DEVELOPING A VALUE CLARIFICATION TECHNIQUE–SHORT VIDEO PROJECT (VCT-SVP) LEARNING MODEL FOR CULTIVATING THE CHARACTER VALUE OF PATRIOTISM IN PANCASILA EDUCATION COURSE AT THE HIGHER EDUCATION

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Abstract. Character building is a vital aspect of education, particularly in fostering a sense of patriotism, which serves as the foundation for a strong and sovereign nation. As a compulsory general course in higher education, the Pancasila Education course plays a crucial role in instilling the core values of Pancasila in students who are expected to become future national leaders. However, the attainment of the intended learning outcomes remains suboptimal due to conventional teaching methods, limited instructional time, and large class sizes, all of which contribute to a learning environment that is less conducive to character development. This study aims to develop a Value Clarification Technique–Short Video Project (VCT-SVP) learning model to cultivate patriotism among university students enrolled in the Pancasila Education course. The VCT-SVP learning model was developed as an innovative instructional approach by integrating Value Clarification Techniques, which help students consciously and responsibly identify and internalize the value of patriotism. It also incorporates short video projects as a learning medium to enhance student motivation and engagement. This study employed a Research and Development (R&D) methodology, consisting of the stages of design, validation, practicality testing, and evaluation of the model's effectiveness. The resulting products include a model book, a faculty handbook, and a student handbook, each containing the necessary VCT-SVP instructional tools. Research findings indicate that the VCT-SVP learning model is effective in enhancing students' affective capacities in cultivating patriotic values. This model contributes positively to achieving the educational objectives of Pancasila Education, a mandatory general course focused on fostering attitudes and character among students as future professionals and integrity-driven leaders of the nation.

Keywords: Value Clarification Technique, Short Video Project, Patriotism

1.   Introduction

Pancasila Education is a compulsory general course in higher education institutions across Indonesia. Its implementation is mandated by Article 35(5) of Law No. 12 of 2012, which stipulates that the higher education curriculum must include courses on religion, Pancasila, citizenship, and the Indonesian language (Bahrudin, 2020,Anif Istianah, 2021). This provision reflects the state's commitment to ensuring that Pancasila Education is systematically integrated as a standalone subject within higher education curricula. As such, the course is designed to deepen students' understanding and appreciation of Indonesia's foundational ideology (Fegert1 et al., 2020). Furthermore, it aims to instill the core values of Pancasila and foster students' national and civic consciousness, enabling them to apply scientific knowledge responsibly for the benefit of humanity (Bai, et al, 2019, Taniredja, 2019).

This course aims to foster an understanding of national consciousness, equipping us to defend the country and develop a mindset, attitudes, and behavioral patterns that embody a love for the homeland grounded in the principles of Pancasila (Karras et al, 2020, Lundberg, et al, 2020, Ibtehaz, N., & Rahman, 2020). These efforts aim to maintain the integrity of the Unitary State of the Republic of Indonesia(Susanti, et al, 2023). Legally, civic education aims to shape students into individuals with a sense of national identity and love for the homeland(Li, et al, 2020,Carter, et al, 2020).

The objectives of Pancasila Education in higher education are as follows: 1) Strengthening the philosophical foundation and ideology of the state and nation by revitalizing the basic values of the state, society, and nation; 2) To enable students to develop the character of a Pancasilais individual in their thoughts, attitudes, and actions; 3) Providing students with an understanding and appreciation of the spirit and fundamental values of the 1945 Constitution of the Republic of Indonesia and guiding them in applying these values to their social, national, and state lives.

4) Prepare students to analyze and find solutions to various social, national, and state issues through a system of thought based on the values of the 1945 Constitution of the Republic of Indonesia and the values of Pancasil; and 5) Shape students' attitudes to appreciate the values of divinity, humanity, love for the homeland, and national unity. Strengthen a democratic, just, and dignified civil society based on the principles of the 1945 Constitution of the Republic of Indonesia. Prepare students to interact with the internal and external dynamics of Indonesian society (Anif Istianah, 2021).

According to UNESCO, there are four pillars of Pancasila-based education that serve as guiding principles in the educational process: *learning to know, learning to do, learning to be,* and *learning to live together* (F ilippaki, 2023). Among these, the fourth pillar—*learning to live together*—serves as the central reference. This emphasizes that the education system is designed to promote learning that fosters harmonious coexistence, grounded in an awareness of the diverse yet interdependent nature of society.

Based on the author's observations of several lecturers teaching Pancasila Education courses at various universities in West Sumatra, the phenomenon of moral crisis has become a problem. The results indicate that the course has not achieved its objectives in the affective domain due to limitations in class time, monotonous teaching methods, and a focus on competencies in the cognitive domain. Furthermore, large class sizes of 100–150 students per class make effective assessment of the affective domain difficult.

The author's interview with the academic department revealed that the large number of students is due to a shortage of lecture rooms and to allow students to focus more on major courses that require a lot of time for practical work. Based on this information, it is evident that some universities still consider Pancasila Education courses to be less important because they are not specialized courses for students' majors. However, all students at any university must pass the mandatory general course in order to graduate.

