JHSS (Journal of Humanities and Social Studies)
https://journal.unpak.ac.id/index.php/jhss
Volume 09, Number 02, Page 767-776
e-ISSN: 2598-120X; p-ISSN: 2598-117X

THE INFLUENCE OF THE VALUE CLARIFICATION TECHNIQUE (VCT) MODEL ASSISTED BY PUZZLE MEDIA ON IMPROVING TOLERANCE CHARACTER BASED ON STUDENTS' MORALS IN SOCIAL STUDIES LEARNING IN GRADE IV OF ELEMENTARY SCHOOL

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Article history: *received 21 May 2025; revised 02 June 2025; accepted 21 July 2025* *DOI: https://doi.org/10.33751/jhss.v9i2.11122*

Abstract. This study aims to: (1) Differences in tolerance character of students with the Value Clarification Technique (VCT) model assisted by Puzzle Media in science learning in Grade IV Elementary School and students who use conventional learning models. (2) The effect of interaction between the Value Clarification Technique (VCT) model and morality on the tolerance character of students. (3) Differences in tolerance character of students who have high morality after learning using the Value Clarification Technique (VCT) model assisted by puzzle media and conventional models. (4) Differences in tolerance character of students who have low morality after learning using the Value Clarification Technique (VCT) model assisted by puzzle media and conventional models. The research design uses a quantitative approach with a quasi-experimental method, which involves two-way analysis of variance (2x2). Based on this study, it is concluded that the Value Clarification Technique (VCT) model assisted by puzzle media is more effective in improving the tolerance character of students with high morality values. Conversely, the conventional model is more suitable for students with low morality values, because it is easier to understand without the need for active exploration.

Keywords: Tolerance Character; Value Clarification Technique (VCT); Puzzle Media; Student Morality

I. INTRODUCTION

Education in Indonesia, in accordance with Law No. 20 of 2003 concerning the National Education System, aims to develop students' potential to become people who are faithful, pious, have noble character, are healthy, knowledgeable, capable, creative, independent, and have the ability to participate in a democratic and responsible society. Education not only develops cognitive aspects but also affective, skills, and character. One of the main focuses in education is to shape students' character, which is not only related to good behavior, but also an understanding of moral values that are the foundation of social, national, and state life. Character education, which involves the family, school, and community environments, plays an important role in shaping a generation that is able to face the challenges of the times with critical and creative thinking skills, as well as communication and cooperation skills needed in the 21st century (Kemdikbud, 2019). In this context, the character of tolerance is one of the most important aspects, especially in a country rich in diversity like Indonesia. Tolerance is not only important in creating peace, but also in maintaining the diversity of Indonesian society which consists of various ethnicities, religions, races, and cultures.

Lickona (1992) stated that character education is closely related to moral education which includes three main components: moral knowledge, moral desires, and moral actions. Character education aims to instill these values in students so that they are able to live a good, responsible, and harmonious life in society. Therefore, moral education is the main provision that must be given to students to form a good character and in accordance with the moral values that apply in society.

Since 2017, the government has launched a policy of Strengthening Character Education (PPK) which integrates Pancasila values into character education. In Presidential Regulation No. 87 of 2017 concerning PPK, it is explained that character education in schools must prioritize the application of Pancasila values, such as religiosity, honesty, tolerance, discipline, hard work, creativity, independence, national spirit, and love for the country. One of the characters emphasized is tolerance, which is important for building mutual respect among fellow citizens in cultural and religious diversity.

However, although tolerance is a very important value in national life, in reality the character of tolerance in Indonesia still needs to be strengthened. Research shows that intolerant attitudes still emerge in Indonesian society, especially in situations involving differences in religion, ethnicity, race, and class (Purwati et al., 2022). This has an impact on social conflicts that are often related to SARA (Ethnicity, Religion, Race, and Inter-Group) issues. Therefore,

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e-ISSN: 2598-120X; p-ISSN: 2598-117X

it is important to build a character of tolerance from an early age through education.

In Elementary Schools, the development of a character of tolerance is still relatively low, as observed in students at SD Kartika 1-10 Padang, who do not appreciate differences. Differences in ethnicity, religion, and race in the classroom require special attention so that students learn to appreciate and understand this diversity from an early age. In learning Social Sciences (IPS), the integration of tolerance values can be done by providing material that emphasizes the importance of mutual respect in a pluralistic society. This process starts from planning, implementation, to evaluation of learning, which must include affective aspects to help students think more broadly and appreciate differences (Marzuki, 2012; Susanto, 2014). To develop a character of tolerance in grade IV of elementary school, researchers propose the use of the Value Clarification Technique (VCT) model combined with character-based puzzle media. The VCT model is very effective in helping students think critically, discuss, and realize the values underlying tolerance. This model allows students to clarify their values, consider the perspectives of others, and increase their understanding of the importance of tolerance in social life. The use of character-based puzzle media also provides an interactive, fun learning experience and can enliven discussions about diversity and differences in society (Setyorini et al., 2022; Sadhana, 2022).

