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Developing a Value Clarification Technique (VCT) Learning Model to Enhance Nationalism Attitudes of Elementary School Students: A Sustainable Educational Management Perspective

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ABSTRACT

The inadequacy of Pancasila and Civic Education (PPKn) instruction, which remains predominantly cognitive and lecture-based, thereby limiting internalization of nationalistic values among elementary school students, constitutes the main problem addressed in this study. This study develops a Value Clarification Technique (VCT) learning model to enhance nationalistic attitudes among elementary school students. The rationale lies in the inadequacy of Pancasila and Civic Education (PPKn) instruction, which remains predominantly cognitive and lecture-based, thereby limiting internalization. Using a systematic literature review of peer-reviewed articles published between 2020 and 2025, this study identified, selected, evaluated, and synthesized relevant findings on VCT implementation in primary education. Results demonstrate that the VCT model effectively cultivates nationalist attitudes through five structured stages: value stimulus presentation, value exploration, discussion-based clarification, value-based decision-making, and reflection. This model promotes active student participation in value learning, producing deeper internalization of national character than conventional methods. Integration of contextual learning media within VCT further enhances student motivation and participation. The novelty of this study lies in positioning VCT within a sustainable educational management framework and examining the interconnected roles of instructional leadership, teacher professional development, and strategic resource management in systematic character education. Implications for the Merdeka Curriculum's Pancasila student profile are discussed.

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INTRODUCTION

Elementary education constitutes the most formative stage for character development, particularly in cultivating national identity and nationalist values among young learners. Students at this level undergo concrete moral development, creating a critical window for systematically instilling citizenship values (Hidayati & Minsih, 2022; Lickona, 2012). Nationalist attitudes, including love for the homeland, appreciation of diversity, and commitment to national unity, represent core dimensions of character education mandated by Indonesia's national education policy framework. Despite this recognized importance, recent empirical evidence reveals a troubling gap between curricular aspirations and classroom realities in Pancasila and Civic Education (PPKn) instruction. Specifically, PPKn teaching at the elementary level remains dominated by lecture-based, memorization-driven approaches that address only the cognitive dimension of value education, while neglecting its affective and behavioral components (Cahyaningtiyas et al., 2022; Saputra et al., 2023). This pedagogical limitation results in students who can recite nationalism concepts but struggle to demonstrate corresponding attitudes in their daily interactions (Fitri et al., 2023).

A substantial body of literature has examined character education strategies in Indonesian elementary schools, encompassing value-based learning approaches, curriculum integration, and the role of school environments (Berkowitz, 2021; Rukiyati et al., 2023). Several studies have investigated specific instructional models for nationalism education, including multimedia-based approaches (Dewi et al., 2022; Hidayat et al., 2020) and project-based learning (Triharyoso et al., 2024). The Value Clarification Technique (VCT) has received growing attention as a promising approach that engages students in active value deliberation (Putri et al., 2023; Dewantoro & Sartono, 2019). However, existing research predominantly treats VCT as an isolated pedagogical intervention without examining its integration within broader educational management systems. The literature lacks a comprehensive analysis of how VCT implementation intersects with institutional leadership, teacher professional development, and sustainable curriculum management factors that are critical determinants of long-term program success (Wahidaini et al., 2025). This gap represents a significant limitation, given that character education outcomes depend not only on instructional methodology but also on the organizational architecture that supports and sustains value-based teaching practices.

The purpose of this study is to develop a systematic VCT learning model to enhance nationalistic attitudes among elementary school students, situated within a sustainable educational management perspective. This study fills the identified gap by integrating pedagogical analysis with educational management considerations, thereby offering a more

holistic understanding of how VCT can be effectively and sustainably implemented. The study addresses three research questions: (a) What are the structural components and stages of VCT as a learning model for nationalism education? (b) How effective is VCT in promoting nationalist attitudes compared to conventional approaches? (c) What educational management factors, including leadership, teacher competency, and resource management, are essential for sustainable VCT implementation?

