

The Influence of Value Clarification Technique (VCT) Approach Assisted by Moral Dilemmas Discussion in Learning Pancasila Democracy on Conceptual Understanding and Student' Moral Attitudes Learning Outcome

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Abstract

Research "The Influence of Value Clarification Technique (VCT) Approach Assisted by Moral Dilemmas Discussion in Learning Pancasila Democracy on Conceptual Understanding and Students' Moral Attitudes Learning outcome". Research problem; (1) Is there a positive effect of VCT applied with moral dilemma discussion method on Pancasila democracy material on students' learning outcome of conceptual understanding (cognitive domain)? (2) Is there a positive effect of VCT applied with moral dilemma discussion method on Pancasila democracy material on students' moral behavior learning outcome? The research context was class XI IPA.3 students as experimental class and the control class was XI IPA.1 students of SMAN 4 Kupang. The descriptive-quantitative method was used assisted by t-test analysis technique. Pretest results showed no significant difference among students' ability to understand moral concepts in democracy material between experimental class and control class. The average score of experimental class was 66.90 meanwhile control class was 65.54. The average of pre-test results concerning students' moral attitudes in experimental class was 71.21 and control class was 72. 86. Post-test results of conceptual understanding as cognitive learning outcome in experimental class was 87.76, higher than the average control class score of 74.82. This proved that the use of VCT approach with the moral dilemma discussion method positively improves students' understanding of moral concepts and their attitude and moral behavior. The independent sample t test result indicated a significant difference between control and experimental classes. This was indicated by a 2-way (t-tailed) significance value of $0.000 < 0.05$. Group homogeneity test result based on Lavene's test for variances equality obtained a value of $0.264 > 0.05$ therefore data between control and experimental class were homogeneous. Likewise, the two-way significance test (t-tailed) result on equal variances assumed section obtained the sig value. $000 < 0.05$. Relying on t test result it could be concluded that H_0 rejected and H_a accepted. Thus, understanding moral concepts and attitudes learning outcome using VCT Strategy with moral dilemma discussion method achieved higher result than using VCT Strategy with conventional lecture method.

Keywords: Strategy, lecture method.

Introduction

It is a reality that Indonesia is a multicultural society in various dimensions of ethnicity, ideology, political vision, interest groups and other dimensions (Lickona, 2009). The inability to respect differences in this multicultural society caused moral violations within

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democracy practice in Indonesia among each other: corruption, collusion and nepotism, money politics practices, insulting other parties with different political views directly or through social media, black campaigns in general elections, banning people from worshipping, closing worship houses of other religions, insulting holy books and teachings of other religions, crowds attitudes and bullying at all society levels, human right violations and hostile attitudes, limiting others freedom, and others. These cases portrayed moral issues occurring within Indonesian society worth all elements' attention, including schools in forming students' democratic moral attitudes and behavior based on Pancasila.

Pancasila as the ideology of Indonesia contains shared moral values serving as guidelines of Indonesian citizen's attitude and behavior of living in multicultural society as well a guideline for implementing democracy practice in Indonesia (Al-Tabany, 2017). In this case, Pancasila democracy concept contains moral values settled as standard for assessing one's moral attitude in democratic life activities in Indonesia. In each held democracy party, the moral democracy values of Pancasila were often violated, such as political elite level which vulnerable groups that conflict with kinship and cooperation; a just and civilized humanity; and social justice for all Indonesian people of Pancasila principles.

Dahl (1991) argued that democracy would work well if there were freedom to express opinions, associate and carry out political activities (Dahl, 1972). Pancasila democracy experienced significant development in Indonesia yet political activities and various moral issues contradicted to principles and moral values of Pancasila like black campaigns and ethnicity and religion issues in every general election agenda undermining the unity and integrity of Indonesia, money politics during general elections in national or regional scale for People's Representatives House and regional head elections, ethnic and religious discriminative attitude and behavior in occupying strategic positions in regions with certain religious majority, intolerance related to political activities and various moral issues.