Previous studies have shown that puzzle media can be an effective tool for developing tolerance in students. This media is considered interesting by students because it is educational and interactive, allowing them to understand differences and appreciate diversity through fun games. Character-based puzzles with local wisdom can help students to more easily understand the values of tolerance, love differences, and uphold unity in community life (Utomo et al., 2019). Therefore, the combination of the VCT model and character-based puzzle media is expected to improve the tolerance character of students in grade IV of elementary school.

This study aims to provide a positive contribution to the development of character education, especially in developing tolerance characters in students. By using the right and innovative approach, it is hoped that students can grow into individuals who have respect for differences, are able to work together with various backgrounds, and build harmonious relationships in a pluralistic society. Through learning based on strengthening moral values and tolerance, students will be able to solve problems that arise in everyday life in a wiser and more ethical way, in accordance with the values contained in Pancasila and the social norms that apply in Indonesia.

Thus, tolerance character education is expected to not only improve the quality of learning in schools, but also contribute to creating a peaceful, inclusive society that respects differences. Understanding moral values and implementing this tolerance character is very important for the development of students' personalities, as well as to maintain the unity of the Indonesian nation in facing increasingly complex global challenges. Based on the background above, this study aims to: (1) Differences in tolerance character of students with the Value Clarification Technique (VCT) model assisted by Puzzle Media in science learning in Grade IV Elementary School and students who use conventional learning models. (2) The effect of interaction between the Value Clarification Technique (VCT) model and morality on students' tolerance character. (3) Differences in tolerance character of students who have high morality after learning using the Value Clarification Technique (VCT) model assisted by puzzle media and conventional models. (4) Differences in tolerance character of students who have low morality after learning using the Value Clarification Technique (VCT) model assisted by puzzle media and conventional models.

II. RESEARCH METHOD

This research will be conducted in September 2024 at SD Kartika 1-10 and SD Kartika 1-11 Padang, focusing on fourth grade students. The research design uses a quantitative approach with a quasi-experimental method, involving two-way analysis of variance (2x2). The variables studied consist of treatment variables, namely the Value Clarification Technique (VCT) model assisted by puzzle media, attribute variables, namely morality which is divided into high morality and low morality, and dependent variables, namely tolerance character. This study uses two classes: an experimental class that applies the VCT model assisted by puzzle media and a control class that uses a conventional learning model. The pretest was conducted to measure students' initial abilities, while the posttest was conducted after treatment to measure the final results. The study population included all fourth grade students in both elementary schools, and samples were taken using a purposive sampling technique. Students were grouped based on the results of the moral value questionnaire into two groups: high morality and low morality. From each group, 30% with the highest scores were made the high morality group, and 30% with the lowest scores were made the low morality group. These four groups consist of: students with high morality using the VCT model, students with low morality using the VCT model, students with high morality using the conventional model, and students with low morality using the conventional model.

In terms of treatment, students who learn with the VCT model assisted by puzzle media will follow the learning for six meetings, while students who follow the conventional model will also learn for the same number of meetings. The research instruments include a moral value test to classify students and a tolerance knowledge test to measure student learning outcomes before and after treatment. These instruments have been tested for validity and reliability using SPSS.

The validity test was carried out using the expert judgment method, while the reliability was tested using the Cronbach Alpha formula with a coefficient result of more than 0.60 considered reliable. A questionnaire was used to measure the development of students' tolerance character after treatment, using a 4-point Likert scale (always, often, sometimes, never).

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Data analysis was carried out using descriptive statistics to describe tolerance character data, as well as analysis prerequisite tests including normality and homogeneity tests using SPSS. To test the hypothesis, a two-way analysis of variance (Two-Way ANOVA) was conducted, which tested the differences in students' tolerance character based on the learning model and level of morality. The hypotheses tested included the differences between students using the VCT and conventional models, as well as the interaction between the learning model and the students' level of morality. With this approach, it is hoped that this study can provide insight into the influence of the learning model on students' tolerance character, especially based on their level of morality.

III.RESULTS AND DISCUSSION

Data Description

The research data used are tolerance character data obtained by students after receiving treatment and filling out a questionnaire and tolerance character posttest at the end of the meeting. The values used are the scores from the tolerance character questionnaire in the experimental class after learning using the Value Clarification Technique model and in the control class using the conventional model. Each class consists of two groups of students based on their level of morality, namely students in the experimental class with high moral values and low moral values, then students in the control class with high moral values and low moral values.

Students are grouped based on the level of moral values carried out by administering a moral value questionnaire to each class before the treatment is carried out. Description of the research data from the improvement of students' tolerance character includes: 1) Mean; 2) Median; 3) Standard Deviation. Data on the improvement of tolerance character are presented in the form of a frequency distribution table and histogram to provide a concise explanation.

