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Application of the Hots-Based Value Clarification Technique (VCT) Learning Model in Viral News to the Domain of Moral Knowing

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Abstrak

Tujuan penelitian untuk menerapkan model pembelajaran Value Clarification Technique (VCT) berbasis HOTS pada berita viral terhadap domain moral knowing. Penelitian menggunakan pendekatan kuantitatif dengan metode kuasi eksperimen atau eksperimen semu. Desain penelitiannya yaitu pretest dan posttest control group. Penelitian ini dilaksanakan di SMA Negeri 3 Kuningan. Partisipan dalam penelitian ini adalah peserta didik kelas X MIPA 3 dan X MIPA 4 yang masing-masing kelas berjumlah 34 peserta didik. Respon peserta didik tentang penerapan model pembelajaran VCT menarik, mudah dipahami, dan memotivasi peserta didik dalam proses belajar dengan kategori sangat setuju memiliki presentase 82% , kategori setuju dengan rata-rata 54% dan kategori netral memiliki skor terendah yaitu 4%. Respon peserta didik terhadap model VCT mampu memenuhi tantangan berpikir kritis dalam kehidupan, memiliki rata-rata nilai skor tertinggi yaitu 74% dengan kategori sangat setuju 42%, kategori setuju 74%, kategori netral dengan skor 19% dan tidak setuju dengan skor terendah yaitu 5%. Berdasarkan analisis dengan program SPSS diperoleh hasil skor rata-rata (mean) yang dicapai oleh peserta didik pada moral knowing awal sebelum diberi perlakuan yaitu sebesar 65,17. Kategori nilai rata-rata moral knowing di kelas komtrol pada tahap awal (pre-test) yaitu memiliki nilai terendah 34 dan nilai tertinggi 70. Selanjutnya, dari hasil analisis program SPSS diperoleh skor rata-rata (mean) moral knowing awal peserta didik sebesar 57,03. Tingkat kategori rata-rata pre-test kelas kontrol cukup rendah dibandingkan dengan hasil pre-test di kelas eksperimen. Terdapat perbedaan yang signifikan pengethuan moral (moral knowing) antara kelas eksperimen dan kelas kontrol. Rata-rata pada skor pre-test kelas eksperimen sebesar 65,171, dan meningkat menjadi 85,371 pada skor posttestnya atau meningkat sebesar 20,20. Sedangkan rata-rata pada skor pretest kelas kontrol sebesar 57,029, dan meningkat menjadi 69,886 pada skor posttestnya atau meningkat sebesar 12,86. Maka terdapat perbedaan rata-rata perlakuan Domain Moral Knowing sebelum dan sesudah pembelajaran yang menerapkan model VCT berbasis HOTS pada kelas eksperimen, memiliki nilai t hitung sebesar 25,250 > t tabel dengan df (0,05, 35) = 2,03, dan nilai Sig. = 0,000 yang kurang dari 0,05, artinya terdapat perbedaan rata-rata Domain Moral Knowing yang signifikan antara sebelum dan sesudah pembelajaran yang menerapkan model VCT berbasis HOTS. Sedangkan pada kelas kontrol memiliki nilai t hitung sebesar 10,694 > t tabel dengan df (0,05, 35) = 2,03, dan nilai Sig. = 0,000 yang kurang dari 0,05, artinya terdapat perbedaan rata-rata Domain Moral Knowing yang signifikan tanpa pembelajaran yang menerapkan model VCT berbasis HOTS. Pembelajaran yang menerapkan model VCT berbasis HOTS memberikan hasil yang lebih baik terhadap Domain Moral Knowing.

Kata Kunci: *Model Pembelajaran, Value Clarification Technique, VCT, Hots, Berita Viral, Domain Moral Knowing*

Abstract

The research objective was to apply the HOTS-based Value Clarification Technique (VCT) learning model to viral news in the moral knowing domain. The research uses a quantitative approach with quasi-experimental or quasi-experimental methods. The research design is pretest and posttest control group. This research was conducted at SMA Negeri 3 Kuningan. The participants in this study were students in class X MIPA 3 and X MIPA 4, each class consisting of 34 students. Student responses regarding the application of the VCT learning model were interesting, easy to understand, and motivated students in the learning process with the category strongly agreeing with a percentage of 82%, the category agreeing with an average of 54% and the category neutral having the lowest score, namely 4%. Student response to the VCT model is able to meet the challenges of critical thinking in life, has an average highest score of 74% with a category of strongly agreeing 42%, agreeing category 74%, neutral category with a score of 19% and disagreeing with the lowest score of 5%. Based on the analysis with the SPSS program, the average score (mean) achieved by students at the initial moral knowing before being given treatment was 65.17. The average value category of moral knowing in the control class at the initial stage (pre-test) had the lowest score of 34 and the highest score of 70. Furthermore, from the results of the analysis of the SPSS program, the initial average (mean) moral knowing score of students was 57 .03. The pre-test average category level in the control class is quite low compared to the pre-test results in the experimental class. There is a significant difference in moral knowing between the experimental class and the control class. The average pre-test score for the experimental class was 65.171, and the posttest score increased to 85.371 or an increase of 20.20. Meanwhile, the average pretest score for the control class was 57.029, and the posttest score increased to 69.886 or an increase of 12.86. So there is a difference in the average Domain Moral Knowing the treatment before and after learning that applies the HOTS-based VCT model to the experimental class, has a t value of 25.250 > t table with df (0.05, 35) = 2.03, and a Sig value . = 0.000 which is less than 0.05, meaning that there is a significant difference in the average Domain of Moral Knowing between before and after learning that applies the HOTS-based VCT model. Meanwhile, the control class has calculated t value of 10.694 > t table with df (0.05, 35) = 2.03, and the value of Sig. = 0.000 which is less than 0.05, meaning that there is a significant difference in the average Domain Moral Knowing without learning that applies the HOTS-based VCT model. Learning that applies the HOTS-based VCT model gives better results to Domain Moral Knowing.

