $\geq$ Ztable then, H_a was accepted and H_o was rejected. The results of the study can be concluded that the learning outcomes of Pancasila Education students in grade IV of SD Negeri 2 Srimulyo after applying the Value Clarification Technique (VCT) learning model assisted by poster media are significantly complete.

Keywords

Media Poster, Pancasila Education Learning Outcomes, Value Clarification Technique (VCT).



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INTRODUCTION

Education is a conscious effort to grow and develop the potential of human resources through the learning process. In order for the learning process to be more meaningful, learning must be planned properly and correctly, using models that are in accordance with the use of appropriate media, so as to create active, creative, innovative, and fun learning so as to obtain maximum learning results. Education is a learning process that aims to be able to develop talents in students, be it personality, intelligence, and religion (Suriadi et al., 2021).

Learning is the process of interaction between educators and students, whether it is carried out directly (face-to-face) or indirectly. Learning certainly requires an appropriate

learning model, the learning model is very important in the learning process because the learning model is a series of forms of learning that are drawn from beginning to end that are presented distinctively by the teacher. Pancasila Education Learning in the Independent Curriculum has a very strategic goal, namely to form students to become citizens with character, noble character, and love for the homeland. In other words, Pancasila is not only taught as ordinary subject matter, but as a foundation of values that will shape the identity of students' behavior. According to Kurniawan (2023), Pancasila Education is a multidimensional problem, because Pancasila Education can be considered as the teaching of democracy, the teaching of values and morals, the teaching of law, as well as political and social teaching.

Based on the results of initial observations on October 6, 2025 at SD Negeri 2 Srimulyo which is located in Srimulyo Village, Stl Ulu Terawas District, Musi Rawas Regency, South Sumatra Province, the researcher found a problem, namely when the teaching and learning process activities students only listen to explanations from the teacher so that there is no two-way learning, therefore the learning outcomes of Pancasila Education have not been maximized. Some of the factors that cause this are the selection of learning models that are not appropriate and less effective in use, especially in Pancasila Education learning, teachers still use conventional learning models and rarely use learning media. So that learning looks uninteresting and boring where students only listen to the teacher's explanation without any contribution or response that triggers student activity during the learning process.

Furthermore, the results of the interview with the fourth grade homeroom teacher, Mrs. Ani Mesnawati, S.Pd. at SD Negeri 2 Srimulyo, it was known that the average daily test learning results of students in Pancasila Education lessons were 63.71. The learning outcomes of students in Pancasila Education learning have not reached the KKTP, and the criteria for achieving the Pancasila Education learning goals that have been set are 70. In grade IV of SD Negeri 2 Srimulyo there are 14 students, 8 girls and 6 boys. The number of students who completed was 6 people, the average score was 78 with a completion percentage of 43% while the students who did not complete were 8 people, the average score was 55.5 with a percentage of 57%.

Based on the problems that occur, teachers innovate to foster innovative, creative and active learning. To overcome these problems, the *value clarification technique* (VCT) learning model can be used with the help of poster media. The VCT learning model is very suitable to be applied in learning Pancasila education, because this learning model emphasizes good grades in students (Febriyani, 2022). The VCT learning model is an innovative approach that emphasizes values, social, cultural, personal, and community values, attitudes. Ismail (2020:26) explained that VCT (*Value Clarification Technique*) is a value education approach where students are trained to find, choose, analyze, decide, and take their own attitude to the life values they want to strive for. Teachers are assisted in clarifying, clarifying or clarifying life values, through *values problem solving*, discussions, dialogues and presentations. For example, students are helped to realize which life values should be prioritized and implemented, through the discussion of life cases that are full of conflicts of values or morals.

In the VCT model, students are helped to clarify and clarify the values in their lives through discussions, dialogues and presentations. In addition to choosing the right learning model, the learning media used also affects student learning outcomes. The application of the VCT model is combined with poster media with the aim of creating an interesting and fun learning atmosphere, so as to increase students' interest in learning so that the learning process becomes interesting.

