

The Effect of the *Value Clarification Technique (VCT)* Model through Ahmadun Yosi Herfanda's Literary Works on Students' Understanding of Nationalism

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Abstract

The study aimed to investigate the influence of the Value Clarification Technique (VCT) model, through the literary works of Ahmadun Yosi Herfanda, on the nationalism understanding of second-grade students in the Pancasila Education subject. This research employed a quasi-experimental method with a quantitative approach. The population of the study consisted of second-grade students from SMA Negeri 1 Pringsewu. The sample included 72 respondents, with 36 students in the experimental class and 36 in the control class. Data collection techniques primarily involved tests, supported by questionnaires. Data analysis utilized N-Gain Score tests and Simple Linear Regression tests. Based on the N-Gain Score calculations, it was revealed that the implementation of the Value Clarification Technique (VCT) model resulted in an average score of 74% for the experimental class, which could be categorized as quite effective. Furthermore, the results of the simple linear regression test indicated a positive influence, with a percentage of 71.1%. Thus, it could be concluded that the Value Clarification Technique (VCT) learning model was effective in helping second-grade students understand nationalism material in Pancasila Education lessons. This VCT model also demonstrated a positive influence of 71.1% on students' understanding of nationalism, namely students are able to understand the values of national unity, the value of independence or freedom, the value of love for the country, and the value of maintaining the honor of the nation. Additionally, the VCT model enabled students not only to understand the material but also to find meaning in their learning experience.

Keywords: VCT Model, Literary Works, Nationalist Values, Understanding Nationalism, Meaningful Learning

I. INTRODUCTION

Indonesia is a diverse country consisting of ethnicity, race, language, religion and culture. The diversity of the Indonesian nation can be a blessing and also a disaster. Blessings will come if Indonesia as a nation-state entity is able to care for its diversity and vice versa becomes a disaster if this nation is unable to care for existing diversity.

The biggest challenge in caring for diversity is the process of how to build national awareness and also have an understanding of nationalism. Nationalism is a self-awareness that increases and is realized by an abundant love for one's own country or nation (Surono, 2018). A good citizen is a person who has an Indonesian personality, has a high sense of nationalism, loves Pancasila and the 1945 Constitution, and loves the Indonesian homeland, so that good citizens mean those who have a sense and also have a good understanding of nationalism in themselves. An understanding of nationalism must exist in every citizen because it is important to maintain the existence of the Indonesian state (Rafidatul Aisy et al., 2022).

Learners in schools are one of the hopes of the nation who must have a good understanding of nationalism in order to become the next generation who always maintain the existence of the Indonesian state. Learners who have a good understanding of nationalism will be able to live the life of the nation and state effectively, not only have skills and knowledge in the academic field, but also carry out their responsibilities well in community

life.

The positive impact that arises if students have an understanding of nationalism is that students are able to become quality human beings, increase awareness to participate in the development of culture, arts, language, and other aspects that are a reflection of national identity.

The understanding of nationalism possessed by students can certainly also lead to their love for the homeland and will always defend their nation, but in reality, the lack of understanding of student nationalism can have a negative impact on students, because usually students who do not understand the concept of nationalism tend to prefer foreign cultures to their own culture, do not have a sense of responsibility to the state and nation, do not care about the development of their country, do not have a commitment to defend the nation, and experience an identity crisis which results in not having a strong sense of attachment to national identity and values (Nggilu, 2023).

Problems regarding the understanding of nationalism that occur in SMA Negeri 1 Pringsewu are certainly supported by data on the scores of students on the daily assessment of classes X and XI on the meaning of the precepts in Pancasila with the learning objective of understanding the meaning of Indonesian unity as a form of understanding nationalism and for class XII on Pancasila in global life to maintain an attitude of nationalism:

No.	Class X Average (Phase E)	Class XI Average (Phase F)	Class XII Average (Phase F)
1.	74	68	82
2.	84	78	76
3.	82	80	84
4.	76	79	80
5.	78	70	82
6.	74	79	86
7.	70	78	74
8.	86	78	78
9.	78	79	84
10.	72	80	86
Whole Class Average	77,4	76,9	81,2

Table 1.1 Daily Test Grades X, XI, & XII

Source: Teacher's Room SMA Negeri 1 Pringsewu

The data shows that there are problems regarding students' understanding of nationalism that need to be improved, especially in class XI, this is because the Minimum Completeness Criteria (KKM) at the school is 76 for class X semester one, 78 for class XI semester one, and 80 for class XII semester one. The average value

of class XI F1 is 68 and class XI F5 is 70 which has not reached the Minimum Completion Criteria (KKM) which is <78.