Keywords: *Learning Model, Value Clarification Technique, VCT, Hots, Viral News, Domain Moral Knowing*

Introduction

Education is a process in order to influence students to be able to adapt as best as possible to the environment. The process of adjustment to students can cause changes in students (Suryani, 2018). Changes in students make it possible to function strongly in community life (Arif et al., 2019).

Efforts to improve the quality of education continue to be carried out by the government in order to improve the quality of human resources in Indonesia. The government has made efforts to change by updating the curriculum which is increasingly up-to-date. One of them is the 2013 revision of the 2017 curriculum which is currently being developed in the independent curriculum. This curriculum requires students to have higher order thinking skills (HOTS). In order to produce output in the form of students who have HOTS skills, the role of the teacher is very crucial. Teachers need to reconstruct learning in the classroom, by presenting higher-order thinking skills-based learning (HOTS). HOTS-based learning can produce students who have the competencies expected by the demands of the times. HOTS skills have categories such as analyzing, assessing and also creating, therefore, the learning component must meet standards that support the process of teaching and learning activities in order to build high-level thinking competency competencies (Fariyatul & Bandono, 2017).

The learning model is an approach in order to anticipate changes in student behavior adaptively and generatively. The learning model is very closely related to the learning style of students (learning style) and the teaching style of the teacher (teaching style). The form of learning is illustrated from beginning to end which is presented in a special way by the teacher, both of which are abbreviated as SOLAT (Style of Learning and Teaching) (Sulfemi, 2019). In other words, the learning model is a wrap or frame from the application of an approach, method, strategy, and learning technique. Joyce & Weil in (Ula et al., 2021) argues that a learning model is a plan or pattern that can be used to shape the curriculum (long-term learning plans), design learning materials, and guide learning in class or others. In other words, the learning model is a wrap or frame from the application of an approach, method, and learning model technique.

Teachers are expected to form morals (moral education), or education to develop character (character education) in accordance with the mandate of Law no. 20 of 2003 to form students who have noble character. Domain Moral knowing is an important thing to teach students. Moral knowing consists of six stages, namely (1) moral awareness, (2) knowing moral values, (3) perspective taking, (4) moral reasoning, (5) decision making, (6) self-knowledge. After the child has moral knowledge (moral knowing), parents should be able to foster a child's sense or desire to do good (desiring the good). On the other hand, the desire to do good comes from the love to do good. This aspect of love is a source of energy that effectively makes a person have a consistent character between knowledge (moral knowing) and action (moral action) (NiSa et al., 2020).

The appropriate model for developing moral education is the Values Clarification Technique (VCT) value clarification approach. This model emphasizes efforts to assist students in assessing their own feelings and actions. The purpose of extracting this value is so that students are not only told to memorize and are not "fed" with material alone but are taught to discover, live, develop and practice it in everyday life. The way that can be done is to provide a stimulus that contains conflicting moral values that are confusing and to train critical thinking in students' cognitive processes. In addition, students are also involved in investigating problems, discussing problems in small groups or classes by getting guidance from the teacher (Kusuma & Pramesti, 2021).

Learning the Value Clarification Technique (VCT) is a values education approach in which students are trained to find, choose, analyze, decide, take their own stand on the values of life they want to fight for. The VCT learning model emphasizes efforts to help students in examine their own feelings and actions, to increase their awareness of their own values (Witro et al., 2020).

Teachers are expected to carry out the learning process must be balanced with character education, or moral education. The character of the nation, of course, must be seen as a conscious and planned effort, not an effort that occurs spontaneously as it happens. In other words, character education is a serious effort to understand, shape, cultivate moral values both for oneself and for students or citizens as a whole (Puspaningtyas, 2019).

However, in reality, from the results of research conducted by researchers at SMAN 3 Kuningan, found the fact that 40% of 104 student respondents stated that the teacher provides moral knowing in a smaller amount than the subject matter. As many as 27.4% of the 14 respondents stated that the teacher did not provide character education. The data stated that only 32.6% stated that moral education was given the same portion as the subject matter. This situation indicates that the learning that students get at school does not use learning techniques or methods that are integrated with an emphasis on efforts to help students examine their own feelings and actions (Hudi, 2021).

This happens because the learning process only teaches moral education (moral knowing) limited to text or only with conventional methods and is caused by several other factors, including the environment, the learning process and the learning tools used. Some schools only focus on academic values, especially on the standard value criteria for student graduation, while non-academic aspects as the main element of character education are ignored (Ofianto & Ningsih, 2021). So that students do not have stimulants to clarify and disclose the contents of material or news that are relevant in everyday life.

Teachers find it difficult to assess this affective domain, including attitude (appearance of a tendency towards something), appreciation, image; taste, emotion and feeling, will, value and belief (as the highest level the most stable). Because these things are something abstract that is inside. It is difficult to determine which indicators show the state and level of the students' mental state. According to (Suttrisno et al., 2020) includes the goals or goals adopted or expressed by a person such as expressed aspirations, displayed or visible attitudes, expressed or displayed feelings, actions carried out as well as expressed or visible worries (worries). Therefore, if we want to know an aspect of an affective spell, then ask or pay attention to the indicators displayed by the child.