The data description is grouped based on the classification that has been carried out by the researcher: 1) Data on the improvement of tolerance character of students who learn using the Value Clarification Technique model assisted by puzzle media (A1); Data on the improvement of tolerance character of students who learn using the conventional model (A2); 3) Data on the improvement of tolerance character of students who learn using the Value Clarification Technique model assisted by puzzle media in the high morality group (A1B1); 4) Data on the improvement of tolerance character of students who learn using the conventional model in the high morality group (A2B1); 5) Data on the improvement of tolerance character of students who learn using the Value Clarification Technique model assisted by puzzle media in the low morality group (A1B2); 6) Data on the improvement of tolerance character of students who learn using the conventional model in the low morality group (A2B2).

1. Data on The İmprovement of Tolerance Character of Students Who Learn Using The Value Clarification Technique Model Assisted by Puzzle Media (A1)

Students who learn using the Value Clarification Technique model assisted by puzzle media are classified as an experimental group of 22 people, consisting of 11 people with high morality and 11 people with low morality categories. Based on the results of data processing, the highest score for increasing students' tolerance character was 92 and the lowest score for increasing students' tolerance character was 66. The description of the data for increasing students' tolerance character in this group can be seen in Table 4.1 below. Based on the frequency distribution data for increasing students' tolerance character who study with the Value Clarification Technique model assisted by puzzle media A1. the frequency distribution above, the score for increasing students' tolerance character who study using the Value Clarification Technique model assisted by puzzle media is distributed into six interval classes, the average score (mean) is 80.7 in the lower limit score range of 75.5 and the upper limit score is 81.5, the median score is 80 Thus, students who get an average score are 18%, those below the average score are 32%, and students who get a score above the class average are 50%.

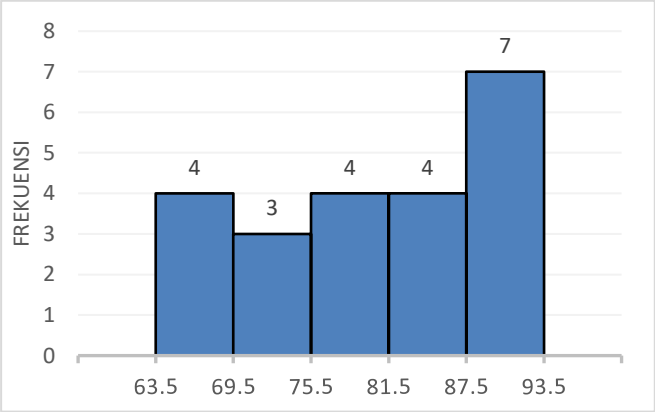

Figure 1. Histogram of Frequency Distribution of Data on Increasing Students' Tolerance Character in Group A1

2. *Data on Increasing Students' Tolerance Character Who Study Using The Conventional Model (A2)*

Students who study using the conventional model are classified as the control group, namely 22 people, consisting of 11 students with high morality and 11 students with low morality. Based on the results of data processing, the highest score for increasing students' tolerance character in the control class was 73 and the lowest score for increasing tolerance character was 53 .

Based on the frequency distribution data of the increase in tolerance character of students who study with the conventional model A2., the score of the increase in tolerance character of students who study using the conventional model is obtained which is distributed into six interval classes, the average score (mean) is 63 in the lower limit score range of 60.5 and the upper limit score is 64.5, the median score is 61. Thus, students who get an average score of 36%, those below the average score are 37%, and students who get a score above the class average are 27%.

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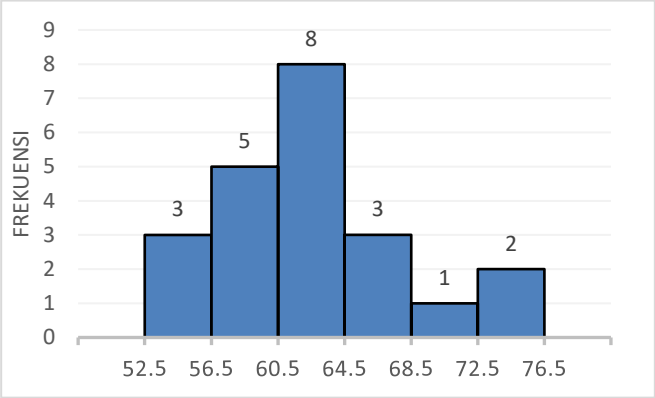

Figure 2. Histogram of Frequency Distribution of Data on The Increase in Tolerance Character of Students in Group A2

3. *Data on The Increase in Tolerance Character of Students Who Learn Using The Value Clarification Technique (VCT) Model Assisted by Puzzle Media in The Group of Students With High Morality (A1B1)*

Students who learn using the Value Clarification Technique (VCT) model assisted by puzzle media in the group of students with high morality are 11 people. Based on the results of data processing, the highest score for increasing students' tolerance character was 94 and the lowest score for increasing students' tolerance character was 84. Based on the frequency distribution data of increasing students' tolerance character with the Value Clarification Technique (VCT) model assisted by puzzle media in the high morality group (A1B1), it can be obtained that the score for increasing students' tolerance character who learn using the Value Clarification Technique (VCT) model assisted by puzzle media in the group of students with high morality is distributed into four interval classes, with an average score (mean) of 88.8, which is in the lower limit range of 86.5 and the upper limit of 89.5, with a median score of 89. Thus, students who obtained a class average score of 18%, those below the average score of 36%, and those above the class average score were 45%.

