

# The Effectiveness of the *Value Clarification Technique* (VCT) Learning Model As An Effort To Internalization Entrepreneur Values at Alfa Centauri Junior High School

Ridho Mujahid Islahi<sup>1</sup>, Neiny Ratmaningsih<sup>2</sup>, Mina Holilah<sup>3</sup>

<sup>1,2,3</sup> Universitas Pendidikan Indonesia

Jl. Dr. Setiabudi No 229 Kota Bandung

\*E-Mail Correspondence: [mrldhislahi@upi.edu](mailto:mrldhislahi@upi.edu)

**Abstract**– This study examines the effectiveness of the Value Clarification Technique (VCT) learning model in internalizing entrepreneurial character values among students at Alfa Centauri Junior High School. VCT was implemented to strengthen students' awareness of seven core values through reflective discussion, value-based decision-making, and consistent practice in learning activities. A quantitative method was employed using pretest–posttest assessments and observations involving a sufficient number of student respondents. Data were analyzed using the Wilcoxon Signed Rank test to determine overall effectiveness and N-Gain analysis to measure improvement levels. The results showed a significant increase in students' understanding and application of entrepreneurial values, with the most notable progress occurring among students with moderate initial value comprehension. Behavioral indicators such as discipline, politeness, and helpfulness also showed improvement. Overall, the study concludes that VCT is effective in enhancing entrepreneurial value internalization, although longer and continuous implementation is required for stronger behavioral impact.

**Keywords**- Value Clarification Technique, entrepreneurial values, character education.

## I. INTRODUCTION

Education is one of the essential efforts undertaken to enhance an individual's capacity in both academic and non-academic aspects. Learning is not merely concerned with grades and classroom content, but also with the development of students' character and attitudes. This aligns with the broader objectives of education, which aim to cultivate values and character as part of an individual's self-development through training and learning experiences [1]. In accordance with Law No. 20 of 2003 on the National Education System, national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation.

The goal of national education is to enhance the potential of learners so that they become individuals who are faithful and devoted to God Almighty, noble in character, knowledgeable, capable, healthy, independent, creative, and responsible democratic citizens. Efforts to develop the potential of learners must be structured and intentional to create effective learning processes that achieve these objectives.

H. Horne states that the essence of education is a continuous process directed toward higher adjustment for individuals who have developed physically and mentally, as manifested in their environment, particularly in the intellectual, emotional, and humanitarian aspects of human development [2].

Indonesia's Father of Education, Ki Hajar Dewantara, emphasized that progressive efforts in education can be achieved through the principles of "Trikon," namely continuity with society, convergence with the outside world, and concentricity to remain united while maintaining strong individual identity [3].

Based on these definitions, education is essential and inseparable from societal life. Education serves as a foundational instrument for shaping good character and becomes a domain that significantly influences an individual's attitude. This is grounded in the role of teachers in delivering knowledge that is not only academic but also related to character, attitudes, and morals [4]. Character is something inherent in an individual, influenced by internal factors such as personal awareness and external



factors such as character education and the attitudes modeled by teachers in school.

Education also plays a crucial role in national development. One of its key urgencies is to develop learners' potential and broaden their perspectives so that they can grow into future generations who are intellectually capable, emotionally sensitive, and skilled in practice, enabling them to contribute meaningfully to the advancement of the nation [5].

Every individual needs to continuously develop themselves by increasing their knowledge and understanding in various aspects of life. This enhancement of knowledge contributes to shaping a generation that is intellectually sharp, gentle at heart, and skillful in practice. Therefore, education becomes an essential aspect of potential development and is implemented through various integrated disciplines, including Social Studies Education.

Social Studies Education is a subject rooted in the social life of society, which is constantly changing, and it is one of the disciplines that focuses on understanding human behavior. It encompasses sociology, economics, history, and geography fields that can drive change within each individual. These ongoing dynamics, especially in education, must be captured by educational institutions and transformed into learning resources for Social Studies instruction in the classroom. As such, Social Studies learning remains closely connected to social issues and must respond to societal needs, particularly economic challenges, with specific attention to entrepreneurial values [6].

One example of a school that applies entrepreneurial character values is SMP Alfa Centauri Bandung, which upholds the vision "To Be the Finest School in the World" and the mission "Taqwa, Intelligent, Creative." In fulfilling its mission, SMP Alfa Centauri engages all students in contributing to the realization of the school's vision. The school emphasizes seven core student characters: honesty, neatness and cleanliness, independence, discipline, resilience, politeness, and being beneficial to others. One of the efforts to strengthen these seven characters is through the Value Clarification Technique (VCT), which focuses on the internalization of values and aims to help learners reduce confusion about personal values and develop a consistent value system [7]. The *Value Clarification Technique* (VCT) is a teaching model that encourages learners to independently discover and determine values they consider appropriate when faced with problems, enabling them to resolve issues in alignment with the

objectives of Social Studies—in this case, the internalization of entrepreneurial values within each student in school [8].