This study argues that the effectiveness of VCT for nationalism character building is contingent upon its integration within a comprehensive educational management framework that encompasses adaptive instructional leadership, strategic teacher professional development, and contextual learning resource management. This argument is grounded in the theoretical proposition that student character formation requires not only effective pedagogy but also sustained institutional support systems (Ummah et al., 2025; Kurniasih et al., 2025). The conceptual framework of this study, presented in Figure 2, illustrates the hypothesized relationships between the problem context, VCT intervention, expected outcomes, and supporting educational management factors. The following sections present the methodology, findings, and discussion, organized around these research questions.

METHOD

This study employed a systematic literature review (SLR) methodology, following a structured protocol adapted from the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines (Page et al., 2021). The SLR approach was selected because it enables rigorous, transparent, and replicable synthesis of existing evidence, which is essential for developing evidence-based educational models (Snyder, 2019).

The review process comprised four sequential stages. In the source identification stage, the researcher conducted systematic searches across Google Scholar, the Garuda (Indonesian national journal portal) database, and Scopus-indexed repositories using combinations of the following search terms: "Value Clarification Technique," "VCT," "nationalism," "character education," "elementary school," "primary education," "educational management," and "Kurikulum Merdeka." The search was limited to peer-reviewed journal articles published between 2019 and 2025 in either English or Bahasa Indonesia. The initial search yielded 87 potentially relevant articles.

In the screening and selection stage, articles were evaluated against predetermined inclusion criteria: (a) direct relevance to VCT or value clarification approaches in primary or

elementary education settings; (b) focus on character education, citizenship values, or nationalism attitudes; (c) publication in peer-reviewed indexed journals; and (d) full-text availability. Exclusion criteria included studies focusing exclusively on secondary or higher education without transferable relevance to elementary-level pedagogy, non-empirical opinion pieces, and duplicate publications. After screening, 24 articles met all inclusion criteria and were retained for analysis.

In the data analysis stage, selected articles were subjected to thematic content analysis. Each article was coded according to the following analytical categories: VCT implementation stages and procedures, pedagogical strategies for value education, measured effects on student attitudes and behaviors, the role of learning media and resources, teacher competency requirements, educational leadership and management dimensions, and alignment with curriculum frameworks. The coding process was conducted iteratively, with emerging themes refined through constant comparison across the article corpus.

In the synthesis stage, coded findings were organized into a coherent narrative framework structured according to the three research questions. Cross-referencing between articles was performed to identify convergent findings, contradictions, and gaps. The synthesized results informed the development of the VCT model and its educational management implications. Table 1 summarizes the distribution of reviewed literature across thematic categories.

Table 1. *Distribution of Reviewed Literature by Thematic Category*

Thematic Category	Articles	Key Authors
VCT stages and implementation	8	Hidayati & Minsih; Putri et al.
Nationalism and character education	7	Saputra et al.; Rukiyati et al.
Learning media and student outcomes	5	Zh et al.; Kurniasih et al.
Educational management and leadership	4	Wahidaini et al.; Ummah et al.

RESULTS

Structural Components of the VCT Model

The systematic analysis of reviewed literature reveals that the VCT model for nationalism education comprises five interconnected learning stages, each contributing to a progressive deepening of value understanding and internalization (Hidayati & Minsih, 2022). These stages are visualized in Figure 1.