Based on the problems above, the values of Pancasila should be more internalized to students in schools through Pancasila Education learning. This internalization is carried out to prepare students who do not yet understand the values of Pancasila. Advancing and implementing Pancasila is useful for preserving Indonesian culture and strengthening students' understanding of nationalism. The role of Pancasila and Citizenship Education needs to be improved and taught to students so that it can be a foundation for maintaining the influence of foreign cultures and being able to increase understanding of nationalism amidst the current of globalization (Kurnia et al., 2022).

The values of Pancasila must continue to be built and grounded in the daily activities of Indonesian society. This activity is carried out to anticipate parties who have forgotten Pancasila, and there are even some people who do not really understand the values of Pancasila as the nation's ideology. Getting used to and grounding Pancasila in order to

maintain the character of the strong personality of the Indonesian nation and strengthen the unity and integrity of the Indonesian homeland (Adha & Susanto, 2020).

According to Arliman (Supriyono et al., 2020) the values of Pancasila lead to an increasingly better atmosphere of physical and spiritual life in the life of society, nation, and state. The values of Pancasila cannot be separated from the basic opinions of Pancasila. Pancasila itself is a set of five one-dimensional values that are used as a measure of the behavior of Indonesian citizens. The five values in Pancasila represent the first commandment, namely divinity, the second commandment of humanity, the third commandment of love for the homeland, the fourth commandment of democracy, and the fifth commandment of social justice (Fhatoni et al., 2022).

Indonesia is a country that is very rich in cultural diversity, customs, diverse ethnicities, different regional languages, habits, and other traditional values that are an inseparable part of society. The diversity that exists in Indonesian society is protected by the motto, although different, but still in one unity, *Bhinneka Tunggal Ika*, which is reflected in the form of tolerance, mutual understanding, mutual respect, appreciation of differences, and love in national and state life (Adha & Perdana, 2021).

The world of education not only develops good character in an individual in accordance with Pancasila, the intellectual abilities of students must also continue to be developed. Given that students are now more interested in learning if the methods used by teachers are interesting and not monotonous (Hasanah et al., 2022). Pancasila and Citizenship Education teachers can foster students' understanding of nationalism through their learning related to Pancasila values, the concept of unity and through their role as class managers in teaching and learning activities (Yudi Firmansyah et al., 2020).

Increasing the understanding of nationalism can be pursued by introducing students at school to the Indonesian state whose people have many beautiful diversities through culture in the context of art. Culture is also part of the diversity of the Indonesian state, but with cultural works we can make it a medium to introduce the existence of diversity or the identity of the Indonesian state.

Literature in the form of poetry is part of the arts included in Indonesian culture, of which there are several poems that discuss the country of Indonesia and its characteristics in the work of Ahmadun Yosi Herfanda. Ahmadun Yosi Herfanda is an Indonesian writer who is famous for his poems that raise the theme of cultural identity and Indonesian unity. Some of these poems include "*Resonansi Indonesia, Nyanyian Kemerdekaan, and Indonesia Aku Masih Tetap Mencintaimu*".

The poem *Resonansi Indonesia* itself describes the cultural and ethnic diversity in Indonesia and emphasizes unity in diversity, while the poem *Nyanyian Kemerdekaan* highlights the struggle for independence and the grief experienced by the Indonesian people due to oppression where this poem reminds the importance of maintaining unity and defending independence. The next poem, *Indonesia Aku Masih Tetap Mencintaimu*, expresses the author's deep love for his homeland and emphasizes maintaining the unity of the country, despite the various challenges faced by the Indonesian state (Idawati et al., 2021).

The literary work is expected to be able to provide an understanding related to the concept of nationalism of students through the internalization of the values of unity in the literary work. Understanding the concept of nationalism using the media of literary works and value analysis strategies in literary works has also been carried out in research by Santi Sartika & Yosi Wulandari in 2023, with the study of analyzing the value of nationalism in the *Cerpen Tragedi Sang Pembela dan Tabik Sang Pahlawan*. The research focuses on analyzing the value of nationalism in literary works and is carried out in Pancasila Education subjects at school to provide an understanding of the value of nationalism contained in these literary works (Sartika, Santi et al., 2023) Another relevant research is research conducted by Sunarti, Maulana Yusup, and Heri Isnaini in 2022. The research focused on analyzing the value of nationalism in the poem "*Dongeng Pahlawan*" by WS. Rendra. The analysis of the value of

nationalism in the poem was carried out in Pancasila Education learning at school to provide an understanding of nationalism to students (Sunarti et al., 2022).