One strategy to improve the quality of learning in Pancasila Education is the implementation of the Value Clarification Technique (VCT) model. This model serves as a method for instilling, exploring, and uncovering specific values within

students (Sutaryanto, 2016). VCT is defined as a learning technique that assists students in identifying and selecting values deemed appropriate in responding to issues, through a reflective process of analyzing the values they hold (Sanjaya., 2017). The VCT model supports students in developing the ability to recognize meaningful life values aligned with their personal goals and to internalize those values so they serve as guiding principles for behavior and decision-making. Consequently, the application of the VCT model is expected to enhance the quality of Pancasila Education by fostering learning that is active, innovative, creative, and grounded in moral development (Restu Yanuar Ula & Aip Badrujaman, 2021).

The Value Clarification Technique learning model is a suitable method for developing and strengthening values within individuals. According to (Taniredja, Tukiran, 2015), the affective domain, or attitude, is the means by which values, morals, and standards, such as social awareness, nationalism, and belief systems, are instilled. One affective learning model that can be applied is the Value Clarification Technique (VCT) model.

To achieve the vision, mission, and objectives of the affective domain of the Pancasila education course, it is necessary to use the Value Clarification Technique (VCT) learning model in combination with the Short Video Project lecture media. This combination is referred to as the Value Clarification Technique-Short Video Project (VCT-SVP). The VCT approach trains students to identify, select, analyze, and decide on the values they wish to uphold in life. The Short Video Project is an educational medium that presents value messages related to the course material. Students create the Short Video Project in learning groups based on their understanding of the course material, including moral messages related to the course topic. The results of the Short Video Project can be used as course material for online classes or uploaded to a YouTube account. This activity is based on (Meyer, E., & Forester, 2015) findings that videos produced by students provide excellent learning opportunities. Students can collaborate and socialize outside the classroom for intellectual purposes, exercise their freedom of thought, choose what is important to them in their learning, and address unexpected challenges (Kulsiri, 2018).

2. Literature Review
2.1 The Value Clarification Technique (VCT) Learning Model

VCT is a learning model that helps students understand, identify, and internalize the values that are important in their lives. The VCT aims to ensure that students understand these values cognitively and feel, choose, and act based on the values they consider to be true and meaningful.

In the intellectual world, a number of previous studies have discussed the Value Clarity Technique (VCT) learning model, which has been proven to improve students' democratic attitudes (Anantama Dewantoro, 2019 ,Rodina, 2019). According to the VCT model, learning is an educational tool that requires students to choose or analyze an issue and determine the values they wish to achieve (Wasitohadi, 2015) (Suganti, 2017), The VCT model functions as a means to express and apply good values in daily life (Widayati, 2019,Putri, et al, 2017). Additionally, the VCT learning model is considered a means of expressing good values that will be applied in daily life. Therefore, the VCT model is considered to

help students understand the consequences of an action, as well as assist them in deepening, identifying, and demonstrating values that are considered good for solving a problem. This is done by analyzing and examining existing values and integrating them into the students.

Additionally, (Josephson, 2002) discusses the application of Value Clarification Techniques (VCT) in character education in depth. He emphasizes that VCT is not merely a process of introducing values; rather, it is an interactive process that allows students to explore, consider, and align these values with their life experiences. Through VCT, students are encouraged to engage in self-reflection and value-oriented decision-making, making learning more meaningful and impactful in terms of authentic character development. Thus, VCT is an important tool in effective character education because it helps students consciously and responsibly internalize values, aligning with the goals of holistic value learning (Josephson, 2002).

The primary foundation of VCT is closely related to character education based on life values (Living Values Education). This model emphasizes integrating three aspects: knowing the good cognitively, desiring or loving the good affectively, and acting on the good in daily life. Together, these three aspects provide students with a foundation to understand values not only theoretically, but also to feel and implement them consistently in their lives.

In the context of VCT, value clarification requires students to actively explore, reveal, and evaluate the values they hold. This process helps students realize the reasons behind their values and understand the consequences of applying them in everyday situations. Thus, students are not merely passive recipients of values, but can also make decisions and act based on values they have consciously and responsibly internalized.

The learning process using VCT has several important stages that students must go through to ensure that values are deeply understood and internalized. These stages help students recognize, evaluate, and apply these values in their lives. According to (Abdulkarim, et al, 2020), the VCT process generally includes the following steps:

a)   Value Exploration: Students identify and express the values they consider important.

b)   Reflection and discussion: Students engage in deep reflection and discussion to understand different perspectives on values.

c)   Value Decision-Making: Students choose which values are most relevant and meaningful to them.

d)   Integration of values into behavior: Students internalize their clarified values and apply them to their daily lives.

The Value Clarification Technique (VCT) offers significant advantages in character education, as it enables students not only to understand values at a theoretical level but also to internalize them in a meaningful and conscious manner. Through this process, students develop critical and reflective thinking skills in relation to the values they encounter in everyday life. Moreover, VCT fosters a sense of moral and ethical responsibility in daily decision-making and strengthens both personal and social integrity. By encouraging the authentic internalization of

values, VCT supports the development of character in ways that are relevant to students' real-life experiences and social contexts.