The selection of the VCT learning model is supported by relavan's research, Ermawati 2021 entitled *The Application of the Value Clarification Technique (VCT) Model in PKn Learning in Elementary Schools* is in the very good category and achieves a predetermined minimum completeness value. With the results of the research and discussion, an average score of 71.56 was obtained with a learning completeness of 87.5%. The results of the z-test analysis obtained $z_{hitung} = 4.82 > z_{table} = 1.64$ which shows that the H_0 hypothesis is rejected and H_a is accepted. So it can be concluded that the PKn learning outcomes of grade V students of SD Negeri 1 Sungai Pinang after the application of *the Value Clarification Technique (VCT)* model are in the category of complete significance.

Based on the problems that have been found and expressed by previous researchers, the researcher conducted a research entitled "The Application of the *Value Clarification Technique (VCT)* Learning Model Assisted by Poster Media to the Learning Outcomes of Pancasila Education for Grade IV Students of SD Negeri 2 Srimulyo".

METHODS

The type of research used is quantitative research with pseudo-experimental research methods in the *pre-test* and *post-test* categories.

Table 1. Research Design

<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
O1	X	O2

(Source : Arikunto 2019:124)

Description:

O1 = *Pre-Test* (before being given *Treatment/treatment*)

X = *Treatment (Treatment)*

O2 = *Post-Test* (after being given *Treatment/treatment*)

This research was conducted at SD Negeri 2 Srimulyo which is located in Srimulyo Village, Stl Ulu Terawas District, Musi Rawas Regency, South Sumatra. The time for this research was carried out in the even semester of the 2025/2026 academic year.

The data collection technique used in the study was a test given in the form of multiple-choice questions totaling 16 questions. The test was conducted twice, namely *pre-test* before treatment with the application of the *Value Clarification Technique (VCT)* learning modality and

post-test after treatment of the application of the *Value Clarification Technique* (VCT) learning model.

FINDINGS AND DISCUSSION

This research was carried out at SD Negeri 2 Srimulyo from April 7 to May 7, 2026. In this study, one sample class was used, namely class IV with a total of 14 students using the *Value Clarification Technique* (VCT) learning model.

The instrument test was carried out outside the sample, namely class V of SD Negeri Srimulyo which consisted of 22 people, the questions tested were in the form of multiple-choice questions with a total of 20 questions. The implementation of the research was carried out in 4 meetings, namely one initial test meeting (*pretest*), two meetings of the learning process that were given treatment and finally a *post-test* meeting.

Students' Initial Abilities (*Pre-Test*)

The implementation of the *pre-test* was carried out at the first meeting on April 15, 2026 with the number of students who took the initial test was 14 students. The initial ability was obtained through tests on learning Pancasila Education before using the *Value Clarification Technique* (VCT) model assisted by poster media. From the results of the calculation, it is known that the lowest score obtained by students is 18.75 and the highest score obtained is 81.25 with an average score of 54.46. So that students' abilities before being given learning by applying the *Value Clarification Technique* (VCT) learning model assisted by poster media have not reached completeness.

Table 2. Recapitulation of *Pre-Test* Results

Many Students	Average Score	Bakun Junction	Highest Score	Lowest Score	Conclusion	Incomplete
14	54,46	16,70	81,25	18,75	3	11

Based on table 2. above, it is known that the average score of students is 54.46 with a standard deviation of 16.70. While the highest score obtained was 81.25 and the score obtained was 18.75. Of the 14 students, there were 3 students who completed, while the other 11 students did not complete.

Students' Final Ability (*Post-test*)

The final ability of the student in question is the ability that students have after the Pancasila Education learning activity using the *Value Clarification Technique* (VCT) learning model with the help of poster media, research data is obtained from the results of the *Post-Test*. The *Post-Test* was carried out at the fourth meeting on May 2, 2026 to see whether student learning outcomes improved or not after being applied using the *Value Clarification Technique* (VCT) learning model assisted by poster media. The recapitulation of the calculation of *Post-Test* results can be seen in table 3 as follows:

Table 3. Recapitulation of Post-Test Results

Many Students	Average Score	Baku Junction	Highest Score	Lowest Score	Conclusion	Incomplete
14	83,04	10,52	100	62,50	12	2

Based on table 3. above, it is known that the average score of the ability obtained by students is 83.04 with a standard deviation of 10.52. While the highest score obtained was 100, the lowest score obtained was 62.50. Of the 14 students, there were 12 students who achieved completeness in learning outcomes, while 2 students did not complete with classical completeness of 86%.