The foundation students need can be strengthened through VCT-based learning. This serves as one solution to address the lack of character understanding among students. Numerous learning models have been developed for classroom and extracurricular activities, including the VCT model. This model aims to guide students to independently identify and choose values they consider appropriate when encountering problems so that they can resolve them and become individuals of character as envisioned in Social Studies [8].

## II. LITERATURE REVIEW

### 2.1 Values Education

Values originate from the Latin word *valere*, which means useful, powerful, or valid. Therefore, values are defined as something considered good, beneficial, and true according to the beliefs of an individual or a group [9]. Values are reflected in a person's behavior, influencing whether they engage in or avoid certain actions depending on the value system they hold. This aligns with [10] who states that values are preferred actions or those considered correct, whether in social relations or actions taken to achieve desired goals. Based on this understanding, Kluckhohn defines values as explicit or implicit qualities of what one hopes to achieve, which in turn influence a person's choices regarding methods and ultimate goals of their actions.

According [11] explains that values are abstract concepts regarded as important by individuals. These values relate to aesthetics and ethics that should exist within a person and serve as a foundation for distinguishing between good and bad behavior. This view is consistent with [12] who argues that living values provide individuals with guidance to act honestly, independently, and responsibly, enabling each person to determine what they consider good choices for themselves.

### 2.2 The Value Clarification Technique Learning Model

The Value Clarification Technique (VCT) learning model is an instructional technique aimed at identifying, modifying, and determining values considered appropriate when facing a particular issue through a process of value analysis embedded within learners [13]. According to [7] the Value Clarification Technique is used to instill attitudes and values in learners and to assist teachers in analyzing



and determining values deemed suitable for addressing the problems encountered. In addition [14] state that the Value Clarification Technique aims to regulate behavior and foster self-awareness among learners. In line with these statements, it can be concluded that the VCT model is intended to strengthen and internalize new positive values while harmonizing them with previously held values.

Learning based on the Value Clarification Technique provides a means for exploring and instilling specific values in learners [15]. Furthermore [16] argues that the VCT model is an instructional technique that facilitates learners in developing positive values in responding to problems through the values they choose. Based on the views expressed by these scholars, it can be concluded that the Value Clarification Technique is a model for strengthening and internalizing positive values and character within learners to be applied in everyday life.

According [17] developed the value clarification model based on the premise that when individuals clearly understand the importance of their relationship with society and others, they tend to exhibit more positive attitudes, and their behavior reflects values they personally choose [18]. In addition, Djahiri (1985) maintains that VCT-based learning is a model designed to instill particular values in learners. For values to be fully accepted by individuals, they must be internalized so that the resulting character can be expressed and realized effectively

### 2.3 Entrepreneur Character Alfa Centauri Junior High School

Alfa Centauri Junior High School upholds the vision "To Be the Finest School in the World" with the mission "Taqwa, Intelligent, Creative." To achieve this mission, the school instills a set of core values in each student as the distinctive characteristics of Alfa Centauri Junior High School learners, namely:

#### a. Honesty

Honesty at SMP Alfa Centauri is defined as not lying, not cheating during examinations, admitting mistakes when they occur, and handing over lost items to the appropriate authorities. Lickona (2009) states that honesty serves to shape an individual's character and personality through civic education, manifested in real-life behaviors such as truthfulness, responsibility, and mutual respect. Thomas Lickona divides character education into three essential components: knowing the good, loving the good, and doing the good. In this context, honesty is a fundamental foundation in entrepreneurship. An

honest entrepreneur earns the trust of customers, partners, and employees. Moreover, honesty contributes to business longevity because it avoids harmful manipulation of others.

#### b. Neatness and Cleanliness

Neatness and cleanliness at SMP Alfa Centauri include wearing proper school attire, performing classroom cleaning duties, disposing of waste properly, and maintaining the cleanliness of classrooms and school facilities. In the Qur'an, Surah Al-Baqarah states that *"Indeed, Allah loves those who repent and those who purify themselves."* For Muslims, neatness and cleanliness are religious obligations, as Islam places great emphasis on purity and hygiene in accordance with God's commands in the Qur'an. These values also strongly reflect professionalism. In business, a neat and clean environment whether in products or administration enhances efficiency and attracts customers. Clean and well-organized products increase perceived value and market appeal.