The Value Clarification Technique (VCT) is generally implemented in schools by integrating it into learning based on the school's culture and values relevant to the local and national context. Character education through VCT occurs not only formally in the classroom, but also through daily routines, extracurricular activities, and close collaboration between schools, families, and communities. This approach ensures that students' character development occurs holistically and sustainably so that the instilled values become an integral part of their lives.

The Value Clarification Technique (VCT) learning model is highly relevant to character education because it gives students the chance to identify, select, and apply values they consciously and responsibly believe in. The systematic process of value clarification allows students to understand a value not only theoretically, but also to incorporate it into their attitudes and behaviors. Thus, VCT supports the development of individuals with strong character, critical thinking skills, and integrity in decision-making.

Implementing VCT encourages reflective and dialogical learning. Students are invited to express their opinions, discuss them, and reflect on the meaning of values in everyday life. Teachers act as facilitators, helping students understand values from various perspectives without directing them dogmatically. Through structured steps, students learn to take responsibility for their value choices and are encouraged to act on them in both the school environment and the wider community.

2.2   Short Video Project (SVP)

The SVP is an educational innovation that uses audiovisual media to convey information, ideas, and important values. In education, the SVP plays a significant role in communicating character values, particularly the value of loving one's homeland. This concept is particularly relevant in today's digital age, where social media and video-sharing platforms dominate our interactions and learning. Using SVP, educators can create more engaging and immersive learning experiences, enhancing students' understanding and application of these values in daily life.

According to (Mayer, 2009) research, using multimedia in learning is not just about adding visual elements; it can also significantly improve students' understanding. Mayer explains that students are more likely to absorb and retain information when it is presented in an engaging and interactive format. In the context of SVP, well-designed short videos can convey a strong, clear message through a combination of images, sound, and text. For instance, a video depicting a nation's history of struggle could feature archive clips, inspiring narration, and background music that sets the mood. This makes the information more interesting and helps students feel the emotions contained in the story. As a result, the value of love for the homeland can be more easily internalized.

Furthermore, (Chang., 2011) demonstrated through their research that incorporating videos into the learning process can boost student motivation and engagement. Videos have strong visual appeal, which arouses curiosity and the desire to learn more. For instance, when students watch videos about the beauty of Indonesia's nature, they gain knowledge and are inspired to love and protect the

environment. Videos that showcase Indonesia's cultural diversity and traditions can instill a sense of pride and love for one's homeland, which is important for instilling in the younger generation. Thus, SVP serves not only as a tool for conveying information, but also as a means of motivating and inspiring students to actively engage in preserving character values.

One of the main advantages of SVP is its flexibility. Students can access the videos anytime, anywhere, allowing them to study independently. In today's fast-paced world, where many students have various commitments such as part-time jobs or extracurricular activities, the ability to study flexibly is important. For instance, a student with a busy schedule could watch educational videos during their free time, such as while waiting for public transportation or during breaks on campus. Research by (Tufekci, 2014) confirms that high accessibility to educational media enhances learning effectiveness. With SVP, students have the freedom to choose their study times and review challenging material, thereby improving their overall understanding.

Despite its many advantages, SVP faces challenges as well. One of the main challenges is the need for adequate technology. Students need access to devices capable of playing videos and a stable internet connection. In some areas, particularly remote regions, access to this technology remains an issue. Therefore, it is important for educational institutions to provide the necessary infrastructure to support SVP, such as computer labs and free internet access. Additionally, educators need training in creating and using effective educational videos to maximize SVP's potential in the teaching and learning process.

The Short Video Project (SVP) serves as an effective medium for conveying character values, particularly patriotism, in the digital era. By leveraging multimedia, SVP captures students' attention and enhances both their understanding and engagement in the learning process. Through engaging and informative content, students are inspired to develop a deeper love for their country and a stronger commitment to its preservation. The flexibility of SVP also allows for personalized learning experiences that cater to diverse student needs. Nevertheless, challenges related to technological access must be addressed. With adequate support from educational institutions, SVP holds significant potential as a powerful tool for shaping the character of Indonesia's youth.

2.3   Character Values of Patriotism

Patriotism is a positive attitude that includes pride, appreciation, and solidarity towards one's country. This attitude is manifested not only in feelings of love but also in actions that demonstrate a commitment to contributing to the progress, welfare, and harmony of society and the country. According to (Suryana., 2017) , love for one's country is part of one's identity as a citizen who contributes to the development of the nation's character. The character values contained in love for the country include:

1)   Sense of nationalism: Love for the nation and country that encourages individuals to contribute to national development. Positive nationalism can reduce egoism and encourage cooperation between citizens.

2)	Social responsibility: Recognizing the obligation to participate in social activities that promote societal progress. This responsibility includes recognizing the various challenges society faces and attempting to solve them.

3)	Respect for diversity: Respecting the diversity of cultures, ethnicities, and religions in Indonesia is one of the main pillars in building national unity. This value is important for reducing conflict and creating harmony in a diverse society. Education plays a crucial role in instilling love for the homeland in individuals, especially at the higher education level. The Pancasila Education course is one of the vehicles for character education and has the potential to instill these values. According to (Pramono., 2020), the approach to learning about the principles of the state must educate students about the importance of loving one's homeland and how to implement this value in everyday life.