The teacher's limitation relates the scope of material to factual or viral news as moral learning material, due to the lack of encouragement from within the teacher to activate HOTS students' thinking skills. Teachers only focus on students' cognitive assessments and tend to provide subjective assessments of students' moral knowledge (moral knowing). Students should be given the opportunity to express their arguments and opinions so that they can judge which actions are good or bad. Conventional learning models are not able to reconstruct knowledge, critical thinking, analytics, and be precise in making decisions from students.

Based on the elaboration of the background above, the authors identify problems in learning, namely the need to apply learning models to make it easier for students to assess their own feelings and actions based on HOTS on viral news so they are able to have good moral knowing. To find solutions to these problems, researchers are interested in further researching about implementing HOTS-based learning models. So the purpose of

this study was to apply the HOTS-based Value Clarification Technique (VCT) learning model to viral news on the moral knowing domain.

Method

This study uses a quantitative approach with quasi-experimental or quasi-experimental methods. The research design is pretest and posttest control group. This research was conducted at SMA Negeri 3 Kuningan. This research was carried out at a predetermined time frame according to the research schedule. The participants in this study were students in class X MIPA 3 and X MIPA 4, each class consisting of 34 students.

Taking classes to apply the VCT learning model at SMA Negeri 3 Kuningan was taken as many as 2 classes, of which these 2 classes were divided into 2, 1 control class and 1 experimental class. The first data collection technique was the test, in this study the test used in the pretest and posttest was to measure the level of students' moral knowledge regarding Civics learning material. Both use a questionnaire. The questionnaire used was a questionnaire on student responses to the application of the HOTS-Based VCT Model to viral news on the moral knowing domain.

Data analysis techniques using univariate analysis (validity test, reliability test, gain test, normality test, homogeneity test, and independent t-test).

Results and Discussion

Results

An Overview of Moral Knowing Students

An overview of students' moral knowledge (Moral Knowing) in the initial measurement in the experimental class was obtained by processing data from the results of the distribution of test instruments with as many as 10 item questions. The question has been validated and meets critical thinking content. Questions were given to 35 students in class X MIPA 4 SMA Negeri 3 Kuningan. The experimental class was given treatment using the HOTS-based VCT learning model.

1. Experiment Class

The experimental class is a class that uses the application of the VCT learning model. Data on moral knowledge results (Moral Knowing) Experimental class students produce initial data before treatment (pre-test) and final data (post-test) after treatment which is presented as follows.

a. *Moral Knowing*Beginning in Experimental Class (X MIPA 4)

Before the experimental class was given treatment, the initial moral knowledge measurement (pre-test) of students in the experimental class was carried out. The subjects in the experimental class were 35 students. Calculation of students' initial moral knowledge is calculated using SPSS the results can be seen in the following table;

Table 1. Calculation Results of Students' Initial Knowing Morale

Description	Score Acquisition
Maximum Value	72
Min Value	54
Means	65.17
Median	65.00
Standard Deviation	4.29

(Source: Results of SPSS Data Processing, 2023)

Based on this table, the initial moral knowing results of students in the experimental class before applying the VCT learning model had the lowest score of 54 and the highest score of 72. Furthermore, based on analysis with the SPSS program, the average score (mean) was obtained by students in initial moral knowing. before being given treatment, which was 65.17 with an average value (median) of 65.00 and a standard deviation of 4.29.

Besides that, the number of classes is also calculated using the formula 1 + 3.3 log n, where n is the number of research subjects. From the calculations, it is known that n = 35 so the number of classes 1 + 3.3 log 35 = 6,095 is obtained and rounded up to 4 class intervals. The range of data is

calculated using the maximum value - minimum value formula, so that a data range of 18 is obtained. From this data range, a class length of 5 can be obtained. The following is a table of the initial moral knowing frequency distribution of students in the experimental class presented in Table 4.

Table 2. Distribution of Early Moral Knowing of Students in Experimental Class

No.	Intervals	Frequency	Percentage (%)
1.	Less than 58	2	5.7%
2.	59-63	8	22.9%
3.	64-68	16	45.7%
4.	69-73	9	25.7%
Total		35	100%

(Source: Results of SPSS data processing, 2023)

Based on the table, it can be seen that the moral knowledge of students at the beginning of the pre-test in the experimental class was as large as 16 students (45.7%) at the 64-68 interval. In the 69-73 interval there were 9 students (25.7%), in the 59-63 interval there were 8 students (22.9%), and lastly in the interval less than 58, there were 2 students (5.7%). So it can be concluded that the initial moral knowing of students before the majority treatment was in the 64-68 interval of 16 students with a percentage (45.17%). It can also be interpreted that the average moral knowing of students in this experimental class is only at a score of 65.17.

b. *Moral Knowing* Final in Experimental Class (X MIPA 4)

The experimental class is a class that uses the application of the VCT learning model. Data on the results of moral knowledge (Moral Knowing) in the experimental class were carried out to see the achievement of increasing students' moral knowing. The subjects in the experimental class were 35 students. The final knowing moral data of students is calculated using SPSS with the results that can be seen in the following labels:

Table 3. Calculation Results of Students' Final Knowing Morale

Description	Score Acquisition
Maximum Value	100
Min Value	74
Means	85.37
Median	84.00
Standard Deviation	7.00

(Source: Results of SPSS data processing, 2023)

Based on this table, the final moral knowing results of students in the experimental class after applying the VCT learning model has the lowest score of 54 and the highest score of 72. Furthermore, based on analysis with the SPSS program, the average score (mean) is obtained by students in initial moral knowing. after being given treatment that is equal to 85.17 with an average value (median) of 84.00 and a standard deviation of 7.00.