Regarding this, it is crucial to learn democracy to cultivate democratic moral concepts (cognitive domain), democratic moral attitudes and behavior (affective domain) through learning process through Pancasila and Citizenship Education (PPKn) subjects in all education levels including senior high school (SMA). Moral attitudes and behavior in democracy during Civics learning, especially when inculcating moral attitudes and behavior in arguing got little attention. Further, it worsened by teachers' low enthusiasm to cultivate democratic morals and values. This led to students' bad moral attitudes and the behavior activities which got worse as they participate in social and political organizations democracy practice, as until recent, unhealthy democratic life phenomenon in freedom of religion and expression in certain groups kept occurring (Ly et al., 2023).

Zamroni (2013) described that a democratic political system required citizens to have democratic character and spirit including understanding differences; equality recognition; ability to communicate about differences through discussion and debate to understand others' desired thoughts and actions, tolerate and solve conflicts peacefully, think critically, respond others' ideas rationally and politely, make decisions democratically, be prepared to respect a decision (Akhwani & Romdloni, 2021). This description ascertained further emphasis that democratic education directed to understanding concept of democratic morality and its practice thorough attitudes and behavior in classroom learning through any subject especially PPKn was an urgent need to be carried out by teachers in schools.

Democracy learning in this study emphasized Pancasila democracy concept according to Prof. Notonegoro (1978) that government system directed by wisdom through deliberation and representation process based on Divinity as well as just and civilized humanity, united Indonesia and aimed to achieve social justice for all Indonesians (Kleinschmidt, 1994). Moral values in Pancasila are as follows; sovereignty is in the

hands of the people based on kinship and cooperation, decision-making through deliberations to reach consensus, harmony between rights and obligations, respect for human rights, a system of representation, a multi-party system, the principle of direct, free, open, honest and fair, no dichotomy between majority and minority, prioritizing the interests of the people or general public and implementing morally responsible freedom.

Kyriacou (2009) stated that three main variables determined effective teaching, they were context variables referring to characteristics of learning activities context in classroom; process variables referring to perceptions, strategies and approaches, teacher behavior including both teachers and students enthusiasm; and product variable referring to learning outcome in shown by students' conceptual knowledge, attitudes and behavior (Kyriacou, 2011). Referring to this opinion, this study involved classroom-based learning contexts characteristics about democracy from context variable, students' ability to understand moral concepts in democracy and demonstrate democratic moral attitudes and behavior of product variable.

Lickona (1991) explained that one's character was formed through three aspects which were understanding moral concepts (knowing), moral attitudes (feeling) and moral behavior (acting) aspects (Lickona, 2009). It was also emphasized that respect and responsibility must be taught at school. Other moral values of respect and responsibility are honesty, justice, wisdom, self-discipline, mutual help, caring for others, cooperation, courage, and democratic attitudes. This study showed the learning outcome through students' mastery of democratic moral concepts, attitudes and behavior.

In this study, learning outcome in moral concepts aspect (knowing) were associated with democracy; (1) aspects of moral awareness to democratic life, (2) understanding democracy material, (3) moral reasoning of reasons for liking democracy, and (4) making moral decisions of how to live in democracy. The second aspect was moral attitude (feeling) covered conscience about living freely, self-confidence to express opinions freely, empathy for depressed people, love of goodness in love for deliberations, humility by upholding and respecting others' opinions. Lastly, moral behavior (acting) aspects included students' (1) ability to respect democratic life, (2) will to live in democracy, (3) ability to build democratic habits with fellow students.

Cheppy (1998), by referring to John Dewey's views, emphasized that attention to moral issues must be absorbed in all educational activities (Apaut & Neonbeni, 2023). If schools prepared students to navigate life, then schools or teachers must included real life examples in wider community to learn to create democratic life and not merely maintaining good relationships/associations.

PPKn also contains concept material in which moral and Pancasila character values are integrated into each material. The responsibility of PPKn teacher includes designing learning activities in class using approach or strategy that enables students to build concepts freely, determine positive moral attitudes contained in a concept and behave morally as positive habit in shaping students' personality (Hartono, 2021; Prayitno et al., 2022).