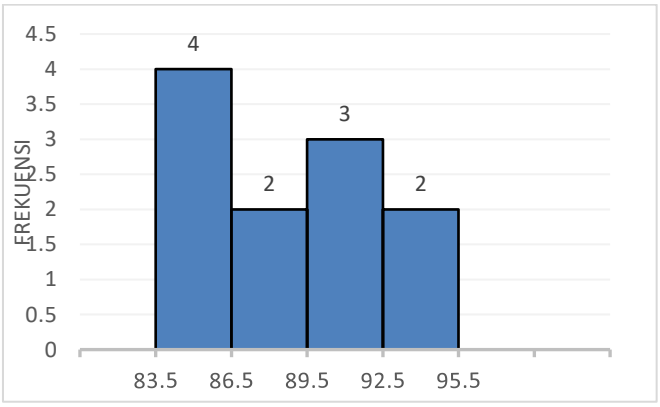

Figure 3. Histogram of Frequency Distribution of Data on Increasing Students' Tolerance Character in Group A1B1

4. *Data on Increasing Students' Tolerance Character Who Learn Using Conventional Models in The Group Of Students With High Morality (A2B1)*

Students who learn using conventional models in the group of students with high morality are 11 people. Based on the results of data processing, the highest score for increasing students' tolerance character is 73 and the lowest score for increasing students' tolerance character is 61.

Based on the frequency distribution data on increasing students' tolerance character with conventional models in the high morality group (A2B1), information can be obtained that the score for increasing students' tolerance character who learn using conventional models in the group of students with high morality is distributed into five class intervals, with an average score (mean) of 66.1, in the lower limit range of 66.5 and the upper limit of 69.5 with a median score of 65. Thus, students who obtained scores above the class average were 18%, those below the class average were 45%, and those above the class average were 36%.

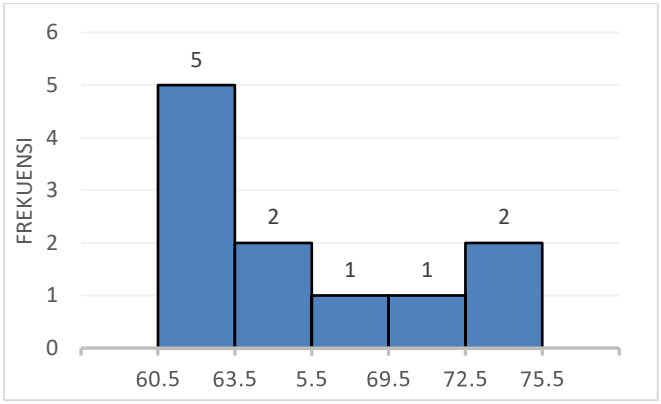

Figure 4. Histogram of Frequency Distribution of Data on The Increase in Tolerance Character of Students in Group A2B1

5. *Data on The Increase in Tolerance Character of Students Who Learn The Value Clarification Technique (VCT) Model Assisted by Puzzle Media in The Group of Students With Low Morality (A1B2)*

There are 11 students who learn using the Value Clarification Technique (VCT) model assisted by puzzle media in the group of students with low morality. Based on the results of data processing, the highest score for increasing students' tolerance character was 80 and the lowest score for increasing students' tolerance character was 64. Based on the frequency distribution data of increasing students' tolerance character with the Value Clarification Technique (VCT) model assisted by puzzle media in the high morality group (A1B2), it can be obtained that the score for increasing students' tolerance character who learned using the Value Clarification Technique (VCT) model assisted by puzzle media in the group of students with low morality was distributed into five interval classes, with an average score (mean) of 72, at the lower limit of 71.5 and the upper limit of 75.5, with a median score of 71. Thus, students who obtained a score at the class average were 9%, a score below the class

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average was 55%, and a score above the class average was 36%.

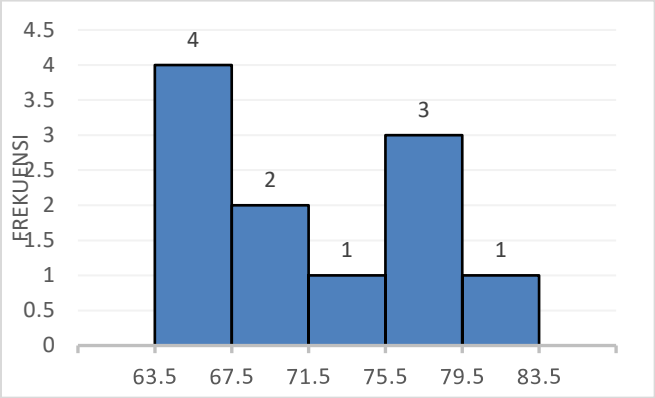

Figure 5. Histogram of Frequency Distribution of Data on Increasing Students' Tolerance Character in Group A1B2

6. *Data on Increasing Students' Tolerance Character Who Learn Using Conventional Models in The Group of Students With Low Morality (A2B2)*

Students who learn using conventional models in the group of students with low morality are 11 people. Based on the results of data processing, the highest score for increasing students' tolerance character is 61 and the lowest score for increasing students' tolerance character is 53.