Besides that, the number of classes is also calculated using the formula 1 + 3.3 log n, where n is the number of research subjects. From the calculations, it is known that n = 35 so the number of classes 1 + 3.3 log 35 = 6,095 is obtained and rounded up to 4 class intervals. The range of data is calculated using the maximum value - minimum value formula so that a data range of 26 is obtained. From this data range, a class length of 5 can be obtained. The following is a table of the initial moral knowing frequency distribution of students in the experimental class presented in Table 4.

Table 4. Distribution of Final Moral Knowing of Students in the Experimental Class

No.	Intervals	Frequency	Percentage (%)
1.	74-78	3	8.6%
2.	Over 78	32	91.4%
Total		35	100%

(Source: Results of SPSS data processing, 2023)

Based on the table, it can be seen that the moral knowing of students at the end of the post-test in the experimental class is as large as there are at intervals of more than 78

as many as 32 students (91.4%) and finally at intervals 74-78 as many as 3 students (8.6%).

2. Control Class

The control class is a class that is given the treatment that is usually used by teachers or conventional learning, here the researcher uses the jurisprudence discussion learning model. The moral knowing data of students in the control class produces initial data before being given treatment (pre-test) and final data after being given treatment (post-test) which is presented as follows:

a. *Moral Knowing*Beginning in Control Class (X MIPA 1)

Before the control class was given treatment, a measurement of the students' moral knowing was first carried out using the moral knowing pre-test. Subjects in the control class were 35 students counted using SPSS with the results that can be seen in the following table:

Table 5. Calculation Results of Students' Initial Knowing Morale

Description	Score Acquisition
Maximum Value	70
Min Value	34
Means	57.03
Median	60.00
Standard Deviation	9.00

(Source: Results of SPSS data processing, 2023)

Based on the table, it can be seen that the results of the initial moral knowing (pre-test) in the control class had the lowest score of 34 and the highest score of 70. Furthermore, from the results of the analysis of the SPSS program, the average score (mean) of students' initial moral knowing was 57.03, the median value is 60.00 and the standard deviation is 9.00.

Besides that, the number of classes is also calculated using the formula 1 + 3.3 log n, where n is the number of research subjects. From the calculations, it is known that n = 35 so that the number of classes 1 + 3.3 log 35 = 6,095 is obtained and rounded up to 4 class intervals. The range of data is calculated using the maximum value - minimum value formula, so that a data range of 36 is obtained. From this data range, a class length of 5 can be obtained. The following is a table of the initial moral knowing frequency distribution of students in the control class with conventional learning the jurisprudence discussion is presented in following table:

Table 6. Distribution of Early Moral Knowing of Students in the Control Class

No.	Intervals	Frequency	Percentage (%)
1.	Less than 58	17	48.6%
2.	59-63	9	25.7%
3.	64-68	4	11.4%
4.	69-73	5	14.3%
Total		35	100.0%

Based on the table, it can be seen that the moral knowing of students at the beginning of the pre-test in the control class before being treated as large was found at intervals of less than 58 as many as 17 students (48.6%). In the 59-63 interval there were 9 students (25.7%), in the 69-73 interval there were 5 students (14.3%) and finally in the 64-68 interval there were 4 students (11.4%). So it can be concluded that the initial moral knowing of students before the majority treatment was at an interval of less than 58 students with a percentage (45.17%). It can also be interpreted that the average moral knowing of students in this control class is only at a score of 57.03

b. *Moral Knowing*End of Control Class (X MIPA 1)

The control class is a class that is given the treatment that is usually used by teachers or conventional learning, here the researcher uses the jurisprudence discussion learning model. The moral knowing data of students in the control class produces the final data after being given treatment (post-test). Giving a final moral knowing test (post-test) to students in the control class was carried out to see the achievement of increasing moral knowledge. After conventional learning through the application of the jurisprudential discussion learning model. Subjects in the control class were 35 students. Calculation of the final moral knowledge of students in the control

class was calculated using SPSS with the results that can be seen in the following table:

Table 7. Calculation results of students' final knowing morals

Description	Score Acquisition
Maximum Value	78
Min Value	60
Means	69,89
Median	70.00
Standard Deviation	4,14

(Source: Results of SPSS data processing, 2023)

Based on the table, it can be seen that the final moral knowing result (post-test) in the control class that uses the application of conventional learning models (jurisprudential discussion) has the highest score of 78 and the lowest score of 60. Furthermore, the results of the analysis of the SPSS program obtained an average score the final students' moral knowing average was 69.89, the median value was 70.00 and the standard deviation was 4.14.

Besides that, the number of classes is also calculated using the formula 1 + 3.3 log n, where n is the number of research subjects. From the calculations, it is known that n = 35 so that the number of classes 1 + 3.3 log 35 = 6,095 is obtained and rounded up to 4 class intervals. The range of data is calculated using the maximum value - minimum value formula, so that a data range of 18 is obtained. From this data range, a class length of 5 can be obtained. The following table shows the distribution of the frequency of moral knowing at the end of students in the control class with conventional learning, discussion of jurisprudence presented in following table:

Table 8. Calculation Results of Students' Final Knowing Morale

No.	intervals	Frequency	Percentage (%)
1.	59-63	3	8.6%
2.	64-68	11	31.4%
3.	69-73	13	37.1%
4.	74-78	8	22.9%
Total		35	100.0%

(Source: Results of SPSS data processing, 2023)

Based on the table, it can be seen that the moral knowing of students at the end of the post-test in the control class after being treated as large was found in 69-73 as many as 13 students (37.11%). In the 64-68 interval there were 11 students (31.4%), in the 74-78 interval there were 8 students (22.9%) and finally in the 59-63 interval there were 3 students (8.6%). So it can be concluded that the final moral knowing of students after being treated with the jurisprudential discussion learning model has a majority of scores at the 60-73 interval of 13 students with a percentage (37.11%). It can also be interpreted that the average moral knowing of students in this control class is only at a score of 69.89.