#### c. Independence

Independence at SMP Alfa Centauri refers to studying independently when the teacher is not present, taking initiative in learning or other activities, not relying excessively on others, and seeking additional learning resources on one's own. According [21] introduced the cognitive learning theory of Self-Regulated Learning, which supports this character of independence by asserting that behavior, motivation, and environmental factors collectively influence learners' academic performance. Beyond academic achievement, independence serves as a mental foundation when facing entrepreneurial challenges, enabling learners to solve business-related problems autonomously. Entrepreneurs must be able to make decisions independently, solve problems without constant assistance, and be willing to take initiative and risks.

#### d. Discipline

Discipline at SMP Alfa Centauri includes arriving on time, completing assignments punctually, wearing full uniforms and accessories, and adhering to school regulations. According to [22] three components of discipline help educate children to behave appropriately in society: rules as behavioral guidelines, consequences for breaking the rules, and rewards for good behavior. Discipline ensures consistency in product quality, service delivery, production schedules, and financial management.



Without discipline, business operations can easily become disorganized. Disciplinarian entrepreneurs are more likely to survive and grow because they work systematically and stay focused on their goals.

#### **e. Resilience**

Resilience is closely associated with both physical and mental strength. At SMP Alfa Centauri, resilience refers to not complaining, demonstrating confidence, acting with full commitment, completing all tasks diligently, and attending supplementary lessons. According to [23] defines resilience as *adversity quotient*, a person's ability to persevere when facing various challenges or difficult situations. The business world is full of obstacles failures, losses, and competition. Resilient entrepreneurs do not give up easily; resilience enables them to rise again, learn from mistakes, and continue trying new strategies until they succeed.

#### **f. Politeness and Courtesy**

Politeness and courtesy at SMP Alfa Centauri include refraining from using harsh or inappropriate language, respecting teachers and peers, offering greetings and smiles, expressing apologies, gratitude, and requests appropriately, and asking permission before entering or leaving the classroom. Goleman asserts that every individual must possess the ability to perceive, control, and evaluate emotions during interactions. Politeness fosters positive relationships with customers, suppliers, and business partners. Courtesy in service becomes an added value that makes customers feel appreciated and encourages repeat engagement.

#### **g. Being Beneficial to Others**

Being beneficial is a positive value that should be possessed by everyone, as humans are social beings who constantly depend on the goodwill of others. At SMP Alfa Centauri, being beneficial refers to offering help to teachers, serving as peer tutors, sharing food, and assisting classmates who are struggling. Entrepreneurship is not solely about earning profit; it also involves providing benefits to others by creating job opportunities, offering solutions to societal problems, fulfilling community needs, and generating positive social impact. The greater the benefit provided, the greater the potential for business growth.

### **III. RESEARCH METHODS**

This study employed a quantitative research method with the objective of measuring the effectiveness of the Value Clarification Technique (VCT) in internalizing entrepreneurial values among

students at Alfa Centauri Junior High School. The quantitative approach was chosen because it enables the generation of objective and measurable numerical data, and it allows statistical analysis to examine differences, trends, and relationships among variables. Through this method, the effectiveness of VCT can be empirically identified based on changes in entrepreneurial value internalization scores before and after the implementation of the model.

### **IV. RESULT AND DISCUSSION**

#### **Result**

The results of the study indicate an increase in students' understanding and application scores of the seven entrepreneurial character values after the implementation of the VCT model. The average pretest score of 112.57 increased to 119.52 in the posttest. The total overall score also rose from 2,364 to 2,510. Since the obtained data were not normally distributed, the analysis proceeded using the Wilcoxon Signed Rank test. The Wilcoxon test results showed a value of  $Z = -3.667$  with  $p = 0.000$ , indicating a significant difference between the pretest and posttest scores related to the seven entrepreneurial character values of Alfa Centauri Junior High School students.

#### **Discussion**

Overall, learning using the VCT model demonstrated a positive impact, as evidenced by the increase in pretest–posttest scores and the observed application of values in the field. VCT assists students in clarifying their value choices (prizing), making decisions (choosing), and practicing these values (acting), in accordance with the model's syntax.

However, the level of effectiveness produced remains low, as indicated by the N-Gain value (0.2569). This aligns with the researcher's conclusion that although VCT has an influence, it has not yet maximized the internalization process of the values. The observed improvement reflects more of a nurturant effect, meaning that the increase in students' understanding has not fully translated into consistent behavioral change in daily life.

#### **4.1 Analysis Based on the Seven Entrepreneurial Character Values**

The analysis of the effectiveness of the Value Clarification Technique (VCT) in internalizing the seven entrepreneurial character values at Alfa Centauri Junior High School shows an increase in students' understanding and behavioral tendencies, although the level of effectiveness remains within the low category. Each character value demonstrates



different dynamics of development after implementing the VCT model, as each value carries varying degrees of behavioral complexity and is influenced by both internal and external factors of the students. The following is a more in-depth analysis of each character value.