Based on the frequency distribution data on increasing students' tolerance character using conventional models in the group of low morality (A2B2, information can be obtained that the score for increasing students' tolerance character who learn using conventional models in the group of students with low morality is distributed into five interval classes, with an average score (mean) of 58, at the lower limit of 56.5 and the upper limit of 58.5. Thus, students who get a class average score of 18%, below the class average score of 27%, and above the class average score is 55%.

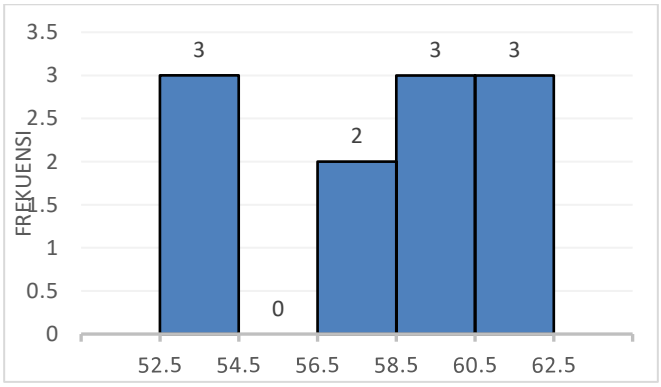

Figure 6. Histogram of Frequency Distribution of Data on The Increase in Tolerance Character of Students in Group A2B2

A. Testing Data Analysis Requirements

The analysis requirements test is the initial step to conduct testing in parametric inferential statistics before hypothesis testing is carried out (Supardi, 2017). The analysis requirements test includes a normality test to determine whether the data is normally distributed or not, and a homogeneity test to determine whether the data is in the same or different variants.

1. Normality Test

Table 1. Normality Test Results

No.	Group	N	Sig. Value	Probability Value	Conclusion
1	A_1	22	0,069	0,05	Normal
2	A_2	22	0,233	0,05	Normal
3	A_1B_1	11	0,363	0,05	Normal
4	A_2B_1	11	0,078	0,05	Normal
5	A_1B_2	11	0,102	0,05	Normal
6	A_2B_2	11	0,139	0,05	Normal

Based on Table 1 above, the results of the normality test on each sample group using the Shapiro Wilk test obtained a significance value of more than 0.05. Thus, it can be concluded that H0 is accepted, which means that the data is normally distributed in all sample groups. This shows that the data can be used to perform parametric statistical analysis.

2. Homogeneity Test

Table 2. Homogeneity Test Results

No	Whole Group	Sig. Value	Probability Value	Conclusion
1	Based on Mean	0,090	0,05	Homogen

Based on Table 2 above, the results of the homogeneity test of the entire sample group using the Levene Test obtained a significance value of 0.090 > 0.05. Thus, it can be concluded that H0 is accepted, meaning that all data has the same or homogeneous variance.

A. Hypothesis Testing

After conducting the analysis requirements test and obtaining results that the data is normally distributed and homogeneous, so that it meets the requirements for testing with parametric statistics. In this case, it is using a two-way ANOVA test. Testing with two-way ANOVA is used to test the hypotheses that have been set by the researcher. The hypotheses are as follows:

1. Hypothesis 1 (Main effect) There is a difference in the increase in tolerance character of students who learn using the Value Clarification Technique model assisted by puzzle media (A1) with students who learn using the conventional model (A2)
2. Hypothesis 2 (Interaction effect) There is an interaction effect between the Value Clarification Technique model assisted by puzzle media (A) and Morality Values (B) on students' tolerance character
3. Hypothesis 3 (Simple effect) There is a difference in the tolerance character of students who learn using the Value Clarification Technique model assisted by puzzle media with students who use the conventional model in the group of students with high morality values (A1B1 and A2B1)
4. Hypothesis 4 (Simple effect) There is a difference in the tolerance character of students who learn using the Value Clarification Technique model assisted by puzzle media

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with students who use the conventional model in the group of students with low morality values (A1B2 and A2B2).

The Main effect and Interaction effect hypothesis testing was carried out using the two-way ANOVA variance analysis technique using the SPSS Statistics 16.0 application. After obtaining the results that in the Interaction effect test Ho was rejected and H1 was accepted, it can be concluded that there is an interaction effect between the value clarification technique model assisted by puzzle media and moral values on students' tolerance character, continued with the Simple effect test to test the 3rd and 4th hypotheses.

Based on the results of the hypothesis test, the significance value or p-value is obtained in Table 3, the results of the hypothesis test 1 and 2 using SPSS Statistics 16.0.