Indicators of the character value of love for the homeland can measure the extent to which individuals display love and responsibility towards their country. The following indicators, according to Kokom Komalasari and (Kokom Komalsari, 2017), can be used to observe the character value of patriotism:

1)	National awareness. Students can explain the nation's history and struggles, including values relevant to love for the homeland. Students demonstrate their ability to explain and respect national symbols, such as the flag and national anthem.

2)	Social and political participation: Students participate in social activities such as community service, environmental conservation, and cultural events related to the community and country. Students participate in general elections as active voters and volunteers in the election process.

3)	Sense of Pride: Demonstrating interest in learning about and preserving local culture, traditions, and regional languages as a way to show appreciation for the nation's cultural wealth. Celebrating and appreciating the nation's achievements in various fields, such as sports, arts, and technology.

4)	Social Responsibility: Awareness of how to contribute to society: Creating or participating in programs that improve the well-being of society and the environment. Concern for social issues: Demonstrating concern for and responding to social problems such as poverty, education, and health by actively engaging in activities that focus on improving these conditions.

5)	Benchmarks of Attitude and Behavior. Discipline and Responsibility: Complying with the rules and norms that apply in society as a citizen's obligation. Demonstrating an attitude of cooperation and tolerance: Building good relationships with others, respecting differences, and working together to achieve common national goals.

6)	Sense of Anti-Discrimination. Rejecting discriminatory behavior: Promote a spirit of inclusiveness among friends and in the surrounding environment by rejecting discrimination based on ethnicity, religion, race, and class. Encouraging unity: Fostering cooperation between the various elements of society to create harmony and stability in a diverse society.

By identifying and developing clear indicators of patriotism and character values, educators can more effectively assess and cultivate these traits among students. These indicators can also inform the design of targeted learning strategies and

campus-based activities that actively promote these values within the academic environment.

Patriotism is a fundamental component of national identity and character. Education, particularly through courses on the Indonesian ideology of *Pancasila*, plays a crucial role in instilling these values in the younger generation. Innovative approaches, such as the integration of the Value Clarification Technique with the Short Video Project (VCT-SVP), are expected to enhance students' understanding and internalization of patriotic values, enabling them to apply these principles in everyday life and contribute positively to national development.

Pancasila serves as the philosophical foundation and ideological identity of Indonesia, encompassing noble values and national ideals (Abdulkarim, et al, 2020). It is commonly recognized as the five foundational principles that guide life in society, the nation, and the state. These principles are the result of a profound exploration of local wisdom and cultural heritage (Minsih., 2023, Kusumawardani, et al, 2021). The essence and values of *Pancasila* are deeply embedded in Indonesia's long-standing traditions and daily practices. Therefore, it is essential for all Indonesian citizens—from elementary to university students—to understand and embody these principles in order to foster harmonious interactions and strengthen social cohesion (Buchori, et al, 2017).

One application of the theory of implementing the principles of Pancasila in students' character development is habituation. Habituation is the manifestation of previously learned understanding, skills, attitudes, and character (Meinarno, et al, 2016) (Yulia Rachmawati, 2021). Implementing VCT in sAdditionally, VCT is an effective learning model for students because it: (tudent learning has many benefits. Students can find and interpret material conclusions, absorb values in everyday life, develop personal potential and moral values, provide solutions to problems, integrate ethical values in individuals, and provide opinions about moral values in the surrounding community (Astawa, et al, 2020) (Khairunnisa., 2019). 1) instilling moral values in themselves; (2) expressing the meaning of material delivered by teachers to peers; (3) clarifying personal values and qualities and understanding messages about moral values in life; (4) developing self-potential; (5) bringing up learning experiences from various sources; (6) eliminating interference or a combination of individual values; and (7) providing an understanding of moral values so they can be accepted in a highly moral society (Ermawati, E., et al, 2021,Wardhani, D. K., & Muryaningsih, 2019). Implementing the VCT model in civic education helps students develop, choose, and analyze their own attitudes and character values. Students have the opportunity to identify which values they consider good and incorporate them into their daily lives. This allows students to become independent decision-makers in their own lives while maintaining a sense of character and morals (Astawa, et al, 2020,Khairunnisa., 2019).

2.4. Design of Value Clarification Technique- Short Video Project (VCT-SVP) Learning Model in Pancasila Education Course at Higher Education

The implementation of the Value Clarification Technique–Short Video Project (VCT-SVP) learning model in higher education courses presents a significant advancement from the conventional VCT model. In this approach, lecturers introduce key lecture topics, after which students engage in both independent and

small group assignments. As part of the learning process, students are tasked with creating and presenting short videos that reflect the character value of patriotism, specifically love for the homeland, in alignment with the Course Learning Outcomes (Capaian Pembelajaran Mata Kuliah or CPMK). This is followed by a plenary discussion and a closing reflection session. The affective domain is emphasized throughout, focusing on students' attitudes, interests, reflections, and evaluations.