Efforts to provide an understanding of nationalism through internalizing the values of unity in students certainly require interesting methods or learning models and also in accordance with the material to be conveyed, namely regarding the values of unity, therefore the right

learning model to internalize a value is the Value Clarification Technique (VCT) model with a value analysis strategy. According to Sanjaya (2006) who said that, the value clarification technique or often abbreviated as VCT is defined as a learning model that aims to assist students in finding and determining a value that is considered good in dealing with a problem by analyzing the values that exist and are embedded in students and developed (Lifa et al., 2020).

The purpose of VCT in the learning process is to determine the level of students' awareness of existing values, then foster awareness of the values that exist in themselves and instill good values so that students are able to understand a concept in learning, which to understand the concepts of nationalism, students will be given treatment using the VCT learning method or model with a value analysis strategy through the internalization of values in Ahmadun Yosi Herfanda's literary works using a student centered learning approach.

The young generation, including students, is given the mandate to carry out the task of running and leading the Indonesian nation in the future where this nation has the wishes, ideals and interests of the nation which in the end this young generation is expected to become a participatory and responsible young citizen, therefore understanding nationalism needs to be understood more comprehensively, especially in the education process, one of which is in school. A complete understanding of the concept or core values of nationalism, which is often known as the values of unity, is an undeniable necessity in an effort to realize young citizens who are participatory and responsible in the life of the country (Sadeli & Priyanto, 2019).

Based on the explanation above, to internalize the values of unity or the values of nationalism contained in Ahmadun Yosi Herfanda's literary works can be done in Pancasila Education lessons for the material "The Meaning of the Third Precept in

Pancasila as a Form of Understanding Nationalism" and it can be concluded that the data and facts found in class XI students at SMA Negeri 1 Pringsewu show the problem of low understanding of nationalism in students so that a solution is needed to overcome these problems, one of which is by providing treatment with the Value Clarification Technique (VCT) learning model through Ahmadun Yosi Herfanda's literary works. In response to this, the author is very interested in studying and researching "The Effect of the Value Clarification Technique (VCT) Model through Ahmadun Yosi Herfanda's Literary Works on Students' Understanding of Nationalism".

I. PROBLEM FORMULATION

How does the Value Clarification Technique (VCT) model through Ahmadun Yosi Herfanda's literary works affect students' understanding of nationalism?

II. RESEARCH OBJECTIVES

This study aims to determine the effect of the Value Clarification Technique (VCT) model through Ahmadun Yosi Herfanda's literary works on students' understanding of nationalism.

Value Clarification Technique (VCT) Learning Model

The VCT (Value Clarification Technique) model according to Louis E. Rath, introduced in 1950, is an educational approach that aims to assist students in understanding and clarifying their values, while according to Kirschenbaum (2013) the VCT model is an approach that uses questions and activities designed to teach the assessment process and to help individuals skillfully apply the assessment process to value-rich areas of their lives (Febriany

et al., 2021).

According to Komalasari & Saripudin (2017) in his book entitled *Pendidikan Karakter, Konsep dan Aplikasi Living Values Education* classifies the varieties and types of Value Clarification Technique (VCT) models into value analysis VCT, list VCT, and game VCT. Regarding this, in this study the author will use the value analysis VCT model. Value analysis VCT is a learning technique that develops students' ability to identify and analyze the values contained in a writing, picture, video-film, poem, song, and fictional story, which in this case the author uses the value analysis VCT model in a literary work of poetry by Ahmadun Yosi Herfanda.

VCT is a learning model that focuses on efforts to instill values through a process of analyzing existing values in students to be adjusted and combined with new values to be instilled in students. This VCT model has two types of strategies in its implementation, namely the case analysis strategy and the value analysis strategy, therefore in this study what will be used in this VCT learning model is the value analysis strategy where the values to be analyzed by students are the values of unity or nationalism contained in Ahmadun Yosi Herfanda's literary works in the form of poetry so that the hope is to increase students' understanding of nationalism.