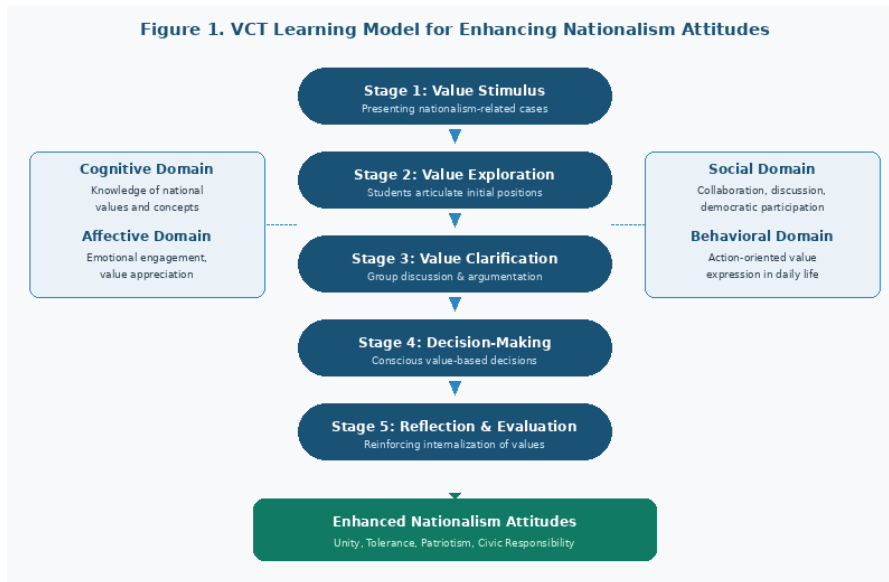


Figure 1. VCT Learning Model Stages for Enhancing Nationalism Attitudes

The first stage, value stimulus presentation, involves introducing students to cases, scenarios, or phenomena that are directly connected to national life and identity issues (Putri et al., 2023). Teachers present dilemmas involving cultural diversity, national symbols, or community solidarity to activate students' initial value responses. The selection of stimulus materials must be developmentally appropriate for elementary-age learners and contextually relevant to their lived experiences (Triharyoso et al., 2024).

In the second stage, value exploration, students articulate their initial positions regarding the presented scenarios (Cahyaningtiyas et al., 2022). This stage reveals the natural diversity of students' value perspectives, which serves as a diagnostic indicator of their existing moral reasoning capacities. Research on self-awareness and learning confidence confirms that the ability to recognize and express one's own values constitutes a foundational element of effective learning engagement (Kurniasih et al., 2025).

The third stage, value clarification through discussion, constitutes the model’s core deliberative process (Triharyoso et al., 2024). Students engage in structured group discussions and open-ended argumentation to examine the internal consistency of their chosen values and consider their social consequences. This stage cultivates both critical thinking and democratic communication skills.

The fourth stage involves conscious, responsible, value-based decision-making (Fitri et al., 2023). After careful deliberation, students consolidate their positions on the value issues under discussion. The fifth and final stage, reflection and evaluation, reinforces value internalization by prompting students to examine the alignment between their stated values and their actual behaviors (Hidayati & Minsih, 2022).

Effectiveness of VCT in Promoting National Attitudes

The empirical evidence from the reviewed studies consistently demonstrates the superiority of VCT over conventional instructional methods in enhancing nationalistic attitudes. Cahyaningtiyas et al. (2022) reported statistically significant improvements in nationalism attitude scores among elementary students who received VCT-based instruction compared with those in control groups who received lecture-based instruction. These findings are corroborated by comparative research showing that active and media-enriched pedagogical approaches produce consistently better learning outcomes across various educational contexts (Zh et al., 2025; Hidayat et al., 2020).

Specifically, VCT demonstrated measurable improvements across multiple dimensions of nationalism, including respect for cultural diversity, appreciation of national symbols, understanding of civic responsibility, and commitment to national unity. Table 2 synthesizes the key empirical findings from the reviewed studies.