Comparative Data Description of Moral Knowing Students in Experiment Class and Control Class

Moral knowledge (moral knowing) of students in Civics learning can be described and conclusions drawn based on the specified criteria. The assessment in this study refers to the PPKn assessment in the 2013 Curriculum which also refers to the renewal of the independent curriculum, in facilitating learning in the 21st century. The results of acquiring moral knowledge (moral knowing) of students in this assessment are obtained from the scores given by students through affective test questions. requires students to think critically, where data collection requires pre-test and post-test administration. Assessment through test questions was given to both classes, namely the experimental class (X MIPA 4) and also the control class (X MIPA 1).

Table 9. Beginning and End of Moral Knowing Students

Description	Experiment Class		Control Class	
	Beginning	End	Beginning	End
Minimum Value	54	74	34	60
Maximum Value	72	100	70	78

Average value	65,17	85,37	57.03	69,89
std. Deviation	4,29	7.00	9.02	4,14

(Source: Results of SPSS data processing, 2023)

Based on the results of statistical data analysis in table 4.12 above, it can be seen that, on average, the pre-test and post-test of students who apply the HOTS-based VCT learning model in the experimental class and in the control class use conventional jurisprudential discussion in general. the same increase. Furthermore, the minimum and maximum values in the experimental class and control class after being given treatment in each class, have increased.

The average score obtained by students in the experimental class was initially 65.17 to 85.37 after treatment using the VCT learning model, while in the control class which initially obtained an average value of 57.03 to 69.89 after being given treatment using conventional learning model of jurisprudence discussion. The increase in the average moral knowing value of students in Civics subjects after and before treatment can be seen from the following graph:

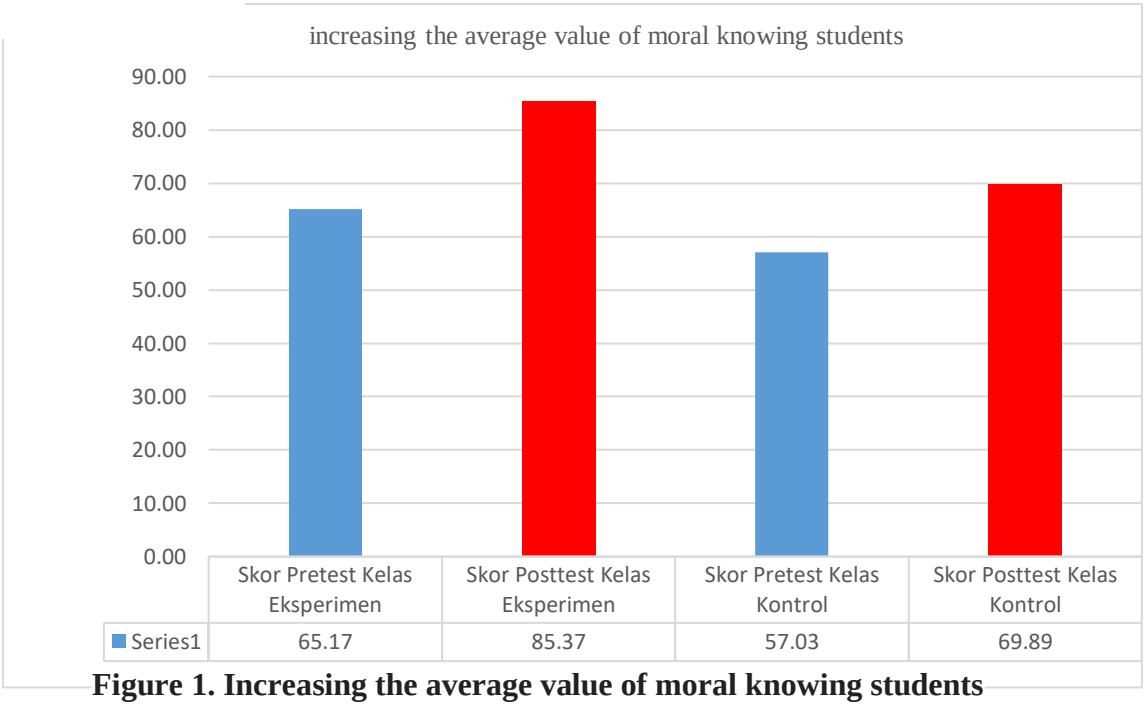

Figure 1. Increasing the average value of moral knowing students

The number of students in the experimental class at SMA Negeri 3 Kuningan was 35 students, as well as the number of students in the control class were 35 students. If you look at the stable score of 4.12, it can be concluded that the initial moral knowing in Civics learning towards students at SMA Negeri 3 Kuningan in both the experimental class and the control class has increased. The moral knowing assessment is carried out using pre-test and post-test questions. giving the pre-test and post-test questions for the experimental class and the control class were the same, both in terms of the items and the number of questions. The results of the acquisition of knowing moral values of students in the experimental class and control class can be seen in the following table.