The Value Clarification Technique (VCT) model belongs to the family of information processing learning models. This process involves in-depth information processing, where students must reflect on and evaluate the various values that exist, as well as the consequences of the choice of values. The learning theory proposed by Bruner (Trianto: 2007) explains the importance of understanding the key structure of the material of a learned science, the need for active learning and the value of inductive thinking in learning (Sutaryanto, 2015). In relation to this theory, the VCT model assisted by this literary work directs how students to analyze the values of unity or nationalism contained in the literary work of poetry by Ahmadun Yosi Herfanda.

Based on the theory and also the opinions that have been explained, it can be concluded that the Value Clarification Technique (VCT) learning model is a learning model that focuses on efforts to instill values through a process of analyzing existing values in students to be adjusted and combined with new values to be planted in students.

The steps for the VCT learning model, with a value analysis strategy, are applied in several steps in the learning activity (Sutaryanto, 2015):

Step 1. Stimulus Determination

1) Educators determine the learning stimulus that is in accordance with the material to be studied.

Step 2. Presentation of Stimulus

1) Educators present stimuli in the form of pictures, movies, stories, or literary works of poetry.

2) Educators form groups and direct them to analyze the stimulus that has been presented.

Step 3. Positioning

1) The educator asks each group to determine their position or opinion about what values are contained in the stimulus shown by conducting dialog in groups.

2) Conducting guided dialog through questions from the teacher, either classically, in groups, or individually.

Step 4. Testing the Reason

1) Establish an opinion and clarify the stance as a result of the analysis and dialog that has been done previously accompanied by relevant arguments or reasons.

2) Discussion of opinions, which in the following phase, has begun to embed targeted concepts and values in accordance with the material being taught.

Step 5. Summarizing and Briefing

1) Conclusions and briefings related to the implementation of the material that has been learned in everyday life.

Meaningful Learning

David P Ausubel is a cognitive psychologist. According to Ausubel, the subject matter that students learn should be “meaningful”. Meaningful learning is a process of linking new information to relevant concepts contained in one's cognitive structure. Cognitive structures are facts, concepts, and generalizations that students have learned and remembered.

Meaningful learning is a learning process in which new information is connected to the understanding structure that is already owned by someone who is going through learning. Meaningful learning occurs when students can connect new phenomena to the knowledge structures they already have. This means that the subject matter must be in accordance with students' skills and must be relevant to the cognitive structures that students have, therefore, the subject must be linked to the concepts that students already have, so that the new concepts are truly absorbed by them (Nurlina, et al., 2021).

The learning process that will be carried out in this study is by using the value analysis VCT model, where students will analyze the values in Ahmadun Yosi Herfanda's poetry literary works, which later new information is connected to the understanding structure that a person who is learning already has, such as his knowledge in everyday life.

Values of Unity (Nationalism) in Ahmadun Yosi Herfanda's Poetry Literary Works

According to Idwati, et al. (2021) based on the semiotic pierce theory by Charles Sanders Pierce, there are several poems by Ahmadun Yosi Herfanda which as a whole have the meaning or value of unity in them. The more detailed values contained in some of these poems are as follows:

a. Values in “Nyanyian Kemerdekaan Poem”

1) The Meaning of Independence: This poem takes the reader into a deep reflection on the meaning of independence, sacrifice, and struggle.

independence, sacrifice, and struggle.

2) Sacrifice: The value of sacrifice is seen in the description of the nation's struggle to achieve independence.

3) Struggle: The poem implies the nation's long history of existence in the frame of struggle and injustice.

4) Life and Pain of the Nation: The narrative of life illustrated in the first stanza creates a poignant picture and embraces various aspects of the human experience.

b. Values in “Indonesian Aku Masih Mencintaimu Poetry”

1) Love of Nation: This poem expresses an unchanging love for the nation and homeland.

2) Life and Struggle: Although not specifically, this poem may also contain the values of struggle and sacrifice that are often associated with love of nation.

3) Keeping the Honor of the Nation: The value of maintaining the honor of the nation is seen in the constancy of love that never changes, despite facing various challenges.

c. Values in “Resonansi Indonesia Poetry”

1) The Value of Nationality or Unity: The poem “Resonansi Indonesia”

Shows the strong national values and solidarity of the Indonesian people. This poem

depicts Indonesian nationality as a whole and valuable unit.