Table 2. *Summary of Empirical Findings on VCT Effectiveness*

Study	Design	Measured Outcome	Key Finding
Cahyaningtiyas et al. (2022).	Quasi-experimental	Nationalism attitudes	Significant improvement in the VCT group vs. the control
Hidayati & Minsih (2022)	Quasi-experimental	Character scores	45% increase in character compliance

Putri et al. (2023)	Experimental with media	Nationality attitudes	Board game media enhanced VCT effectiveness
Fitri et al. (2023).	Comparative study	Tolerance & peace values	VCT improved the affective domain significantly
Dewantoro & Sartono (2019)	MANOVA analysis	Homeland love attitudes	Significant difference between the VCT and control groups

DISCUSSION

VCT as a Student-Centered Value Education Model

The findings of this study demonstrate that VCT’s effectiveness fundamentally derives from its student-centered design, which aligns with constructivist learning theory, positing that meaningful knowledge emerges through active, experiential engagement rather than passive reception (Hidayati & Minsih, 2022; Vygotsky, 1978). By positioning students as active agents who choose, evaluate, and articulate their value positions, VCT transforms nationalism education from an exercise in memorization into a process of personal meaning-making. This finding extends earlier work by Dewantoro and Sartono (2019) and corroborates the theoretical argument that affective education requires learner agency to be effective (Lickona, 2012).

Notably, the emotional engagement generated through VCT discussion activities serves as a powerful mechanism for value internalization. When students defend their positions, encounter alternative perspectives, and negotiate shared understandings, they undergo a cognitive-affective process that anchors values more deeply than didactic instruction (Putri et al., 2023). This finding aligns with research by Ummah et al. (2025), who demonstrated that participatory programs facilitate deeper character internalization compared to transmission-based approaches. The implication is clear: nationalism education must move beyond

telling students what to believe and instead create conditions for authentic value discovery and commitment.

The Role of Learning Media and Student Motivation

The reviewed literature consistently underscores the importance of contextual and interactive learning media in VCT implementation. Putri et al. (2023) demonstrated that board game media significantly enhanced VCT's effectiveness in fostering nationality attitudes, while Zh et al. (2025) established through comparative analysis that media selection substantially influences learning outcomes in value-laden subjects. These findings collectively suggest that VCT's impact is not solely determined by its procedural stages but is significantly modulated by the quality and relevance of supporting instructional resources.

Furthermore, the relationship between student motivation, self-awareness, and learning achievement provides additional theoretical support for VCT's design. Kurniasih et al. (2025) employed structural equation modeling to demonstrate that self-awareness and self-confidence significantly influence learning outcomes, with academic motivation mediating this effect. This finding has direct implications for VCT implementation, as the model's discussion and reflection stages explicitly cultivate student self-awareness regarding their value positions. This process may generate positive motivational spillover effects beyond the immediate domain of character education.

Educational Management Dimensions of VCT Implementation

Perhaps the most significant contribution of this study lies in its examination of VCT through the lens of educational management, an analytical perspective largely absent from the existing literature. The findings clearly indicate that VCT's success is not merely a function of pedagogical design but depends critically on institutional management factors that create enabling conditions for sustained implementation.

First, educational leadership emerges as a decisive factor. Wahidaini et al. (2025) provided compelling evidence that adaptive leadership by school principals, specifically the capacity to adjust leadership approaches to match teachers' developmental needs and situational contexts, significantly enhances both teaching quality and student learning outcomes. For VCT implementation, this finding implies

that school leaders must actively champion value-based pedagogies, provide structured mentoring for teachers transitioning from lecture-based to discussion-based approaches, and allocate organizational resources to support ongoing professional development.

Second, teacher professional development constitutes a critical enabler. The reviewed studies consistently identify teacher competency in discussion facilitation as a key determinant of VCT effectiveness (Triharyoso et al., 2024; Cahyaningtiyas et al., 2022). Teachers accustomed to lecture-based instruction often lack the skills needed to manage open-ended value discussions, maintain a non-judgmental classroom climate, and guide students through the reflection process. Systematic professional development programs that specifically target these competencies are therefore essential for sustainable VCT adoption.

Third, strategic resource management plays an important supporting role. The demonstrated impact of contextual learning media on VCT outcomes (Putri et al., 2023; Zh et al., 2025) underscores the need for schools to invest in developing, procuring, and maintaining appropriate instructional materials. This requires budget allocation decisions that reflect institutional commitment to character education, a commitment that must be articulated through educational management planning processes.