Cheppy (1988) described value clarification as one of the most popular approaches in moral education for its easy understanding and implementation (Yustiana & Sari, 2022). It was also considered interesting and fun for students as it revealed good and bad moral values from events or incidents around students with dimensions of moral dilemmas based on local community values. Morally educated individuals would have healthy feelings towards themselves and in relations with others.

Lickona (1991) explained that in 1966, Professor Louis from New York University offered a new approach to enforcing moral values meaning in school where teachers helped students straighten out their understanding of values they already had. The

teachers should have forced students to carry out values considered good and avoid things or values considered bad for no apparent reason (Kleinschmidt, 1994; Lickona, 2009). There were 79 activities or methods or techniques for upholding moral values in Value Clarification Technique, including inquiry and moral dilemma discussion methods. VCT inquiry is classified into (1) Value Whip as teacher's technique of asking problem questions and randomly asked several students to provide answers. (2) Values voting described as teacher's technique of asking generally patterned questions one by one and students respond by raising their hands.

Nuccy, Lary.P & Narvaes, Darcia (2008) described Kohlberg's three methods of moral education including role model method, dilemma discussion method and fair school community method (Tirza, 2022). Discussing moral dilemmas was specifically explained as it was the method chosen among VCT models to apply in experimental class. The method focuses on teacher's way to ask questions containing dilemmas requiring students to think critically and logically to find answers containing values, good moral attitudes and behavior related to concept of material being discussed, conduct discussions by asking students to explain their reasons of "why" they have certain opinions. The reasons students choose certain answers must consider content of applied values, attitudes and moral behavior.

Moral dilemma discussion is a method of clarifying moral values aimed at improving moral reasoning abilities to enable students to manage and consider freely without coercion which moral values according to their reasoning results are considered good and become good moral values standards integrated into their attitudes and behavior. Moral dilemmas in cases discussed are tested through thoughts or ideas exchange from each involved student. Each idea and notion about particular moral values position in moral dilemma cases is debated along with logical and supporting arguments convincing themselves and other students to produce moral decisions individually and all participating students. In moral dilemma discussion, the teacher presented a situation containing two correct moral choices yet contradictory and asked students individually or in groups to choose one moral choice they perceived the best supported by logical and Pancasila values-based arguments.

Ly (2018) explained that fostering students' values, character, attitudes and moral behavior (affective) required special efforts and methods through relevant and effective approaches, strategies, models and methods (Ly et al., 2018). The result of Ly & Lobo (2018) on Teacher's ability performance in planning and implementing affective learning of values and morals among PPKn teachers of junior high schools in Kota Kupang revealed that out of 20 teachers as samples, only 4 (20%) teachers used learning strategies accompanied by disclosure of values, character and morals contained in concepts of material being taught, and 16 (80%) teachers taught concepts or cognitive aspects using the lectures. Those who designed and used disclosing values and morals strategies on average were young teachers under 35 years old so there was a tendency for young teachers to be more creative in trying out different types of active learning approaches or strategies.

Langgar & Masi's research result (2021) regarding problematic learning of values and morals among senior high school civic education teachers in Kupang using 34 Civics teachers of 5 schools as samples indicated that 18 (52.94%) teachers relied on conventional learning strategies (lectures) without media, 9 (26.46%) teachers taught using lecture methods accompanied by Power point media, and only 7 (20.59%) teachers taught using active learning models such as problems-based learning, inquiry model, cooperative model accompanied by internet-based media, as well as exposing character and moral values and norms contained in PPKn materials, but none of them applied VCT strategy (Ly et al., 2023).

Akhawani's research results (2018) in *Education and Human Development Journal* Vol.3 No.2 September 2018 with the title of *Pancasila and Civics Education (PPKn) Learning with Value Clarification Technique (VCT) assisted by Role Playing toward intellectual skills of high school students* showed that PPKn learning with VCT assisted by role playing was more effective in improving the students' intellectual skills compared to students that were taught only with VCT. In experimental class, it appeared that students were more enthusiastic in understanding stimulus given by their teacher (Silitonga et al., 2023).