2) Cultural Value: The poem “Resonansi Indonesia” also shows the value of diverse and valuable cultures. The poem depicts the different cultures of Indonesia, but they are still part of the overall culture of Indonesia.

3) Moral Value: The poem “Resonansi Indonesia” shows strong and valuable moral values. The poem depicts moral values such as honesty, justice, and loyalty embraced by the Indonesian people.

Based on the discussion above, it can be concluded that overall the three poems contain the values of unity in it, in addition to the value of unity there is also the meaning or value of wanting to be independent, the value of loving the country, and also the value of maintaining the honor of the nation that illustrates the concept of nationalism, so it is hoped that with an understanding of the values in the poem can increase students' understanding of nationalism.

Poetry literature has long been a medium for increasing understanding of nationalism (Bustami, M.R., et al., 2021), regarding this, it is hoped that using the media of poetry literature by Ahmadun Yosi Herfanda can help students to increase their understanding of nationalism through the values in the poem.

Nationalism

Nationalism is often defined as a form of desire to defend and love the homeland of a person for his country. Nationalism in a narrow sense is an excessive nationalism that considers one's own nation superior to other nations, while nationalism in a broad sense is a nationalism that puts the highest loyalty of individuals to their nation and homeland by seeing their nation as part of other nations in the world.

According to Hertz in his book *Nationality in History and Politics*, explains that national aspirations consist of four elements, namely:

a) Struggle for national unity, which consists of political, economic, social, religious, and cultural unity, community unity and solidarity.

b) The struggle for national independence, which consists of independence from foreign domination or interference, and internal freedom, as well as freedom from forces that are considered unnatural or degrading to the nation.

c) The struggle to achieve separateness, distinctiveness, uniqueness, individuality, authenticity, individuality, originality, or distinctiveness. The most significant example is the value attributed to a separate national language.

d) The struggle for distinction among nations, for honor, dignity, prestige, and influence, which easily becomes a struggle for dominance. The struggle for distinction is perhaps the strongest of the four aspirations, and seems to underlie them all.

According to Hertz's theory, nationalism consists of four elements: 1) the desire for unity; 2) the desire for independence or freedom; 3) the desire to carry the original culture (love of the homeland); and 4) the desire to achieve the honor of the nation (Laksmiana et al., 2021), while according to Kohn (1971) nationalism is a state of mind, in which the highest loyalty of the individual is to the nation-state. A deep attachment to the homeland, local traditions and established territories. It has existed in varying strengths throughout its history, but it was not until the late 18th century that nationalism in the modern sense of the word became a generally recognized sentiment that increasingly shaped all public and private life, from which it has only recently been removed. Each nationality should form a state of its own and that state should include all nationalities.

Talking about nationalism is inseparable from the term nationality. According to Ernest Renan (Dartono et al., 2021), the nation is the soul, a spiritual principle. Two things that are actually only one, form this soul, this spiritual principle. One in the past, the other in the

present. One is the shared ownership of a rich heritage of memories; the other is consent, the desire to live together, and the desire to continue to cherish the heritage that has been shared.

Based on the theories and opinions described above, it can be concluded that nationalism is a feeling possessed by a person in the form of a sense of love for the homeland, a sense of maintaining national unity, a sense of wanting to be independent from the influence of foreign cultures, and always maintaining the honor of the nation and as a binding rope between citizens where these ties keep citizens to continue to contribute in realizing the ideals of the nation and state.

III. RESEARCH METHODS

The research method used in this study is a quasi experiment method with a quantitative approach. Suharsimi Arikunto (2010) defines experimental research as research intended to determine whether or not there is an effect of treatment on

the subject being investigated. The way to find out is by comparing one or more experimental groups that are given treatment with one comparison group that is not given treatment.

In this study, students were grouped into two classes, namely experimental and control classes. The experimental class (XI F1) was given treatment, namely with the Value Clarification Technique (VCT) learning model, while the control class (XI F5) using the Problem Based Learning (PBL) learning model.

V. DATA COLLECTION TECHNIQUES

1. Principal Technique

a) Test

The test is a stimulus device given to research respondents, namely students of class XI F1 as the experimental class and XI F5 as the control class with the aim of obtaining answers that can be used as the basis for determining the numerical score. The test will be given before (pretest) and after (posttest) students are given the treatment of the VCT learning model for the experimental class and the PBL model for the control class. This test will be conducted in class during Pancasila Education learning.