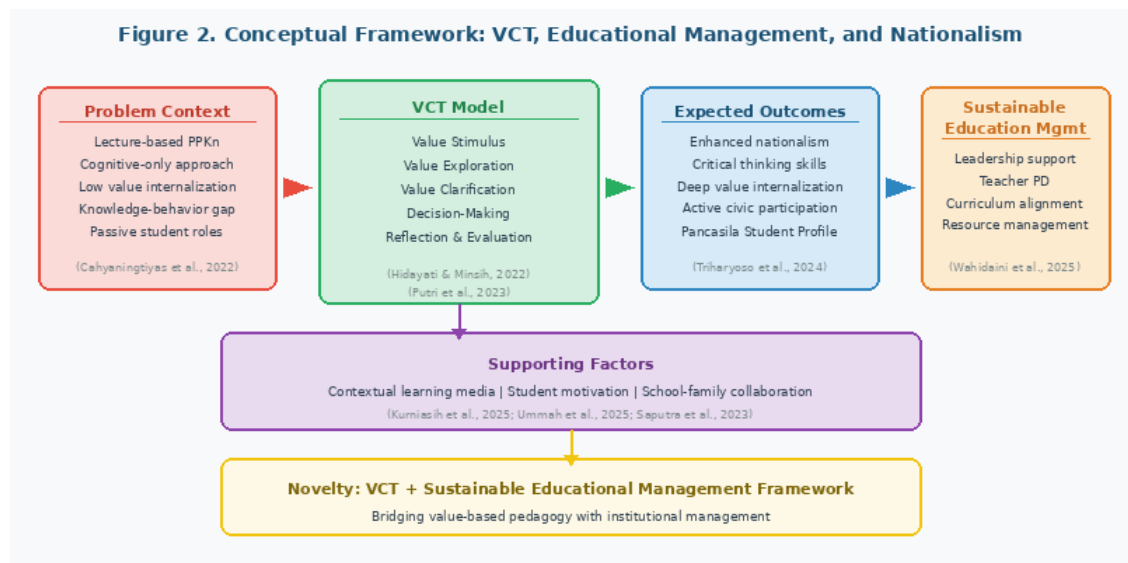


Figure 2. Conceptual Framework: VCT, Educational Management, and Nationalism

Novelty and Implications for Educational Technology and Management

The novelty of this study resides in its integration of VCT pedagogical analysis with a sustainable educational management framework. This approach transcends the predominant tendency to examine learning models in isolation from their institutional contexts. While previous studies have established VCT's pedagogical merits (Hidayati & Minsih, 2022; Cahyaningtiyas et al., 2022), this study demonstrates that pedagogical effectiveness alone is insufficient for ensuring sustainable character education outcomes. The proposed framework highlights that VCT implementation must be embedded within management systems that encompass leadership support, professional development infrastructure, resource allocation, and continuous quality monitoring.

This finding carries substantial implications for educational technology and management scholarship. It suggests that research on instructional models should routinely incorporate management variables, including leadership practices, teacher development pathways, and resource management strategies, as integral components of implementation analysis rather than treating them as contextual background factors. For practitioners, the framework provides actionable guidance for school administrators seeking to implement evidence-based character education programs that are both effective and sustainable. Abdulkarim et al. (2020) similarly argued that citizenship education interventions must be supported by institutional frameworks to generate lasting behavioral change, a position that this study's findings strongly corroborate.

Within the specific context of the Merdeka Curriculum, this study affirms VCT's alignment with the Pancasila student profile's emphasis on developing learners who embody national values through active engagement rather than passive compliance (Triharyoso et al., 2024). The Merdeka Curriculum's flexibility in allowing schools to design contextually appropriate learning experiences creates an institutional opportunity for VCT adoption, provided that school management systems are equipped to support implementation. The interconnected considerations of pedagogy and management explored in this study thus offer a practical roadmap for translating curricular aspirations into classroom realities in Indonesian elementary education.