Milianti Lifa, Cs (2020) research result in *Journal of Basicedu Research & Learning In Elementary Education* Vol.4 Number 4. Year 2020 with the title of *Analysis of the Application of Value Clarification Technique (VCT) Learning Model to Increase Students' Moral Values* also revealed that it had a positive impact and showed development and increase in moral values including students' religious and social attitudes after applying VCT model to Civic Education learning to class X IPS 4. Assessment was carried out in affective domain. They concluded that the VCT learning model was suitable for the Civic subject in forming and increasing the students' moral values (Kyriacou, 2011).

Zamroni (2013) formulated democratic class culture indicators including opinion freedom, togetherness, equality, peaceful problem solving, dialogue and tolerance (Catalano et al., 2008). Surely, these indicators were dimensions of moral attitude and behavior of democracy itself. VCT approach is relevant to learning the moral values embodied in democracy concept. This research focused more on affective learning outcome in which Djahiri (1985) emphasized learning process on activating students' affective potentials to feel, live, and be willing to absorb. Meanwhile, fostered system during learning was carried out through clarification models/patterns so new moral values were received well and personalized with existed value within students (Al-Tabany, 2017).

Learning outcome indicators in this study were formulated as the effect of using VCT. These indicators became the main reference of test instruments preparation to measure learning outcome. The learning outcome indicators for conceptual understanding are listed in table 1.

Table 1. Indicators of Learning Outcome on Conceptual Understanding Moral Democracy of Pancasila

No	Variable (Y.1)	Indicator	Indicators / score weights
1	Moral values understanding of democracy concept (Moral Knowing)	Understanding Pancasila democracy concept/material	6/30
		The reason for liking Pancasila democracy	2/10
		A democratic way of life the Only Divinity according to Principle (first Principle)	2/10
		A democratic way of life to the Just and Civilized Humanity Principle (Second Principle)	2/10
		A democratic way of life to the Indonesian	2/10

	according to the Unity Principles (third Principle)	
	A democratic way of life according to the Populist led by wisdom and deliberation/representation Principle (fourth Principle)	5/25
	A democratic way of life according to Social justice for all Indonesians Principle (fifth Principle)	1/5
Number of questions and conceptual understanding of moral democracy scores		20/100

Instrument: objective test

To measure the effect of using VCT approach on students' attitudes and behavior (feeling and acting) indicators used as basis of test instruments preparations are shown in table 2.

Table 2. Indicators of moral attitudes and behavior learning outcome of Pancasila democracy

No	Variable (Y.2)	Indicator	Indicator / score weight
1	Pancasila Democratic Moral Attitude (Moral	What do students say about living freely?	1/5
		Confidence to be free in arguing logically and politely	2/10
	Feeling)	Feelings of empathy for people who live under pressure (lost freedom) due to majority tyranny	2/10
		The attitude of loving kindness through love for deliberation in resolving conflicts/problems	1/5
		The attitude of respecting and respecting others' opinions	1/5
		The attitude of respecting and upholding others' rights to freely express ideas and opinions	2/10
		Attentive and care to listens well to others' ideas/opinions	1/5
2	Pancasila Democratic Moral Behavior	Ability to communicate about differences through discussion and debate	2/10
		Pleased to communicate and make decisions democratically, ready to respect a decision	2/10
		Ability to tolerate and solve conflicts peacefully	2/10
		Ability to respect democratic life with other people from different ethnic backgrounds	1/5

	Willingness to live a genuine democracy in multicultural society by giving others sense of comfort and anti-bullying people of different ethnicities	1/5
	Ability to build the habit of deliberating on equal basis with other fellow students	1/5
	Ability to respect anyone's ideas/opinions to maintain togetherness in diversity	1/5
Number of questions and moral behavior and attitudes scores		20/100