The VCT-SVP learning model supports the development of patriotic character in higher education by aligning with constructivist learning theory, which emphasizes that students actively construct knowledge through experience and interaction. A core principle of this model is that lecturers act as facilitators rather than direct sources of information. At the beginning of the lesson, lecturers present a real-world problem for students to explore and solve collaboratively. Lecturers provide guidance only when requested, thereby encouraging students to take ownership of their learning and strengthening their problem-solving skills.

This model design features a supporting system that includes a classroom for lecturers and students to carry out learning activities, an InFocus projector for presenting lecture videos, and textbooks for students to find sources of information to explore. Lecturers also provide examples of cases that students will solve. Lecturers facilitate the learning process and are ready to help students during group discussions and discussions on moral issues and instilling attitudes. In the Value Clarification Technique Short Video (VCTSV) learning model, guidelines for making short videos should emphasize presenting material that describes character values, especially love for the homeland and Pancasila values, in 3-5 minutes so it is easy to understand and not boring. The videos should use simple, clear language accompanied by interesting visuals and audio to increase student interest and understanding. Additionally, videos should trigger reflection and discussion by posing relevant questions or dilemmas related to the values conveyed. Students are encouraged to create their own short videos. They should determine the theme of values, compile a short script, record using simple tools such as mobile phones, edit, and present the results. This supports the process of active value clarification in learning. The steps for the lecture activities in implementing the VCTSVP learning model to foster the character value of love for the country in the pancasila education course in higher education are shown in Table 1 below:

Table 1: Steps for Lecturing Activities by Using the VCT-SVP Learning Model to Foster the Character Value of patriotism in the Pancasila Education Course

Activity Stage	Lecturers' Activities	Students' Activities
1.Introduction	Delivering learning objectives related to character value development. Explaining the basic concept of VCT and the importance of value clarification.	Listening to the lecturer's explanation. Asking questions if necessary. Preparing for value exploration and video projects.

	Providing examples of values and explaining the Video Short project assignment as a medium for expressing values.	
2. Exploration value	Facilitating value discussions through case studies and dilemma situations.- guiding students to identify important values to be clarified.	Having group discussions and identifying important values.- expressing personal and social values.
3. Reflection and Discussion	Guiding reflection and critical dialogue between students. Direct students to explore the meaning of values and their implications in life.	Carrying out in-depth value reflection. Actively participate in discussions and appreciate differences in values.
4. Value of Decision-Making	Helping students choose core values to internalize. Motivate students to make personal commitments to these values. Explain the details of the short video project assignment, which is to make a short video that illustrates the selected values and their applications in real life.	Choosing and determining the core values to be discussed. Making personal commitments. Planning the concept and content of the short video project based on the selected values.
5. Implement the Short Video Project (Integration of Values in Action).	Providing technical and creative guidance for making short videos. Monitoring and guide the video production process. Providing space for discussing planning and constraints in video production.	Creating short videos that illustrate the clarified values. Integrating these values into the video narrative. Using creativity to convey value messages clearly and interestingly.
6. Presentation and reflection projects	Facilitating presentation sessions and screenings of short videos in class. Leading reflective discussions related to the value messages conveyed and their real-	Presenting a short video of the work. Explain the reasons for choosing the values and how they are applied in the video. Receive and respond to feedback.

	life implications for students and audiences. Providing constructive feedback.	
7. Closing and evaluation	) Summarizing the material topics related to the value of love for the homeland. Conduct a formal evaluation (written reflection on the project assessment).) Motivating students to continue practicing the values in everyday life.	Mengungkapkan pembelajaran yang diperoleh dari keseluruhan proses. Berkomitmen menerapkan nilai dalam kehidupan nyata.

The Value Clarification Technique (VCT) Learning Model is implemented through the Video Short project. It begins with an introduction to the learning objectives and basic concepts of VCT. Then, students explore values, engage in in-depth reflection, and participate in critical discussion. Students then select core values to internalize and apply in creative narratives in the Video Short project. After completing the project, students give presentations on their work and reflect on the experience. The process concludes with an evaluation and motivation to practice the values in everyday life. This model's innovation lies in combining the value clarification method with digital media creativity (Video Short). This allows students to think and discuss not only cognitively but also affectively, enabling them to live and communicate the values they choose in visual and narrative forms. This approach makes value learning more interesting, relevant, and easily accepted by students in the digital era.

3. Research

This study employs a Research and Development (R&D) approach, which is designed to produce and evaluate the effectiveness of a specific educational product (Sugiyono, 2017). The primary aim of this research is to develop a learning model integrating the Value Clarification Technique–Short Video Project (VCT-SVP) for use in the Pancasila Education course at the university level. The development process in this study follows the ADDIE model, a widely recognized instructional design framework that consists of five sequential phases: Analysis, Design, Development, Implementation, and Evaluation (Kurt, 2017). Each phase serves a distinct function in ensuring the systematic creation, testing, and refinement of the learning model. The research procedure based on the ADDIE model is illustrated in Figure 1 below.
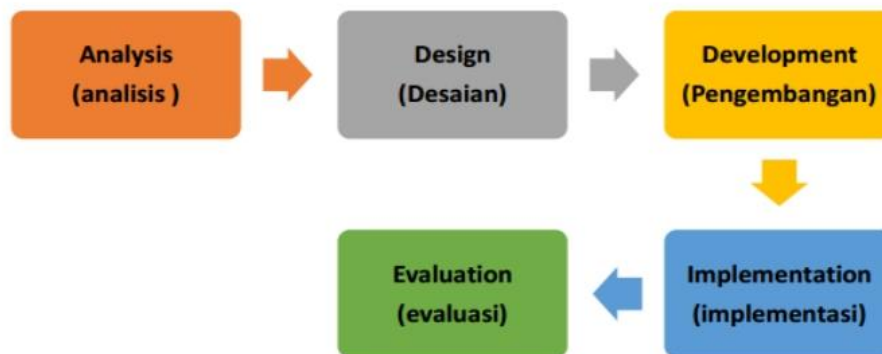
Figure 1: ADDIE Development Model Step Chart