Data Normality Test

The normality test is used to see whether the sample is derived from the data of a normally distributed population or not with the aim of knowing the normality of the data, The normality test uses χ^2 (Chi-squared). Based on the provisions of statistical calculation on the data normality test with a confidence level of $\alpha = 5\%$ and the degree of freedom $dk = n - 1$ where n is the number of interval classes. If $\chi^2_{\text{count}} < \chi^2_{\text{table}}$ then it can be stated that the data is distributed. If $\chi^2_{\text{count}} \geq \chi^2_{\text{table}}$ then it can be declared that the data is not normally distributed. The recapitulation calculation of the results of data normality can be seen in table 4 as follows:

Table 4. Recapitulation of Data Normality Results

Classes	χ^2_{count}	χ^2_{table}	Data Normality
<i>Pre-Test</i>	7,7597	9,488	Normally Distributed
<i>Post-Test</i>	2,1092	9,488	Normally Distributed

Based on the results of the calculation of the table above, it can be concluded that the data of the *Pre-Test* and the Final Test (*Post-Test*) has a value of χ^2_{that} is smaller than the value of χ^2_{table} at a significant level of $\alpha = 0.05$ which is 9.488. The value of χ^2_{count} for the *Pre-Test* is 7.7597 and for the *Post-Test* is 2.1092. Because the two values < 9.488 , the data of the two tests is normally distributed. Thus, the data of the research results in both the initial test and the final test were distributed normally at a significant level of $\alpha = 0.05$.

Uji Hypothesis

It is known that the data of the post-test results are distributed normally, so in this case it is continued with a hypothesis test (z-test). The data from the hypothesis test calculation in the post-test data can be seen in table 5. as follows:

Table 5. Hypothesis Test Data Post-test

Data	Zhitung	Ztable	Conclusion
<i>Post-test</i>	4,64	1,64	Ha accepted and Ho rejected

Based on the results of the calculation of the z-test regarding the student's final ability, it shows that the value of $Z_{cal} = 4.64$ and $Z_{tabel} = 1.64$, thus $Z_{cal} \geq Z_{tabel}$. Furthermore, comparing Z_{count} with Z_{tabel} , H_0 was rejected and H_a was accepted. If $Z_{calcul} > Z_{tabel}$, then H_0 is rejected and H_a is accepted. Based on the calculation above, $Z_{hitung} > Z_{tabel}$ ($4.46 > 1.64$) was rejected, and H_a was accepted. So, it can be concluded that the hypothesis in this study can be accepted as true, meaning "The Learning Outcomes of Pancasila Education for Grade IV Students of SD Negeri 2 Srimulyo after the application of the *Value Clarification Technique* (VCT) Learning Model Assisted by Poster Media are significantly complete".

Discussion

This implementation and research was carried out for approximately one month and was carried out directly by researchers from April 7 to May 07, 2026. The research was conducted at SD Negeri 2 Srimulyo with the aim of finding out the learning outcomes of Pancasila Education for grade IV students after the implementation of the Value Clarification Technique (VCT) learning model with the help of poster media.

The implementation of this research was carried out four times with one initial test, two learning using the Value Clarification Technique (VCT) learning model assisted by poster media and one final test which aims to find out the learning outcomes of Pancasila Education after applying the Value Clarification Technique (VCT) learning model assisted by poster media.

The first meeting in this study began with the provision of a pre-test which was carried out on April 22, 2026. The test aims to find out the initial ability of students. From these results, an average pre-test score of 54.46 was obtained and there were only three students whose learning results were complete. In this initial test, it can be seen that students' Pancasila Education ability is still low and has not reached maximum completeness. This shows that the role of teachers as facilitators and motivators is very important to provide opportunities for students to actively ask questions and provide responses, so that students are able to participate in learning activities.