Instrument: Likert Scale Score: measuring attitudes, opinions and perceptions (Sugiyono, 2015)

This VCT approach was designed in a learning implementation plan with Pancasila democracy material content. The design was prepared by considering characteristics of experimental and control class students. The experimental class was taught using VCT approach supported by moral dilemma discussion method. On the other hand, the learning design for control class also used VCT approach with lectures not discussion of moral dilemmas. Cognitive learning outcome focused on students' understanding of moral concepts in Pancasila democracy. In contrast, affective learning outcome focused on students' positive moral attitudes and behavior regarding moral values in Pancasila democracy material.

Moral dilemma used in this study was description of an event containing Pancasila moral parameters, in which decision maker's moral attitude in decision making process must consider two or more alternative values related to Pancasila's moral obligations. Still, it could only implement one of the alternatives (<https://www.kompas.id>. 22/09/14.). Democracy learning implementation in experimental and control classes discussed five moral conflictual events. The difference lay in using VCT and moral dilemma discussion in experimental class. In contrast, the control class used VCT approach without the assistance of moral dilemma discussion on the five themes.

Referring to Djahiri (1985) concerning the flow of thought in Value Clarification Technique (VCT), the VCT learning strategy designed for control class was (1) preteaching including; greeting, apperception, giving motivation, stating five discussion themes of dilemmas and continued with discussing available prompted questions related to of characteristics comprehension of Pancasila's democratic values; (2) guiding students to explore concepts of Pancasila democratic values from learning sources including reading modules and browsing the internet; (3). Group discussions in group of 4-5 students to affirm Pancasila democratic values concept; (4). They were conducting a draw of five themes to ensure that each group got one theme to discuss, which was preceded by independent working on the theme based on instructions in student worksheet (LKS). Then, led by the group leader, each student expressed their opinions to consider in moral dilemma group discussion. The discussion results were presented group representative in class discussion for debate using standards of Pancasila democracy as concluded in the third step; (5). Under the teacher's supervision, group discussions were held to test whether group work results followed value demands in Pancasila democracy practice; (6) Students and teachers concluded carefully by avoiding coercion against any student; (7). Students formulated an affirmation of Pancasila democratic values concept and positive attitude towards Pancasila democratic values which was read together as a joint pledge to behave according to standards of Pancasila democratic values; and finally (8) Students worked on posttest of understanding moral concepts and attitudes in Pancasila democracy.

There were two themes discussed in moral dilemmas discussion. The first was “Twin Nationalism; A brief description of the event as follows; Once in March 2023, there was a protest to refuse Israeli football team to compete in 20 year old World Cup at the end of 2023 in Indonesia. Due to this protest, FIFA finally canceled the U-20 World Cup in Indonesia. Regarding the rejection, there were three groups: (1). The first group, represented by an Islamic mass organization, rejected the Israeli team on the grounds of defending religion and Palestine accompanied by threats to national security; (2) The second group, namely the Indonesian Democratic Party of Fight (PDIP), represented by the Governor of Central Java, Ganjar Pramono, who was also a candidate running for Presidential election, refused on the grounds of preventing acts of violence from religious-based community organizations that were expected to occur in Jakarta and other cities if the Israeli team participates in the U-20 World Cup in Indonesia. PDIP and Ganjar refused as they loved Indonesia and the destructive protest mass which was to face the security forces possibly led to fallen victim; (3) the third group protested PDIP and Ganjar Purnomo as presidential candidates who participated in rejecting presence of Israeli football team in Indonesia. Football maniacs and rational groups represented this group, who were highly disappointed as Indonesia missed the opportunity to host the U-20 World Cup. This was one of political stage realities in Indonesian democracy today based on Pancasila values.

Questions to discussing moral dilemmas are as follows;

- a. What do you think, which value from Pancasila democracy was used in the arguments of these three groups?
- b. According to your understanding, which Pancasila democratic moral values had been violated by these three groups?
- c. After studying democratic values of Pancasila, what was your attitude and position in deciding and using Pancasila values as moral obligation related to the participation of the Israeli football team in the U-20 World Cup in Indonesia?