#### **a. Honesty**

The findings show an increase in honesty scores in both the posttest and observations, although the improvement is not evenly distributed. Students who demonstrated honest behavior after the VCT learning process exhibited growth in entrepreneurial integrity, which refers to the ability to act according to moral values even in challenging situations, such as during examinations. In the business world, integrity forms the foundation of reputation the increase in honesty resulting from VCT constitutes an initial step toward shaping responsible entrepreneurial behavior [24].

#### **b. Neatness and Cleanliness**

The character of neatness and cleanliness reflects aspects of professionalism in entrepreneurship. Neatness in administration, workspace organization, work ethics, and environmental cleanliness are standards that determine the quality of service. The increase in neatness and cleanliness scores in the posttest indicates that students have begun to understand that orderliness is part of a serious, systematic, and focused entrepreneurial attitude. In business practice, entrepreneurs who maintain neat and clean environments tend to have better operational management, more systematic record-keeping, and greater efficiency in business activities.

#### **c. Independence**

Independence is the character that best reflects the core of entrepreneurial attitude. Entrepreneurs must think and act independently and have the courage to make decisions. The variation observed in the improvement of independence suggests that some students have started to make decisions without relying on peers or teachers, while others still require practice to build confidence and initiative. In entrepreneurship, entrepreneurial independence is a key characteristic of innovators and business founders. Through VCT, students are trained to consciously choose values (*choosing*), which serves as the basis for decision-making skills in the entrepreneurial domain.

#### **d. Discipline**

Discipline is a character that showed a noticeable increase in the study. In entrepreneurship

theory, discipline is categorized as one of the primary indicators of entrepreneurial success. Disciplined entrepreneurs demonstrate punctuality, commitment to business targets, consistency in working even without supervision, and willingness to complete necessary but unpleasant tasks. When students exhibit increased discipline after the implementation of VCT, it indicates that they are beginning to develop consistency of effort, meaning consistency in carrying out decisions they have made. VCT helps students make conscious value-based decisions, allowing discipline to become part of the self-endorsed values they personally commit to.

#### **e. Resilience**

Resilience showed fairly consistent improvement in the study, especially when students encountered stressful or competitive situations such as examinations. In entrepreneurship, resilience refers to the ability to endure failure, continue seeking solutions in the face of risk, and persist despite losses or setbacks. VCT helps students recognize the value of resilience through discussion and situational reflection [25]. The observed increase in resilient behavior indicates that students are beginning to develop entrepreneurial resilience, a mental strength essential for entrepreneurs dealing with market uncertainty.

#### **f. Politeness and Courtesy**

Politeness and courtesy were the most consistently improved character values. In the context of entrepreneurship, politeness is associated with the ability to build positive relationships, communicate effectively, and maintain customer orientation. Courteous entrepreneurs tend to have wider networks, are preferred by customers, collaborate easily with partners, and are able to build a strong business reputation. The improvement in polite behavior after VCT implementation indicates that students are able to position themselves appropriately in social interactions an essential skill in business environments that rely heavily on collaboration and service.

#### **g. Being Beneficial to Others**

Being beneficial was the most evenly achieved character based on observational results. Many students demonstrated behaviors such as helping peers, contributing to group activities, and providing tangible benefits to their surroundings. In entrepreneurial literature, this aligns with social entrepreneurship, which emphasizes value creation that generates positive social impact. Entrepreneurs who are beneficial to others create solutions for



communities, add value, and prioritize collective well-being rather than solely seeking personal profit. The internalization of being beneficial through VCT strengthens students' awareness that their actions can produce meaningful impact an essential foundation of entrepreneurial mindset.

## V. CONCLUSION AND SUGGESTION

Based on the research findings, quantitative data analysis, and field observations, it can be concluded that the implementation of the Value Clarification Technique (VCT) learning model has a positive impact on improving students' understanding and application of the seven entrepreneurial character values at SMP Alfa Centauri namely honesty, neatness and cleanliness, discipline, politeness, independence, resilience, and being beneficial to others. This is evidenced by the increase in the average pretest to posttest scores, as shown in the results indicating measurable improvement after the treatment was administered.

The use of VCT has also encouraged students to better clarify values, engage in discussions, choose appropriate attitudes, and evaluate behaviors that align with the seven character values. These findings reinforce the relevance of VCT in supporting the value internalization process because it provides opportunities for students to consciously select and interpret values (prizing, choosing, acting).

This suggests that a single cycle of learning is insufficient to produce consistent behavioral change, even though there is an observable increase in understanding that reflects a nurturant effect, as described in the conclusions of the study. Although its effectiveness remains low, the VCT model still proves relevant in supporting the school's vision to develop students with strong character, independence, and competitive capability, aligning with previous research implications showing shifts in students' perspectives when making value-based decisions.

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