2. Support Techniques

a) Questionnaire

Questionnaires are tools used to collect data through a series of questions designed to measure a research variable. Questionnaires or questionnaires are used to collect data through pre-planned questions, structured observations are variables that have been planned and planned in advance, surveys are used to determine the effect of a particular factor on other variables.

This study uses a closed questionnaire so that respondents answer questions from three alternatives and then the respondent will choose one of the answers by giving a checklist mark on the answer that has been chosen and each answer varies in value or score. The score variations are as follows:

3 points = If as expected.

2 points = If less than expected.

1 point = If not as expected.

VI. DATA ANALYSIS TECHNIQUES

1. Test N Gain Score

This study uses the N Gain Score test which aims to determine the effectiveness of

the VCT learning model or treatment in research. This test can be done by calculating the difference between the pretest value and the posttest value. Calculating the difference between the pretest value and the posttest value we can find out how much understanding students have of nationalism.

2. Simple Linear Regression Test

The regression analysis used in this study is a simple linear regression analysis because the researcher wants to see the effect of the independent variable (X) under study on the dependent variable (Y) which is only influenced by one independent variable. The simple linear regression equation is formulated with:

$$Y = \alpha + b X$$

Variable X: independent variable that has a certain value

α : the price of Y when X = 0 (constant price)

b : regression coefficient value

VII. RESULTS AND DISCUSSION

This study uses data analysis of the N Gain Score test and simple linear regression test to determine how much influence the VCT learning model has on understanding nationalism.

Class	Student Score Acquisition Category			Average N Gain Score	Category N Gain Score
	High	Medium	Low		
Ekspirimen	20	16	-	74,11	Quite effective
Control	1	18	17	30,18	Ineffective

Table 1.2 Results of N Gain Score Test Analysis

In the N Gain Score test, the experimental class produced a value of 74.11% which was included in the moderately effective category, while for the control class with the PBL model was 30.18% which was categorized as ineffective. So it can be concluded that the use of the VCT model is quite effective in increasing the understanding of nationalism of class XI students in Pancasila Education subjects at SMA Negeri 1 Pringsewu. Meanwhile, the use of the PBL model is declared ineffective to increase the understanding of nationalism of grade XI students in the subject of Pancasila Education at SMA Negeri 1 Pringsewu.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	21.604	4.944		4.369	.000
Model VCT	1.031	.079	.843	13.122	.000

Table 1.3 Simple Regression Test Data with SPSS Help

Based on the results of the questionnaire data analysis that has been carried out using the help of the SPSS program, to see the effect of variable X to Y, a simple linear regression analysis test is used, which in this study shows a significant value of 0.000. Based on the basis of decision making in the simple linear regression test, it can be concluded that there is an influence between the VCT model (Variable X) on understanding nationalism

(Variable Y) because it has a significance value of less than 0.05, namely 0.000. The simple linear regression analysis test results show a constant value (α) of 21.604 and a regression coefficient (b) of 1.031. The value of the regression coefficient which is positive (+) indicates that there is a positive influence of the Value Clarification Technique (VCT) model on the understanding of nationalism of class XI students in Pancasila Education subjects at SMA Negeri 1 Pringsewu.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.843 ^a	.711	.707	2.606

Table 1.4 Results of R Square Calculation Using SPSS

The magnitude of the influence of the Value Clarification Technique (VCT) model (Variable X) on the understanding of nationalism (Variable Y) can be determined through the coefficient of determination obtained through the calculation of linear regression (R squared or R square). The calculation results in this study show that the value of R square which is a representation of the influence of the Value Clarification Technique (VCT) model on the understanding of nationalism is obtained at 0.711. In accordance with the results obtained, the coefficient of determination (R squared x 100%) is 71.1% which shows the magnitude of the influence of the Value Clarification Technique (VCT) model (Variable X) on the understanding of nationalism (Variable Y) and the remaining 28.9% is influenced by other factors outside the VCT learning model, which based on previous research is influenced by student activity in learning, environmental influences, and influences from social media. Based on the results of the N Gain Score test and the simple linear regression test, it can be concluded that the VCT learning model is effective enough to have a positive influence on increasing the understanding of nationalism of class XI students in Pancasila Education subjects.