Table 10. Data on Student Knowing Moral Results

Description		Experiment Class Initial Score	Experiment Class Final Score	Control Class Initial Score	Control Class Initial Score
N	Valid	35	35	35	35
	missing	0	0	0	0
Means		65,17	85.7	57.03	69,89

Median	65.00	84.00	60.00	70.00
Mode	70	80	70	70
Minimum	54	74	34	60
Maximum	72	100	70	78
sum	2281	2988	1996	2446

(Source: Results of SPSS data processing, 2023)

Based on statistical analysis using the SPSS computer program with reference to the assessment of PKN subjects in the 2013 Curriculum which also refers to the renewal of the independent curriculum, in facilitating learning in the 21st century. The results are as described in table 4.13, namely it is known that the number of students in the class experimental and control class as many as 35 students with the acquisition of the average (mean) final moral knowledge of students 85.7 in the experimental class and 69.89 in the control class. And the final minimum moral knowing value of students is 74 in the control class and 70 in the control class. As well as a maximum value of 100 in the experimental class and 78 in the control class after being given treatment so it can be concluded that,

Table 11. The Effect of Learning Using the HOTS-Based VCT Model in the Domain of Moral Knowing

No	Domain of Moral Knowing	n	*Means*	*Mean Different*	*std. Deviation*	*t table*	*p-values*
1	Control Class Posttest Score	35	**69,886**	**12.86**	10,694	**7.113**	**0.000**
	Control Class Pretest Score	35	**57,029**				
2	Experimental Class Posttest Score	35	**85,371**	**20.20**	4.73	**25,250**	**0.000**
	Experimental Class Pretest Score	35	**65,171**				

Based on table 11, it shows that the average pretest score for the experimental class was 65.171, and the posttest score increased to 85.371 or an increase of 20.20. Meanwhile, the average pretest score for the control class was 57.029, and the posttest score increased to 69.886 or an increase of 12.86. Then there is an average difference in the treatment of Domain Moral Knowing before and afterlearning that applies the HOTS-based VCT modelin the experimental class, it has a calculated t value of 25.250 > t table with df (0.05, 35) = 2.03, and a Sig. = 0.000 which is less than 0.05, meaning that there is a significant difference in the average Domain of Moral Knowing between before and afterlearning that applies the HOTS-based VCT model. Meanwhile, the control class has a calculated t value of 10.694 > t table with df (0.05, 35) = 2.03, and the value of Sig. = 0.000 which is less than 0.05, meaning that there is a significant difference in the average Domain Moral Knowing withoutlearning that applies the HOTS-based VCT model. Thus it can be concluded thatlearning that applies the HOTS-based VCT model gives better results to*Domain of Moral Knowing.*The Effect of Learning on the Overall Knowing Moral Domain

Table 12. The Effect of Learning Using the HOTS-Based VCT Model in the Moral Knowing Domain

No	Domain of Moral Knowing	n	*Means*	*Mean Different*	*std. Deviation*	*t table*	*p-values*

1	Posttest score	35	**77,629**	**16.53**	9.00	**15,359**	**0.000**
	Pretest Score	35	**61,100**				

Based on table 12 it shows that the overall average on the pretest score was 61.10, and increased to 77.629 on the posttest score or an increase of 16.53. So overall there is a difference in the average treatment of Domain Moral Knowing both usinglearning that applies the HOTS-based VCT modelor not using learning, has a calculated t value of 15.359 > t table with df (0.05, 35) = 2.03, and a Sig. = 0.000 which is less than 0.05, meaning that there is a significant difference in the average Domain of Moral Knowing between before and aftertest. Thus it can be concluded thatthere is an increase in the score*Domain of Moral Knowing*before and after the test.

Discussion

This study aims to analyze the moral knowing domain of students and relate it to the moral knowing theory developed by Lawrence Kohlberg and expanded by Thomas Lickona. Moral knowing refers to an individual's understanding of moral principles, ethical concepts, and moral judgments that they have. Students' moral knowing needs to be formed so that students have the provision of knowledge so that the students' characters that have been formed will become good habits. Humans have free will and everyone should be able to make a moral choice that is to decide between right and wrong.Moral knowledge can increase moral feelings, but moral emotions can influence thinking (Rumantara et al., 2022). In this case, the role of parents is also needed, which in the daily life of parents must be able to direct children to act consistently between their thoughts and actions. One of the causes of a person's inability to behave well, even though cognitively he knows (moral knowing) is because a person is not trained to do good (Permatasari, 2019). For this reason, it is not enough for parents to just provide knowledge about goodness, but must continue to guide children to the stage of implementation in their children's daily lives.

This research was conducted on Civics learning materials where students were analyzed to assess their level of moral development. The research methods used include observation, interviews, and the use of valid and reliable measurement instruments. HOTS (Higher Order Thinking Skills) based affective learning can be linked to research on the domain of moral knowing in students. Affective learning aims to develop higher-order thinking skills, such as analysis, synthesis, and evaluation, while paying attention to the affective or emotional aspects of learning. In the context of moral knowing, this approach will help students understand and evaluate moral concepts in depth, as well as develop moral sensitivity and responsibility.

One opinion that is relevant to HOTS-based affective learning in the context of moral knowing is that of Martin EP Seligman, a well-known psychologist and thinker in the field of positive psychology. Seligman put forward the concept of character education, which emphasizes the importance of teaching and developing good character, including moral aspects, in the context of education. According to Seligman, character education must involve the development of positive emotions, knowledge of moral values, and skills in making moral decisions. In this case, character education can include HOTS-based affective learning, where students are invited to think critically, manage emotions, and consider the moral impact of their actions. By applying the HOTS-based affective learning approach in moral knowing education, students can develop a deeper understanding of moral principles and integrate them into their daily lives. It also helps them develop high moral sensitivity, personal responsibility, and decision-making abilities.