The development procedure applied in this study follows the steps of the ADDIE model. The ADDIE model diagram shows a continuous development process. Each stage is interrelated with the next, but this does not rule out the possibility of further development if the resulting product requires it.

This ADDIE development model has five interconnected phases or stages. Each phase includes examples of necessary tasks and activities and their expected results. For more details, see Table 2 below:

Table 2: Steps for developing the Value Clarification Technique-Short Video Project (VCT-SVP) Learning Model for fostering the character value of patriotism

No	Development Stages	Activities	Description of activities to be carried out in the study	Output
1	2	3	4	5
1	*Analizing*	*Assesment Of Need*	Assessment of Need (Analysis of Needs): Analyze the applicable curriculum according to needs and compare it with 21st-century skills. Analyze the available learning devices.	Documents the results of the curriculum analysis.
		Problem analysis	observeing the learning process and implementation applied by the lecturer.	Finding solutions: Models that can overcome problems.
		Student Analysis	Analyzing student characteristics.	Mapping students' knowledge and skills.
		Literature Analysis	Review literature related to the learning model being developed.	Review journals and books related to the Value Clarification

				Technique (VCT) and the Short Video Project (SVP) learning models.
		Analisis of goals and objectives	Analysis of goals and objectives Analyze and identify the abilities that students must master with the learning model developed.	Expected learning outcomes
2	Design (desain)	*The product's objectives*	Determine the product to be developed.	The products developed are: 1) Model books, 2) Students' books, and 3) Lecturers' books
		The Product Target Audience	Determine the audience or target of this study: lecturers in charge of the Pancasila Education course in higher education	lecturers in charge of the Pancasila Education MK, and university students.
		A description of product's component and how they will be used	The product components that will be produced are the development model of the Value Clarification Technique-Short Video Project (VCT-SVP) learning model in the Pancasila Education course at universities	Syntax, reaction principles, social systems, support systems, instructional and supporting impacts
		Prototype Desain	The prototype design involves developing the Value Clarification Technique-Short Video Project (VCT-SVP) learning model for the course,	Model book, students' book, and lecturers' book.
3	Development	Formative Evaluation	Conducting expert validity	validation instruments for model books, students' books, and lecturers' books.
		Revisi prototype	Revise the prototype according to expert input	Record the results of the revisions to the model books,

			lecturers' books, and students' books.
	FGD	Conducting FGDs with experts and practitioners.	Results and notes from FGDs for product improvement.
	Revision	Conduct revisions according to FGD input.	Results of revisions according to FGD input.
4 Implementation	Conducting limited trials	Conducting limited trials as an initial stage of qualitative evaluation.	Results of limited trials as an initial stage of qualitative evaluation.
	Revision	Conduct revisions to the product according to input during the limited trial.	Results of product revisions based on input from the limited trial.
5 Evaluation	Practicality	Conducting practicality tests by looking at the implementation of the model and its practicality according to lecturers and students.	Results of practicality tests by looking at the implementation of the model and its practicality according to lecturers and students.
	Effectiveness	Conducting effectiveness tests on the development of the Value Clarification Technique-Short Video Project (VCT-SVP) learning model in the Pancasila education course at universities.	Results of the effectiveness test of the model for learning Pancasila education using the VCT-SVP learning model.

The effectiveness of the learning model is evident in two areas: the cognitive and affective domains of students during the learning process and the competencies they possess. The Value Clarification Technique-Short Video Project (VCT-SVP) learning model used in the Pancasila Education course is affective-based. Therefore, the model's effectiveness is determined by students' attitudes toward learning.

Student activities are observed using a student activity observation sheet. The procedure for developing this observation sheet is as follows; a. Formulate the objectives of the activity at the beginning of the observation; b. Formulate the steps of the observation activity for the observer; c. Formulate the assessment rubric that will be used by the observer; d. Formulate the identity section of the observation

sheet and formulate the observation label containing the aspects of the observation and the observation checkboxes.