The second theme was "Deadly Collision" with event summary as follows; "Thony, a grade XI student of a high school in Kupang City, always used social media until late at night and often got late for school. One morning, Thony rode a two-wheeled motorbike to school at 07.30 and the journey takes 30 minutes, whereas the first hour in his class started at 07.30. In the middle of the road filled with vehicles and at high speed, Thony received a call from a classmate that PPKn class had started since 10 minutes ago. Before he hung up the phone, there was a fatal collision that he hit a grandmother who was crossing the road causing her to collapse. Thony who only had minor scratches, quickly got up and fled to the nearest Police Station to save himself. The grandmother was left lying on the road, other motor riders and people around the site who witnessed the incident, some of whom tried to help the grandma by taking her to the nearest hospital but she died on the way to hospital”.

Questions to discuss moral dilemma theme 2 were;

- a. Why did Thony have this fatal traffic crash? Identify and describe types of violations of norms that he committed!
- b. How should the attitude, actions and good moral actions of Thony's parents towards the victim and her family as a form of moral responsibility for people who have moral of Pancasila?
- c. In your opinion, what Pancasila moral values were contained around the deadly accident, both done by Thony and people there when the accident occurred?
- d. In your opinion, what should be a student's good behaviour to not behave like Thony at home, street or school?

Research Problems: (1) Was there a positive influence on the use of VCT approach with moral dilemma discussion method on Pancasila democracy material on students' conceptual understanding learning outcome of moral concepts?; (2). Was there a positive effect of using VCT approach with moral dilemma discussion method on Pancasila democracy material on students' moral attitudes learning outcome?. On the other hand, this study aimed to (1). Examining positive effect of using VCT approach helped by moral dilemma discussion method on Pancasila democracy material on students' learning outcome of understanding moral concepts; and (2). Examining positive effect of using VCT approach with moral dilemma discussion method on Pancasila democracy material on students' learning outcome of moral attitudes.

Research Method

The research was conducted at Senior High School State 4, Kupang, East Nusa Tenggara (NTT), Indonesia. This was a true experimental design with an experimental class, XI IPA.3 class and XI IPA.1 as the control class. This research paradigm was as follows;

RO ₁	X	O ₂
RO ₃	-	O ₄

(Sugiyono, 2018)

R = experimental class and control class; nonprobability sampling technique taken purposively with certain considerations.

O₁ & O₃ = both groups were administered to pretest to measure students' initial cognitive and affective learning outcome of understanding moral concept and attitudes in Pancasila democracy

O₂ = Class VCT with the Moral Dilemma discussion method students' cognitive learning outcome of understanding moral concept in Pancasila democracy (objective test/ Posttest) and affective learning outcome of moral attitudes and behavior in Pancasila democracy (Likert attitude scale questionnaire)

O₄ = VCT control class with lectures students' cognitive learning outcome of understanding moral concept in Pancasila democracy (objective test/ Posttest) and affective learning outcome of moral attitudes and behavior in Pancasila democracy (Linker Attitude Scale questionnaire)

X = Treatment. The upper group as the experimental class was given treatment using VCT strategy with moral dilemma discussion method. Meanwhile, control class was not given VCT treatment with moral dilemma discussion (lower group).

Research Design

Hypothesis testing was done using the t-test technique. This research was analyzed twice in which;

1. The first analysis examined differences in students' background knowledge in experimental and control class (O₁:O₂) using t-test. As expected, there was no significant difference.
2. The second analysis was to test proposed hypothesis using t-test technique. The difference between O₂ with O₄ was examined. If O₂ was higher than O₁ then the use of

VCT strategy with moral dilemma discussion method had a positive effect. If O_2 was lower than O_4 then the strategy had no effect.