Table 3. Main effect & Interaction Effect Hypothesis

Tests of Between-Subjects Effects

Dependent Variable:Karakter_toleransi

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5770.000[a]	3	1923.333	99.631	.000
Intercept	224081.818	1	224081.818	1.161E4	.000
Model_pembelajaran (A)	3820.455	1	3820.455	197.904	.000
Nilai_moral (B)	1731.273	1	1731.273	89.682	.000
Model_pembelajaran * Nilai_moral	218.273	1	218.273	11.307	.002
Error	772.182	40	19.305		
Total	230624.000	44			
Corrected Total	6542.182	43			

a. R Squared = .882 (Adjusted R Squared = .873)

1. Main effect hypothesis test between groups A1 and A2

The main effect hypothesis test between groups A1 and A2 was conducted to answer whether there is a significant difference in the tolerance character of students who learn using the Value Clarification Technique model assisted by puzzle media (A1) compared to students who learn using the conventional model. The form of the hypothesis is as follows:

H_0: $\mu A1 \leqslant \mu A2$

H_1: $\mu A1 > \mu A2$

Hypothesis testing criteria

If the significance value> 0.05, then Ho is accepted

If the significance value <0.05, then Ho is rejected

Based on the two-way ANOVA in Table 4.9, the p-value is 0.000 <0.05, so Ho is rejected H1 is accepted. This means that there is a significant difference in the tolerance character between students who learn using the Value Clarification Technique model assisted by puzzle media compared to students who learn using the conventional lecture-based model. Thus, the Value Clarification Technique model assisted by puzzle media is better in improving students' tolerance character compared to conventional lecture-based models.

2. Hypothesis Testing Interaction effect Between A and B

The hypothesis test of the interaction effect between A and B aims to determine whether there is an interaction effect between the learning model (A) and moral values (B) on improving students' tolerance character. The learning models in question are the Value Clarification Technique model assisted by puzzle media and the conventional lecture-based model. The form of the hypothesis is as follows:

H_0: Interaction A x B = 0

H_1: Interaction A x B $\neq$ 0

Hypothesis testing criteria

If the significance value> 0.05, then Ho is accepted.

If the significance value <0.05, then H1 is rejected.

Based on the results of hypothesis testing using two-way ANOVA in Table 4.9, a p-value of 0.002 < 0.05 was obtained so that Ho was rejected and H1 was accepted. This means that there is an interaction effect between the learning model and moral values on improving students' tolerance character. The influence of this interaction will show different variations of interaction in each group of students, for example students who have high moral values will get different results when learning using the value clarification technique model assisted by puzzle media and when students learn using conventional models. Groups of students with low moral values will give different interaction effects when using the value clarification technique model assisted by puzzle media and when using conventional models.

3. Hypothesis Testing Simple Effect Between Groups A1B1 and A2B1

The Hypothesis Testing Simple effect between groups A1B1 and A2B1 was conducted to answer whether there is a significant difference in tolerance character in students who have high moral values by learning using the value clarification technique model assisted by puzzle media (A1B1) with students who have high moral values who learn using conventional models (A2B1). The form of the hypothesis is as follows:

H_0: $\mu A1B1 \leqslant \mu A2B1$

H_1: $\mu A1B1 > \mu A2B1$

Hypothesis submission criteria

If the significance value is > 0.05, then Ho is accepted.

If the significance value is < 0.05, then Ho is rejected.

Based on the results of the hypothesis testing, the significance value or p-value is obtained in Table 4.10, the results of hypothesis testing 3 and 4 using the SPSS 16.0 Statistics application.

Table 4. Simple Effect Hypothesis

Group	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound
A1B1 and A2B1	23.09*	1.873	.000	18.07	28.11
A1B2 and A2B2	27.91*	2.448	.000	9.16	19.20

Based on the results of the hypothesis testing above, a p-value of 0.000 <0.05 was obtained, so Ho was rejected and H1 was accepted. This means that there is a significant

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difference in the increase in the tolerance character of students who have high moral values by learning using the value clarification technique model assisted by puzzle media (A1B1) compared to students who have low moral values who learn using the conventional model (A2B1). Students with high moral values who learn using the value clarification technique model assisted by puzzle media have a higher increase in tolerance character compared to students who learn using the conventional model. So the value clarification technique model assisted by puzzle media is good for students with high moral values compared to the conventional model. Students with high moral values have a higher awareness to participate in learning, especially learning related to diversity in Indonesia. 4. Simple effect hypothesis test between groups A1B2 and A2B2

The Simple effect hypothesis test between groups A1B2 and A2B2 was conducted to answer whether there is a significant difference between the increase in tolerance character of students with low moral values who learn using the value clarification technique model assisted by puzzle media (A1B2) compared to students with low moral values who learn using the conventional model (A2B2). The form of the hypothesis is as follows:

H_0: $\mu A1B2 \geqslant \mu A2B2$

H_1: $\mu A1B2 < \mu A2B2$

Hypothesis submission criteria:

If the significance value> 0.05, then Ho is accepted.

If the significance value <0.05, then Ho is rejected.