After the pre-test is carried out for students, then the teaching and learning process is carried out using the value clarification technique (VCT) learning model assisted by poster media. The second meeting was held on April 23, 2026, with the subject of Pancasila Education Chapter 3 "Cooperation in My Environment" Topic D "Indonesian as a Language of Unity". In this second meeting, the researcher focused more on students' introduction and habituation to value-based learning. The researcher conveys the learning objectives so that students know what material will be learned and the abilities that must be achieved after the learning takes place, as well as provide an idea that students will be trained to think critically and be able to convey attitudes or opinions on environmental issues that are related to daily life. At this stage, the researcher has not delivered the material in detail. Rather, direct students to discuss in groups. Furthermore, the researcher divided students into 3 groups consisting of 5 people and

there was 1 group consisting of 4 students in each group. Furthermore, students are given situations or statements associated with the surrounding environment or different areas for students to respond to. This activity aims to make students accustomed to assessing, clarifying, and taking a stance on a problem. Poster media has been used, but not yet fully used, because learning is still focused on strengthening attitudes, reasoning, and the habit of thinking value. The third meeting will be held on April 29, 2025. At this meeting, the researcher began to fully apply the value clarification technique (VCT) learning model in Pancasila Education learning activities with topic D "Indonesian Language as the Language of Unity". This meeting students were not only directed to understand cognitive knowledge about the importance of Bahasa Indonesia, but also trained to clarify values, determine awareness in maintaining Bahasa Indonesia as a unified language despite the regional language used every day.

Learning activities begin by preparing students both physically and psychologically. The teacher ensures that all students are ready to learn with a clean, neat and conducive classroom atmosphere. The class leader leads the prayer according to their respective religions and beliefs, then the teacher greets the students with greetings asking how the students are doing, as well as absent the students' attendance. Before learning starts so that students are more excited about learning, teachers invite students to do ice breaking to increase students' enthusiasm for learning. The ice breaking used is simple, namely by clapping the focus and singing the obligatory song "Garuda Pancasila" as a form of strengthening nationalism and love for the homeland.

After the classroom atmosphere is ready and controlled for learning, the teacher associates the previous material with the topic to be studied that day through perception activities. The teacher asked about the real experiences of students that have been experienced related to the importance of Bahasa Indonesia as a language of unity, such as students who use regional languages from different origins. This activity makes it easier for students to connect the presentation material with their daily lives. Then, teachers express their opinions and are able to clarify the values that arise from the surrounding environmental issues through the application of the Value Clarification Technique (VCT) learning model with the help of poster media.

In the core activity, teachers provide stimulus to students through poster media containing pictures, short materials and slogans related to the material. This poster is used as an initial stimulus so that students can more easily understand the real problems that exist around them. Furthermore, students are divided into 3 groups like the second meeting. After the students get the group, the teacher asks the students to observe the poster that has been distributed carefully and listen to the teacher's explanation. Students are then given time to think and dialogue with their group mates to understand the content of the poster and think about their opinions that have been explained by the teacher. Each group discussed the content of the poster and the problems that had been shared by the teacher through a small piece of paper containing questions. The next stage is to determine the argument and classification of the stance students are asked to determine their attitude or stance on the existing problem,

with the teacher giving a statement after which the student affirms or disagrees by raising his hand accompanied by a reason. Students put forward arguments and classifications in groups. At the stage of discussion and proof of arguments, each group presented the results of their discussion in front of the class.

After the students presented their work, other groups were given the opportunity to provide responses or questions about the material being studied, so that there was an active interaction between students. In this third meeting, students were more actively involved in discussions and learning during class. This can be seen from the responses or responses from several students during learning activities. The teacher added clarification, reinforcement, and corrected incorrect understanding. From this activity, there is a change, namely students who were initially confused have begun to dare to speak, while active students are increasingly skilled in conveying logical reasons.