VCT and the Development of Democratic Citizenship Competencies

Beyond its primary function as a nationalism education tool, the VCT model demonstrates significant potential for cultivating broader democratic citizenship competencies among elementary students. The deliberative processes embedded in Stages 2 through 4 value exploration, clarification through discussion, and conscious decision-making mirror the fundamental skills required for democratic participation: the ability to listen to diverse perspectives, articulate reasoned positions, tolerate disagreement, and reach informed conclusions (Thornberg & Ogüz, 2022). These competencies are not ancillary outcomes of VCT but are integral to its mechanism of action, as the model's effectiveness depends precisely on students' engagement in authentic deliberative practices.

This observation has important theoretical implications. It suggests that VCT operates not only within the affective domain fostering emotional attachment to national values but simultaneously develops cognitive and social competencies that support informed civic participation. Komalasari and Saripudin (2018) have argued that effective citizenship education must integrate knowledge, skills, and dispositions through experiential learning opportunities, and VCT's multi-dimensional design aligns precisely with this integrated approach. The simultaneous development of nationalism attitudes and democratic skills represents a significant advantage of VCT over alternative character education methods that target affective outcomes in isolation from broader civic competencies.

Limitations and Recommendations for Future Research

This study acknowledges several limitations inherent to the systematic literature review methodology. First, the reliance on published journal articles may introduce publication bias, as studies reporting non-significant results are less likely to appear in the reviewed literature. Second, the predominantly Indonesian context of the reviewed studies may limit the generalizability of findings to other cultural and educational settings, though the theoretical principles underlying VCT constructivist learning, value deliberation, and democratic discussion are broadly applicable. Third, the descriptive nature of the synthesis precludes quantitative effect size estimation, which would require a meta-analytic approach.

Based on the findings and identified limitations, several recommendations for future research can be articulated. Longitudinal empirical studies are needed to examine the sustainability of VCT-induced attitudinal changes over time, moving beyond the immediate post-intervention measurements that characterize most existing studies. Experimental research designs that systematically vary management support conditions such as the presence or absence of leadership mentoring, professional development programs, and resource provision would enable causal inferences about the relative contribution of pedagogical and management factors to VCT effectiveness. Additionally, comparative studies examining VCT implementation across diverse school types (public, private, and Islamic boarding schools) would illuminate how institutional contexts moderate the model's outcomes. Finally, qualitative research exploring teachers' lived experiences of transitioning from lecture-based to VCT-based instruction would provide valuable insights into the practical challenges and facilitating conditions that shape implementation fidelity.

CONCLUSION

This systematic literature review establishes that the Value Clarification Technique constitutes an effective and theoretically grounded learning model for enhancing nationalism attitudes among elementary school students. Through its five structured stages value stimulus presentation, value exploration, discussion-based clarification, conscious decision-making, and reflective evaluation VCT engages students as active participants in their own character formation, producing deeper and more durable value internalization than conventional lecture-based approaches. The empirical evidence consistently demonstrates significant improvements in nationalism attitude scores, critical thinking competencies, and democratic participation skills among students who experience VCT-based instruction.

Crucially, this study extends the existing literature by demonstrating that VCT's long-term success depends on its integration within a comprehensive educational management framework. Adaptive school leadership, systematic teacher professional development, strategic resource management, and continuous quality monitoring constitute the institutional pillars upon which sustainable VCT implementation rests. Without these management supports, even pedagogically

sound models risk remaining isolated experiments rather than institutionalized practices.

For the field of educational technology and management, this study offers a replicable analytical framework that bridges pedagogical innovation with institutional management a synthesis that is essential for ensuring that evidence-based instructional models achieve their intended impact at scale. Future research should pursue empirical validation of the proposed framework through longitudinal studies in diverse elementary school contexts, examining how specific management practices mediate the relationship between VCT implementation fidelity and student character outcomes.

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