Based on the results of the hypothesis test in Table 4.10 above, the p-value is 0.000 <0.05, so Ho is rejected and H1 is accepted. This means that there is a significant difference in the increase in tolerance character between students who have low morality values who learn using the value clarification technique model assisted by puzzle media (A1B2) compared to students who have low morality values who learn using the conventional model (A2B2). Students with low morality values who learn using the conventional model have a higher increase in tolerance character compared to students who learn using the value clarification technique model assisted by puzzle media.

Discussion of Research Results

This study aims to determine the effect of the Value Clarification Technique (VCT) model assisted by puzzle media and morality values on the increase in tolerance character of grade IV elementary school students. The study was conducted at SDS Kartika 1-10 Padang (experimental class) and SDS Kartika 1-11 Padang (control class), with treatments carried out for 6 meetings. The experimental class used the VCT model assisted by puzzle media, while the control class used the conventional lecture-based model. After the treatment, students were given a posttest and a tolerance character questionnaire. The results of the study showed that different learning models affected the increase in students' tolerance character, and morality values also played an important role in increasing it.

1. *Differences in The Increase in Tolerance Character Between Students Who Use The Value Clarification Technique Model Assisted by Puzzle Media and Students Who Use The Conventional Model*

The results of the hypothesis test showed a significant difference in the increase in tolerance character between students who use the Value Clarification Technique (VCT) model assisted by puzzle media and the conventional model. Students who use the VCT model assisted by puzzle media experienced a higher increase in tolerance character compared to students who use the conventional model.

This VCT model invites students to be actively involved in the learning process by recognizing the values of diversity. The stages in the VCT model, such as choosing values, considering the consequences of choices, respecting each other, and acknowledging these choices, provide space for students to think critically and realize the importance of tolerance. By using puzzle media, students can explore diversity values more interactively and enjoyably, which hones their cognitive, affective, and motor skills.

In the puzzle-assisted VCT model, students can work together in groups, respect differences of opinion, and learn to be responsible for their choices. This greatly supports the development of students' tolerance character, in accordance with what was expressed by Rusyan (2013) that tolerance character includes the willingness to provide space for others to practice their beliefs and opinions. By implementing this model, students not only learn about diversity, but also build an attitude of mutual respect and acceptance of differences.

On the other hand, conventional learning models that emphasize lectures from teachers tend to make students passive in the learning process. Although this learning can provide information structurally, this model provides less opportunity for students to discuss or participate directly in learning. The main focus of this model is academic ability, not on the development of students' character or social attitudes.

As found by Fitri et al. (2024), the use of the VCT model has a significant effect on improving students' tolerance character. This is also supported by research by Hasnih et al. (2022) which shows that the VCT model can increase students' sense of tolerance, empathy, and responsibility towards their friends.

Thus, the conclusion is that the VCT model assisted by puzzle media is more effective in improving the tolerance character of fourth grade elementary school students, especially in learning about diversity. This approach not only improves students' understanding of diversity, but also forms a stronger attitude of tolerance, which can later be applied in everyday life.

2. *Interaction between the Value Clarification Technique Model Assisted by Puzzle Media and Moral Values on Improving The Character of Tolerance*

The results of the hypothesis test showed a significant interaction effect between the learning model and moral values on improving students' character of tolerance. Students with high moral values who learned with the Value Clarification Technique (VCT) model assisted by puzzle media showed a better increase in tolerance character compared to those using the conventional model. Conversely,

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students with low moral values learn better with the conventional model because this model does not require them to be actively involved in the learning process.

The VCT model assisted by puzzle media involves students maximally in analyzing values, discussing, and making decisions regarding the values of diversity that must be applied in everyday life. Students who have high moral values can apply their character of tolerance through direct interaction in learning with the VCT model. Conversely, the conventional model, although it can teach the value of tolerance, does not provide an opportunity for students to directly apply these values in action.

In comparison, students with low moral values who learn using conventional models find it easier to follow the learning process because they do not need to be actively involved in discussions or decision-making in groups. Conventional models are more suitable for students with low morality, because they focus more on understanding the material without being directly involved in applying the value of tolerance.

This study is in line with the opinion of Laksono and Manik (2023) who stated that tolerance and moral education are important parts in shaping students' personalities. The higher the moral values of students, the better they can appreciate differences and become individuals who reflect the values of Pancasila. This finding also supports the research of Celina et al. (2024), which states that the VCT model can shape students' moral values and good behavior, which is reflected in students' ability to apply moral values in everyday life.

In conclusion, both learning models and moral values have a positive influence on improving students' tolerance character. The interaction between these two factors shows that students with high moral values benefit more from the VCT model assisted by puzzle media, while students with low moral values are more effective with the conventional model.

3. Differences in The Increase in Tolerance Character of Students Who Have High Moral Values After Learning Using The Value Clarification Technique Model Assisted by Puzzle Media and Conventional Models

The Value Clarification Technique (VCT) model assisted by puzzle media provides an opportunity for students to be actively involved in the learning process by clarifying and applying the values they choose in their daily lives. This is very beneficial for students with high moral values because they can directly apply the value of tolerance in social interactions, which encourages them to behave more positively, such as respecting each other, working together, and respecting differences. This model allows students to not only understand the concept of tolerance, but also internalize and practice these attitudes in real life.