The content of Civics learning material which is the object of moral knowing discussed in this study is material aboutBasic Competency identifies the importance of basic concepts of human rights awareness, including the principles ofprinciples such as equality, dignity, freedom, non-discrimination, responsibility, and being able to promote justice for all living things in accordance with Pancasila aspects., facilitated by the Value Clarification Technique (VCT) learning model is one of the approaches that can be used in learning, especially in the context of learning Human Rights or Human Rights (HAM). VCT helps students to clarify their own values and consider different arguments in the context of human rights. In addition, this model can be integrated with Higher Order Thinking Skills (HOTS) to develop students' critical thinking and analytical skills. In learning human rights, VCT aims to help students understand and internalize human rights values more deeply. Through VCT, students are invited to explore various perspectives, arguments and controversies related to human rights. In this context, HOTS is used to broaden students' thinking beyond basic understanding.

The application of learning models is a means of providing a variety of learning approaches, where each student has a learning style and learning preference that provides a variety of approaches and learning strategies that can be adapted to the needs and characteristics of individual students. Learning by applying the HOTS-based VCT model emphasizes the active role of students in exploring knowledge and knowledge of a good/bad value, solving problems, and creating understanding which makes it a form of self-reflection. The development of learning that is oriented towards higher order thinking skills or Higher Order Thinking Skills (HOTS) is an effort that improves problem solving skills (Ma'ruf et al., 2019).

The Value Clarification Technique (VCT) model is an effective and relevant learning model to meet the challenges of 21st century education. In an era where technological progress and social change are constantly evolving, it is important for students to develop a deep understanding of their personal values and understand the implications of those values in a social context. The VCT learning model is designed to help students explore, identify, and clarify their own values. This approach gives students the opportunity to reflect on their values, consider different perspectives and ethics, and understand the implications and consequences of their value choices. Through this process,

Overall, the application of the Value Clarification Technique learning model meets the challenges of the 21st century by giving students critical skills, a better understanding of values, and deep self-awareness. Students are not only active participants in learning, but can also build a strong moral and ethical foundation. In addition, this approach creates a fun and positive learning environment, strengthens social bonds and students' motivation to learn.

Student Responses to the Application of the VCT Learning Model

In an effort to achieve learning success, teachers are often required to innovate in carrying out the teaching and learning process. This involves developing learning methods, resources and media in an effort to achieve learning objectives effectively. One of the innovative steps that can be taken by teachers is the use of learning models, which aim to provide variety and diversity in students' learning experiences and ensure that their abilities can develop optimally. The learning development innovation process must be carried out thoroughly. This means that learning activities must be in accordance with every aspect of learning. The development of learning media must be adapted to models, methods, sources, and learning materials.

The importance of the learning model is also a solution to overcome conventional learning which still dominates in Indonesia. Interactions in the learning process tend to be less communicative, where educators have not been able to create learning innovations that attract students' attention. The development of learning media is carried out so that learning activities make it easier for students to understand the material being taught. This is very important to develop considering the challenges in several subjects that have a broad scope of material, which is often an obstacle for students. In addition, competency challenges also require students to have higher thinking skills, where they must be able to construct knowledge by thinking critically, analytically, making the right decisions, and solving problems.

The application of the HOTS-based VCT learning model is a new innovation in Civics learning. Where, the VCT learning model must comply with the criteria for an effective learning model to determine the moral domain of students, according to the challenges of the 21st century. Student responses to the application of the HOTS-based VCT learning model are important for the development of further learning models. The results of the analysis of students' responses to the VCT learning model show that the VCT learning model is interesting, easy to understand and motivates students to learn. The following is a graph of student responses to the VCT learning model.

The views of these students, on the other hand, show the expectations of students with the existence of changes to the learning model in Civics learning which has so far been carried out in class, so that the HOTS-based VCT learning model with viral video stimulus using the Tiktok and YouTube platforms becomes something unique and also close. with the lives of students, so as to provide a pleasant atmosphere in learning. The findings of this study are in line with the results of research by (Anita et al., 2022) whose results state that the VCT learning model provides an opportunity for students to evaluate something, and makes the class more pro-active and provides motivation for learning to students, and a fun class atmosphere. Situations like this will build students' moral understanding.

The VCT learning model in collaboration with HOTS is packed with video stimulants that require students to think holistically and deeply in responding to and responding to an incident, resulting in students' critical thinking and being able to prevent an action that is not good (preventive). This is packaged as attractively as possible, starting from the selection of videos that are relevant to students' lives, and the selection of videos that are accessed through the social media platforms TikTok and YouTube which are inherent in the lives of students in the 21st century. Video elements present human cases, dilemmas justice, awareness of human rights. The moral development of knowing students must be supported by a stimulus that is able to attract the attention of students. Innovations in learning carried out by teachers certainly will not be something new that is considered attractive to students, and this interest is also important in developing a learning model. Student response data also contributes to the moral knowing of students. The following is a graph of student responses to the VCT learning model.

The Domain of Moral Knowing Students

In the context of Civics Learning, moral knowing includes students' understanding of moral principles, social norms, human rights, justice, and social responsibility. Through Civics learning, students are expected to be able to understand and internalize the moral values that form the basis for interacting with others, making good decisions, and playing an active role in building a better society.