After that, the teacher invites students to conclude the material that has been studied. The teacher resumed the material about Indonesian as a unifying language that had been learned and related it to the students' daily lives. At this stage, students gain a clearer understanding and help students recall the material they have learned. The last activity was by giving appreciation by the teacher to the students. teachers also motivate all students to apply positive values in their daily lives and emphasize the importance of Indonesian as a language of unity, not only used to unite us, but also used to learn, communicate officially, and show the identity of the Indonesian nation.

At the last meeting, a post-test test was carried out to see the final ability of students after the implementation of the Value Clarification Technique (VCT) learning model assisted by poster media. The post-test will be carried out on May 2, 2026. The purpose of the implementation of this final test is to find out the extent to which students' understanding is improved after participating in learning using the Value Clarification Technique (VCT) learning model assisted by poster media. The implementation of the test took place in a calm and orderly atmosphere. Before starting the test, the researcher reminded the rules for working on the questions and motivated students to be confident in answering the questions.

To ensure the validity of these results, the researcher conducted a statistical analysis of the data. The average pre-test score was 54.46 and the average post-test test score was 83.04, so that there was an increase in student learning outcomes of around 28.58 after the implementation of the Value Clarification Technique (VCT) learning model assisted by poster media. where the application of the Value Clarification Technique learning model (VCT) with the help of poster media can improve student learning outcomes. students who completed their studies or obtained a score of ≥ 70 in the pre-test test as many as 3 students, while in the post-test test there were 12 students who completed after the application of the Value Clarification Technique (VCT) learning model assisted by poster media. As a closing stage, the teacher and the students reflect briefly on the learning that has been learned. Some students expressed their opinion that they felt more confident, more concerned about respecting fellow human beings even though they were from different regions but could be united with the

existence of the Indonesian language. This is proof that value-based learning through the Value Clarification Technique (VCT) learning model assisted by poster media not only strengthens cognitive aspects, but also shapes students' character in real life.

The research activity ended with a joint prayer led by the head of class IV, as an expression of gratitude for the smooth running of the entire research process. Thus, the application of the Value Clarification Technique (VCT) learning model assisted by poster media on topic D "Indonesian as a Unity Language" has been carried out as well as contributing to improving the quality of learning of Pancasila Education in grade IV.

This is in line with the findings of previous research, Ermawati (2021) found that the use of the Value Clarification Technique (VCT) learning model provides better PKn learning outcomes than conventional learning in grade V students of SD Negeri Sungai Pinang. The average score was 71.56 with 87.5% learning completeness. The results of the analysis show that Ho's hypothesis is rejected and Ha is accepted.

Thus, it can be concluded that the application of the Value Clarification Technique (VCT) learning model assisted by poster media has a significant impact on student learning outcomes, and learning is declared complete, because the average score of the Post-Test reaches or exceeds the Learning Goal Achievement Criteria (KKTP) which is 70.

CONCLUSION

Based on the results of research and discussion in applying the Value Clarification Technique (VCT) learning model assisted by poster media to the learning outcomes of Pancasila Education students in grade IV of SD Negeri 2 Srimulyo was significantly complete. Before being given treatment, the pre-test results showed that the initial ability was still relatively low with an average score of 54.46. This condition shows that the learning outcomes of students before the implementation of the Value Clarification Technique (VCT) learning model assisted by poster media have not been significantly completed.

After learning was carried out using the Value Clarification Technique (VCT) learning model assisted by poster media during two meetings, the post-test results showed a significant improvement. The average score of students increased to 83.04 with 12 students achieving learning completion. Where the average value of student learning outcomes after the implementation of the Value Clarification Technique (VCT) learning model assisted by poster media is greater or better than before the implementation of the model. It can be said that if Ha is accepted and Ho is rejected, the hypothesis put forward in this study is accepted to be true. Thus, it can be concluded that the Value Clarification Technique (VCT) learning model assisted by poster media can be used in the learning of Pancasila Education in Grade IV Elementary Schools.

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