Findings

The null hypothesis ($\mu_1 \geq \mu_2$): The results learning moral concepts and attitudes understanding using VCT Strategy with moral dilemma discussion method was a bit similar with learning outcome using VCT Strategy without discussion of moral dilemmas.

Alternative hypothesis ($\mu_1 < \mu_2$): Learning outcome of understanding moral concepts, attitudes and behavior using VCT strategy with the help of moral dilemma discussion method was higher than using VCT Strategy without the help of moral dilemmas discussion.

Discussion

The use of VCT approach with moral dilemma discussion method in learning Pancasila democracy concept was effective and had positive effect in increasing experimental class students' cognitive aspect learning outcome on understanding moral concept of Pancasila democracy, and their affective aspect learning outcome of moral attitude which was higher compared to control class, implying that VCT approach with the help of moral dilemma discussion method had positive effect on improving students' learning outcome. In characteristics aspect, the teaching method helped implement VCT framework (approach) in series (strategy) of learning process had differences. The highlighted difference was in moral dilemma discussion method as students were invited to explore events related to Pancasila democracy practice which showed dilemmatic conflictual atmosphere forcing students to think higher or higher order thinking skills (HOTS) in finding correct solution based on results of exploring Pancasila democracy concept both individually and in groups. Students in experimental class were more motivated to find answers and solutions from various learning sources, making them active and search creatively and maximally to have more complete references from various relevant sources. In contrast, students in control class got information mainly from teacher lectures. Student activity was less optimal and limited access to learning resources so their range of thoughts was limited.

Although both applied VCT approach, they differed in the type of method used. In experimental class, students were guided to psychical dialogue. They took into account moral values options they considered good and appropriate to moral decision making in determining the best moral value according to each student and the moral values they adhered to. In discussing moral dilemma, students did not only conversed with their fellow group members or in the classroom but the discussion ran simultaneously with all their psychic potential and experiences about moral values of goodness upheld by the community around them. Determining good and appropriate moral values choice in decision making and problem solving in discussions, students consulted directly with the moral values of the religious teachings they adhered to and upheld social norms in the culture of their community.

The VCT approach with the help of the moral dilemma discussion method was a relevant approach to be applied in learning Civics as it contained dimensions of concepts, norms, moral and character values characterized by Pancasila values as the ideology of Indonesia. Civics learning characteristics in addition to providing conceptual understanding of each material in the curriculum, it was also the teacher's task to encourage students revealing each type of norm, moral values contained in each concept, character values that must be expressed in learning by using relevant and effective learning methods.

Learning using value clarification technique (VCT) with the help of lecture method in discussing moral dilemmas in Civics class would be effective merely for learning outcome of understanding concepts, but less flexible for students to express themselves and establish their moral values so when dealing with real moral dilemmas, it would be less effective or students' role was not optimal. It could have been more optimal for students' free decisions personally or individually since through lecture to discuss moral dilemmas, teacher tended to establish good moral values based on the teacher's point of view itself which was indoctrination to students. In this case, imposition of moral values according to teacher's moral decisions that must be adhered to by students without going through process of understanding the concept itself or the ability to express or clarify moral values in a dilemma based on students' learning experience might occur.

Conclusion

There was a positive effect between the use of VCT approach with the help of moral dilemma discussion method on improving students' learning outcome in understanding moral concepts and moral attitudes on Pancasila democracy material. It was able to build students' active participation, train them to think critically, and help them sharpen their skills in considering moral values as the basis of making appropriate moral decisions.

The VCT approach with the help of lecture method had less positive effect on improving students' cognitive learning outcome in understanding concepts and improving their moral attitude. The approach created conditions for teacher centered learning and indoctrinated students as students were conditioned to adhere to moral values resulting from teacher's thought and feeling.

Understanding moral concepts through VCT approach with the help of lecture method did not automatically had positive effect on students' good moral attitudes. This happened as values presented by teacher in lectures were not digested well since students' potentials were not encouraged to develop optimally. Thus, this approach would only be appropriate in improving student learning outcome in cognitive and affective aspects if the teacher used effective and proper method to assist its application.

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