The magnitude of the influence of the VCT learning model on the understanding of nationalism is due to the positive response given by students when given the treatment of the learning model. Based on what the researchers observed during the learning process and also the answers from the questionnaire that had been filled in, students were interested and enthusiastic about the learning system and it was also a new thing for them to use the media of poetry literature in learning Pancasila Education. It can be seen during the learning process that students are able to provide learning conclusions well, such as in each meeting being able to explain the contents and also the values contained in the poem being discussed, namely in this case the value of national unity, the value of independence, the value of love for the country, and the value of maintaining the honor of the nation. Learners are able to explain the meaning of Indonesian national unity contained in the poem Resonansi Indonesia by Ahmadun Yosi Herfanda, such as many learners understand related to national identity, then also realize to continue to participate in social activities that involve various community groups regardless of differences in culture, race, and religion.

In the second meeting, learners were also able to explain the meaning of a sense of independence or freedom contained in the poem Nyanyian Kemerdekaan by Ahmadun Yosi Herfanda, such as many learners who understood that as citizens have the right to freedom, the right to health, and freedom of expression, as well as understanding and realizing to carry out the obligation to defend the country's independence.

In the third meeting, just like the previous meetings, students were able to explain the meaning of the behavior of loving the country and the behavior of maintaining the nation's honor contained in the Indonesia Aku Masih Tetap Mencintaimu by Ahmadun Yosi Herfanda,

such as many students who understood related to how the form of responsibility to maintain the nation's honor, cleanliness of the surrounding environment as a form of love for the country, prefer to use domestic products rather than foreign products to support the national economy, aware of being active in cultural events and watching cultural performances, able to understand related to how a form of responsibility to maintain and preserve the cultural or historical heritage of the Indonesian nation, understand how a form of responsibility in respecting state symbols such as flags, national anthems, and the state symbol Garuda Pancasila as a form of maintaining the honor of the nation.

The learning process using the VCT model went well, so that students were able to understand and explain the values of nationalism. Based on what the researchers observed during the learning process, many students were active in learning discussion activities such as asking questions related to the relationship of the values in the poem with the life of the state, giving responses or opinions, submitting strong and logical arguments related to the results of the analysis of the value of nationalism they worked on accompanied by relevant reasons, and actively cooperating with group members to complete the task of analyzing the value of nationalism in the poetry literature given.

The use of the VCT model through Ahamadun Yosi Herfanda's literary works as a whole makes it easy for students to understand the material on the values of Indonesian unity (the third principle of Pancasila) which is closely related to the concept of nationalism such as understanding the meaning of Indonesian unity, the meaning of the desire to be independent or free, the behavior of loving the country, and the behavior of maintaining the honor of the nation. The results of the study are in line with the four pillars of learning, as identified by UNESCO the four pillars of learning consist of learning to know, learning to do, learning to live together, and learning to be. Students are able to learn to know, namely knowing or understanding the material taught by the teacher regarding nationalism, students are able to learn to do, namely learning to do or work with collaboration and work together in discussion groups, able to learn to live together, namely learning to live together by understanding how forms of participation and responsibility in the life of the state, and students are able to learn to be, namely learning to be and develop themselves, by daring to ask questions, answer questions, and conclude the subject matter.

The results of this study are also in line with the theory according to Louis Rath as the figure who first introduced the VCT model (Setiadi & Sastromiharjo, 2021), namely that this VCT learning model can help students determine values or meanings in depth. The VCT learning model can help students find and determine what values are considered good, this is a value education method where students can find, choose, analyze, decide, adopt their own life values, and develop an understanding of these values.

According to Kirschenbaum, the Value Clarification Technique (VCT) model was developed based on counseling theory designed to help guide a person in making decisions and life choices, VCT is also said to be a technique that not only teaches values, but also encourages students to feel and understand these values deeply. The purpose of the VCT model is to help students identify values, encourage open communication, and integrate rational and emotional thinking in order to understand a value concept of the material (Umami et al., 2021).

The learning theory behind the use of the Value Clarification Technique (VCT) learning model is cognitivism learning theory, where this theory holds the view that learning is an internal process that includes internal, storage, information processing, and other psychological aspects. Cognitive theory emphasizes more on the process or efforts to optimize the ability of the rational aspects possessed by others. The main ideas of this cognitivism theory are information processing theory and schema theory. These two theories were developed by Jean Piaget, Kurt Lewin, Jerome S. Brunner, Robert M. Gagne, and David P. Ausubel. Based on these theories, this Value Clarification Technique (VCT) model as a lesson plan emphasizes the process of analyzing the value or information processing that exists in a

literary work of poetry by Ahmadun Yosi Herfanda.