The instructional impact of the Value Clarification Technique-Short Video Project (VCT-SVP) learning model focuses on problem-solving skills and fostering character values of patriotism. The accompanying impact is scientific activity. Therefore, the model's effectiveness is determined by these three aspects. The instrument for assessing problem-solving skills is a questionnaire. The effectiveness of the VCT-SVP learning model for learning about the Fostering Character Values of patriotism aspect of the Indonesian state philosophy, Pancasila, is determined by a questionnaire according to the indicator of Character Values of Love for the Country. The effectiveness of the VCT-SVP learning model for learning about the character value of love for the country is determined based on the students' level of understanding. Furthermore, the data were analyzed using the percentage formula (Riduwan., 2011) as follows:

$$P = \frac{F}{N} \times 100\%$$

The obtained percentage results will then be analyzed and interpreted using the criteria listed in the table below. The goal of this analysis is to provide a clear picture of the effectiveness of the Value Clarification Technique-Short Video Project (VCT-SVP) learning model for fostering character values of patriotism in the context of Pancasila education.

Table 3. Validation criteria

Score	Criteria
0 – 0,9	*Very ineffective*
1 – 1,9	*Not effective*
1 – 2,9	*Less effective*
3 – 3,9	*Effective*
4 – 5	*Very effective*

Source :Sugiyono,2012

The normalized gain indicator developed by Hake (1998) is used to measure the effectiveness of the training model. The normalized gain value illustrates the increase in students' problem-solving abilities. Using the normalized gain value classification, the results can be categorized as high, medium, or low. This classification system makes it easier to interpret the training results and determine the extent to which the Value Clarification Technique-Short Video Project (VCT-SVP) learning model for Pancasila education can foster the character value of love for one's country.

Table 4. Classification of Normalized gain results (Hake, 1998)

Normalized gain score (g)	Clasification
$G \geq 0,70$	High
$0,30 \leq G < 0,70$	Medium
$G < 0,30$	Low

The test instrument used to measure student learning outcomes was a multiple-choice test. This study used two tests: an initial test (pre-test) and a final test (post-test). Test data were used to determine differences in learning outcomes between the experimental class, which used the social simulation learning model, and the

control class, which used the conventional learning model. Based on the results of the pretest, it was determined that the data was not normally distributed; therefore, a nonparametric Mann-Whitney test was performed.

4. Discussion

In the evaluation stage, questionnaire data were analyzed to assess the development of character values related to patriotism and students' problem-solving abilities. This analysis aimed to measure the level of improvement achieved through the implementation of the VCT-SVP learning model. In addition to comparing pre-test and post-test scores, the gain score was calculated as an indicator of the model's effectiveness in enhancing the internalization of character values and strengthening students' problem-solving skills. The evaluation results indicated a significant improvement in both areas. These findings suggest that the VCT-SVP learning model is effective not only in fostering nationalistic attitudes but also in enhancing students' capacity to solve problems in a constructive and reflective manner.

Character Value: Patriotism

The next test of the learning model's effectiveness focuses on increasing students' character value of patriotism. This value is assessed after students follow the learning process using the model. The results of the increase in character values of patriotism can be seen in Table 5.

Table 5. Summary of Patriotism Questionnaire

Indicators	UIN Imam Bonjol Padang		Politeknik ATI Padang	
	Experiment	Control	Experiment	Control
1. National Awareness	15,6	13	16	11,7
2. Social and Political Participation	13,5	12	16	11,8
3. Sense of Pride	14,6	12	16	11,8
4. Social Responsibility	14,2	12	16	11,6
5. Attitude and Behavior Benchmark	14,1	14	16	11,8
6. Sense of Anti-Discrimination	14.9	15	16	12,2
Average	14,48	13,17	16	11,82

On average, the experimental group at UIN Imam Bonjol Padang scored higher (14.48) than the control group (13.17). Likewise, at Politeknik ATI Padang, the experimental group scored higher (16.00) than the control group (11.82). These results suggest that the intervention given to the experimental group positively impacted various character value indicators, such as national awareness, socio-political participation, pride, social responsibility, attitudes, behavior, and anti-discrimination, compared to the control group at both institutions. The following are the results of the hypothesis test analysis.

Table 6. **Results of Hypothesis Testing on Patriotism Character Values**

Institution	Classes	N	Statistical Test	Significance Value (p-value)	Conclusion Hypothesis
UIN Imam Bonjol Padang	*Experiment*	35	Mann-Whitney U = 0.000	p = 0.000 (< 0.05)	*Hypothesis accepted*
	Control	39			
Politeknik ATI Padang	*Experiment*	34	t tes (sig 2 tailed) = 0,000	p = 0.000 (< 0.05)	*Hypothesis accepted*
	Control	40			

At UIN Imam Bonjol Padang, the Mann-Whitney test showed a p-value of 0.000 (less than 0.05), indicating that the difference in the character value of love for country between the experimental and control classes was statistically significant. At ATI Padang Polytechnic, the experimental class's average score (94.62) was significantly higher than the control class's average score (70.75), indicating a significant difference in the results of measuring attitude toward the character trait of love for one's country.

Problem Solving

The next test of the learning model's effectiveness is student problem solving. This value aspect is assessed after students follow the learning process using the model. The results of student problem-solving can be seen in Table 7.