Students who have high moral values tend to have intrinsic motivation to apply the values they have learned. Learning through VCT with puzzle media provides them with the opportunity to develop their character more deeply because this model involves them in practical activities that encourage them to think critically, make decisions based on the moral values they hold, and then apply them in everyday social situations. In this case, learning becomes more meaningful and relevant because students can see a direct relationship between what they learn and how it affects their behavior.

Meanwhile, the conventional model that focuses more on lectures and delivering material from teachers to students, provides knowledge about moral values, but does not give students the opportunity to apply these values directly. In this model, students are more passive and only rely on teacher explanations, which limits their involvement in exploring and applying tolerance values. Students may understand the theory of tolerance, but have less opportunity to experience and practice these values in their social interactions.

In addition, this study strengthens the theory of Fathurrohman (2013) which states that moral value education encourages students to interact with various groups, broaden their horizons, and increase mutual respect between individuals. This is in line with the views of Laksono and Manik (2023), who stated that attitudes of tolerance and moral values can improve the character of tolerance between students. With high moral values, students not only understand tolerance but can also demonstrate these attitudes in their daily lives, which has a positive impact on their social relationships.

Overall, the results of this study indicate that the Value Clarification Technique model assisted by puzzle media is more effective than the conventional model in improving the character of tolerance, especially for students who have high moral values. This model provides more opportunities for students to learn through direct experience and application, which is more in-depth and meaningful.

4. *Differences in The Increase in Tolerance Character of Students With Low Moral Values After Learning Using The Value Clarification Technique Model Assisted by Puzzle Media and The Conventional Model*

The results of the hypothesis test showed a significant difference in the increase in tolerance character between students with low moral values who learned using the Value Clarification Technique (VCT) model assisted by puzzle media and the conventional model. Students with low moral values who learned with the conventional model showed a higher increase in tolerance character compared to those who used VCT assisted by puzzle media.

Students with low moral values tend not to respect others and are less accustomed to exploring tolerance values in everyday life. Learning with the VCT model assisted by puzzle media which requires students to be active in understanding, exploring, and clarifying tolerance values is less effective for students with low moral values because they are not used to acting according to social norms. On the other hand, the conventional lecture-based model does not require students to carry out direct exploration, thus facilitating students with low moral values in increasing tolerance character.

This finding is in line with the research of Laksono and Manik (2023), which states that tolerance attitudes and moral

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values have an effect on increasing tolerance character. This study also shows that students with low morality scores cannot optimize the improvement of tolerance character through VCT assisted by puzzle media, which is proven to be more effective for students with high morality scores. In conclusion, the conventional lecture-based model is more effective for students with low morality scores to improve tolerance character compared to the VCT model assisted by puzzle media.

IV. CONCLUSIONS

Based on the research and discussion that has been presented previously, the following findings were obtained by the researcher. There is a difference in the increase in tolerance character between students who learn using the Value Clarification Technique (VCT) model assisted by puzzle media and the conventional model. Students who learn using the VCT model assisted by puzzle media show a higher increase in tolerance character compared to students who learn using the conventional model. These results indicate that the VCT model assisted by puzzle media has a more effective impact on increasing tolerance character in students.

In addition, this study also found an interaction effect between the Value Clarification Technique model assisted by puzzle media and moral values on increasing students' tolerance character. This means that the influence of the learning model on tolerance character is not only influenced by the model used, but also by the level of students' moral values. This illustrates that students' tolerance character can be improved more effectively if the learning model used is in accordance with students' moral values.

Furthermore, this study shows a difference in increasing tolerance character between students who have high and low moral values when learning using the VCT model assisted by puzzle media and the conventional model. In the group of students with high morality values, the VCT model assisted by puzzle media showed better results in improving tolerance character compared to the conventional model. Students with high morality values tend to be more able to develop tolerance character through the VCT model assisted by puzzle media because this model directly involves students in analyzing tolerance values and applying them in everyday life.

On the other hand, in the group of students with low morality values, the results of the study showed that students who learned with the conventional model experienced a greater increase in tolerance character compared to students who learned using the VCT model assisted by puzzle media. This is because students with low morality values tend to find it easier to follow lecture-based learning that does not require them to be active in clarifying and applying tolerance values in their lives. The conventional model is more suitable for them because it provides a direct understanding of tolerance values without requiring more active exploration and application.

Based on the findings of the study, it can be concluded that the Value Clarification Technique model assisted by puzzle media is more effective in students with high morality values. This model facilitates students to improve their tolerance character better, because it allows students to be actively involved in analyzing and applying tolerance values in their lives. Meanwhile, the conventional model is more effective when applied to students who have low moral values. This model facilitates students to gain an understanding of the values of tolerance directly, which is more in line with their ability to understand and internalize these values.

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