Brunner (Wiradintana, 2018) suggests that students' understanding of subject matter can be done by making abstractions in the form of theories, interpretations, analysis, and so on of objects or realities that have been observed. This means that when individuals are given an object to observe or analyze, students can process the information contained in the object, so that students' understanding of the subject matter can increase.

Learners who have used the VCT learning model, as explained earlier, are able to interpret literary works used as learning media and relate these values to the life of society, nation and state. Learners also become aware of the importance of applying values, especially the value of unity (nationalism) in the life of the nation and state, actively participate in discussion activities, and are able to conclude the whole material. Through the learning process, students have been said to be better at understanding the material of the third principle of Pancasila or the value of Indonesian unity which is closely related to nationalism. Learners are able to understand the meaning of Indonesian unity well, analyze the values of unity and a sense of independence, and analyze the behavior of loving the country and the behavior of maintaining the honor of the nation as a form of understanding nationalism. As based on Frederick Hertz's theory (Laksmiana et al., 2021) that the indicators of understanding nationalism include being able to understand the meaning of national unity, being able to analyze the desire to be independent or free, being able to analyze the behavior of love for the country, and being able to analyze the behavior of maintaining the honor of the nation.

This statement is also supported by the opinion of Hans Kohn, who states that the concept of nationalism is a state of mind, where individual loyalty is to the nation- state. A deep attachment to his homeland, local traditions, and established territories, so it can be concluded that the understanding of nationalism is understanding related to the behavior of a person who loves his homeland, then the statement is also supported by the opinion of Ernest Renan (Dartono et al., 2021) which states that the concept of nationalism is a sense of shared ownership of a rich heritage of memories, the desire to live together, and the desire to continue to appreciate and maintain the heritage that has been received together, so it can be concluded that the understanding of nationalism is a person's understanding of behavior in maintaining the honor of a nation.

Based on the research results that have been presented, the Value Clarification Technique (VCT) learning model that has a positive influence on students' understanding of nationalism through the process of analyzing the meaning or value in Ahmadun Yosi Herfanda's literary works is closely related to the theory of meaningful learning. According to David Ausubel, meaningful learning is a learning process in which new information is connected to the understanding structure that a person who is learning already has, such as his knowledge in everyday life. Learning with the VCT model through poetry literature in the form of writing or language is in accordance with the statement expressed by David Ausubel as an educational psychologist, that Ausubel pays great attention to students in schools, by paying attention to or emphasizing the elements of meaningfulness in learning through language (meaningful verbal learning). Meaningfulness is defined as a combination of verbal information, concepts, rules and principles, when viewed together (Nurlina et al., 2021). The advantage of this VCT model is that students not only understand the material but also interpret the learning that has taken place. This is related to the scientific context of Pancasila and Citizenship Education (PPKn), especially in Civics learning, which in terms of understanding nationalism focuses on instilling values of love for the country and national awareness, where students are taught to appreciate national identity, understand their rights and obligations as citizens, and contribute to nation building (Damayanti et al., 2024).

VIII. CONCLUSIONS

Based on the results of research and data testing conducted by researchers regarding the effect of the Value Clarification Technique (VCT) model through Ahmadun

Yosi Herfanda's literary works on students' understanding of nationalism, it can be concluded that:

1) From the results of the N Gain Score test, it shows an average amount of 74% which indicates that the use of the Value Clarification Technique (VCT) model on the understanding of nationalism of class XI students in Pancasila Education subjects at SMA Negeri 1 Pringsewu is quite effective.

2) There is a positive influence on the understanding of nationalism of students in Pancasila Education lessons. This can be seen from the results of the simple linear regression analysis test (X and Y) which concluded that there was an influence of the Value Clarification Technique (VCT) model (Variable X) on the understanding of nationalism (Variable Y) by 71.1%. The VCT model has a positive influence, namely helping students to be able to understand the values of nationalism, namely the value of national unity, the value of independence or freedom, the value of love for the country, and the value of maintaining the honor of the nation contained in poetry literary works used as learning media and linking these values to the life of society, nation, and state.

3) Learning with the VCT model through the process of analyzing the meaning or value in Ahmadun Yosi Herfanda's poetry literary works emphasizes the elements of meaningfulness in learning through language (meaningful verbal learning), so that the advantages of this VCT model are that students not only understand the material but also interpret the learning that has taken place.

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