Table 7. Summary of students' problem solving scores

Institution	classes	Test Type	Number of Respondents (N)	Average Total Score	Average gain
UIN Imam Bonjol Padang	Experiment	Pre-test	35	10.75	5,59
		Pos-test	35	16.34	
	Control	Pre-test	39	6.48	3,22
		Pos-test	39	9.7	
Politeknik ATI Padang	Experiment	Pre-test	34	10.75	4,15
		Pos-test	34	14.9	
	Control	Pre-test	40	5.88	3,82
		Pos-test	40	9.7	

Pretest and posttest data from experimental and control classes at UIN Imam Bonjol and Politeknik ATI Padang revealed significant differences in student learning outcomes. At UIN Imam Bonjol, the experimental class increased from an average score of 10.75 on the pretest to 16.34 on the posttest, whereas the control class increased from 6.48 to 9.70. Similarly, at Politeknik ATI Padang, the experimental class increased from 10.75 to 14.90 on the posttest, while the control class increased from 5.88 to 9.70. These results suggest that the experimental

class's learning approach is more effective at improving student understanding than the control class's approach.

Table 8. Results of the hypothesis test analysis.

Institution	Classes	N	Mean Rank	Asymp. Sig. (p-value)	Hypothesis Conclusion
UIN Imam Bonjol Padang	Experiment	35	57	0,000	Hypothesis accepted
	Control	39	20		
Politeknik ATI Padang	Experiment	35	57	0,000	Hypothesis accepted
	Control	39	20		

Pretest and posttest data from experimental and control classes at UIN Imam Bonjol and Politeknik ATI Padang revealed significant differences in student learning outcomes. At UIN Imam Bonjol, the experimental class increased from an average score of 10.75 on the pretest to 16.34 on the posttest, whereas the control class increased from 6.48 to 9.70. Similarly, at Politeknik ATI Padang, the experimental class increased from 10.75 to 14.90 on the posttest, while the control class increased from 5.88 to 9.70. These results suggest that the experimental class's learning approach is more effective at improving student understanding than the control class's approach.

Based on the evaluation results, the Value Clarification Technique (VCT) Short Video Project learning model has proven effective in increasing students' character value of patriotism. The significant difference in average scores between the experimental and control classes at UIN Imam Bonjol Padang and Politeknik ATI Padang illustrates this. The average scores of the experimental class were much higher, reaching 87 and 94.62, respectively, while the control class's scores ranged from 70 to 76. The Mann-Whitney hypothesis test and t-test produced a significance value (p-value) of 0.000 (<0.05), indicating that the increase in patriotism among students using the VCT-SVP learning model was real and not due to chance. The gain value obtained in the experimental class showed a substantial increase in internalization of character values, strengthening the effectiveness of the VCT-SVP learning model in fostering an optimal nationalistic attitude. These results align with those of (Suparman, 2021), which demonstrate that project-based learning and value clarification significantly enhance students' awareness of national values and emotional engagement.

Additionally, pretest and posttest data revealed a significant increase in problem-solving ability scores in the experimental class compared to the control class. At UIN Imam Bonjol Padang, for example, the average pretest score of 10.75 in the experimental class increased to 16.34 in the posttest, a gain of 5.59. In contrast, the control class increased from an average pretest score of 6.48 to an average posttest score of 9.70, a gain of 3.22. A similar pattern occurred at ATI Padang Polytechnic, where scores increased from 10.75 to 14.90 in the experimental class (gain value: 4.15) and from 5.88 to 9.70 in the control class (gain value: 3.82). The higher gain value in the experimental class indicates that the VCT-SVP learning model

significantly improves students' understanding and their ability to solve problems critically and creatively. These results align with those of a study by Zhang et al. (2020), which emphasized that integrating project-based learning with value clarification techniques effectively improves critical thinking and problem-solving skills. The results of the Mann-Whitney test at both institutions produced a p-value of 0.000 (less than 0.05), thus accepting the hypothesis that there is a significant difference in problem-solving ability between the experimental and control classes. Thus, this evaluation firmly answers the research question that the VCT-SVP learning model significantly increases students' love for their homeland and problem-solving ability. The gain values obtained strengthen the effectiveness of the learning model in facilitating positive changes in both areas.

Integrating value clarification techniques through short video projects is an effective approach to character education in higher education. This method develops the high-level thinking skills that students need in the 21st-century learning era. This approach aligns with the recommendations of various international studies (Hang1 et al., 2022) which emphasize the importance of value-based learning and creative projects in shaping students' character and competence holistically.

The results of this study are supported by previous studies that found the VCT model significantly influences students' competence and morals in learning about Pancasila and citizenship. Previous studies have shown that the VCT learning model influences knowledge of both (Astawa, et al, 2020, Ritiauw, et al, 2021, Septiari, et al, 2018). Other studies state that the VCT model positively impacts student character (Ekayani, et al, 2019, Martha, E., & Efendi, 2019, Maulana, et al, 2020, Wibowo, et al, 2022).

5. Conclusion

The Value Clarification Technique-Short Video Project (VCT-SVP) learning model has been proven effective in fostering students' internalization of the character value of love for the country, as well as their problem-solving abilities. This is evident in the differences in learning outcomes between the experimental and control groups at two institutions. Thus, the VCT-SVP model is feasible in theory and can be successfully and effectively applied in practice to foster love for the country in students.

Acknowledgments

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