The goal of successful Civic Education learning is to form students who have strong moral knowing. With a good moral understanding, students can become individuals who are responsible, have

integrity, and behave in accordance with upheld ethical values. They will be able to appreciate diversity, respect the rights of others, and uphold justice and truth in their actions and behavior. In an effort to achieve these goals, Civic Education learning can involve discussions, case studies, role modeling, as well as reflection and moral judgment. Students are invited to consider various moral situations they may face in everyday life and how they can make the right decisions based on the moral values they learn. By having good moral knowing, students will be able to integrate moral values into their daily lives and become responsible and dignified citizens. They will be able to contribute positively in building a society that is just, democratic and with a national perspective.

The role of Civics teachers can seek to optimize the activities of compiling learning objectives, implementing learning strategies, compiling evaluations, and most importantly developing creativity with innovative learning models that can support students in building knowledge and social skills (Cunningham, 2022). Education in the 21st Century: The 21st century is marked by rapid technological developments, globalization, and complex social changes. Education in this era aims to equip students with skills and understanding that are relevant to the demands of the times, including in terms of understanding moral and ethical values. Moral knowing becomes important in this context because students need to be able to face increasingly complex moral and ethical challenges in their daily lives. In accordance with the demands of the 2013 HOTS-based curriculum, the 2013 curriculum was designed with a focus on developing higher-order thinking skills (HOTS) which include analysis, synthesis, evaluation, and creativity. Moral knowing can be related to HOTS because students are not only taught to understand moral values, but are also invited to apply them critically and creatively in various life contexts. In implementing the 2013 Curriculum, moral knowing can be developed through a learning approach that encourages students to think critically and reflectively about complex moral issues. Students are invited to explore various arguments, analyze the impact of moral decisions, and consider the social consequences of actions taken. The 2013 curriculum is designed with a focus on developing higher order thinking skills (HOTS) which include analysis, synthesis, evaluation, and creativity. Moral knowing can be related to HOTS because students are not only taught to understand moral values, but are also invited to apply them critically and creatively in various life contexts. In implementing the 2013 Curriculum, moral knowing can be developed through a learning approach that encourages students to think critically and reflectively about complex moral issues. Students are invited to explore various arguments, analyze the impact of moral decisions, and consider the social consequences of actions taken. The 2013 curriculum is designed with a focus on developing higher order thinking skills (HOTS) which include analysis, synthesis, evaluation, and creativity. Moral knowing can be related to HOTS because students are not only taught to understand moral values, but are also invited to apply them critically and creatively in various life contexts. In implementing the 2013 Curriculum, moral knowing can be developed through a learning approach that encourages students to think critically and reflectively about complex moral issues. Students are invited to explore various arguments, analyze the impact of moral decisions, and consider the social consequences of actions taken. Moral knowing can be related to HOTS because students are not only taught to understand moral values, but are also invited to apply them critically and creatively in various life contexts. In implementing the 2013 Curriculum, moral knowing can be developed through a learning approach that encourages students to think critically and reflectively about complex moral issues. Students are invited to explore various

arguments, analyze the impact of moral decisions, and consider the social consequences of actions taken. Moral knowing can be related to HOTS because students are not only taught to understand moral values, but are also invited to apply them critically and creatively in various life contexts. In implementing the 2013 Curriculum, moral knowing can be developed through a learning approach that encourages students to think critically and reflectively about complex moral issues. Students are invited to explore various arguments, analyze the impact of moral decisions, and consider the social consequences of actions taken. moral knowing can be developed through a learning approach that encourages students to think critically and reflectively on complex moral issues. Students are invited to explore various arguments, analyze the impact of moral decisions, and consider the social consequences of actions taken. moral knowing can be developed through a learning approach that encourages students to think critically and reflectively on complex moral issues. Students are invited to explore various arguments, analyze the impact of moral decisions, and consider the social consequences of actions taken.

The use of HOTS in Civics learning also allows students to develop ethical thinking skills, such as considering the perspectives of others, respecting diversity, and evaluating the moral implications of decisions taken. Students are encouraged to actively participate in discussions, debate, and formulate strong moral arguments. Thus, through the HOTS-based 2013 Curriculum approach, Civic Education learning can provide opportunities for students to develop an active and deep moral knowing. They not only understand moral values, but are also able to apply them critically, think reflectively, and behave in accordance with highly upheld ethical values in the complex real world context of the 21st century.

In the application of the HOTS-based VCT learning model, the teacher's competence in compiling stimulus and facilitating students in applying the learning model is the key to the success of HOTS-based learning. Teachers in this case are required to carry out HOTS learning as a whole, but the teacher's understanding of HOTS learning is still limited to evaluation or assessment. Indicators of successful HOTS-based learning must be supported by facilities and infrastructure, learning strategies, learning evaluation, learning media, teachers and students. Moral knowing indicators can be applied in the form of pre-test and post-test questions. Of the 5 indicators that have been explained and explained above, every 2 items represent each indicator of moral knowing. The completeness of the moral knowing indicator is obtained from each question answered correctly with the highest score (score 5) where the multiple choice answers are in the form of choices a, b, c, d, and e, with an order of scores 5, 4, 3, 2, and 1 The answer with the largest score (score 5) is the correct answer, clear, fulfills all aspects according to the indicator, and then the score with the lowest score (score 1) is the correct answer but is not correct, and does not meet the completeness indicator of moral knowledge in life, and the instrument questions given during the pre-test and post-test are not distinguished or the same. Based on the results of the pre-test and post-test completeness analysis of the experimental class and the control class can be seen in the following figure:

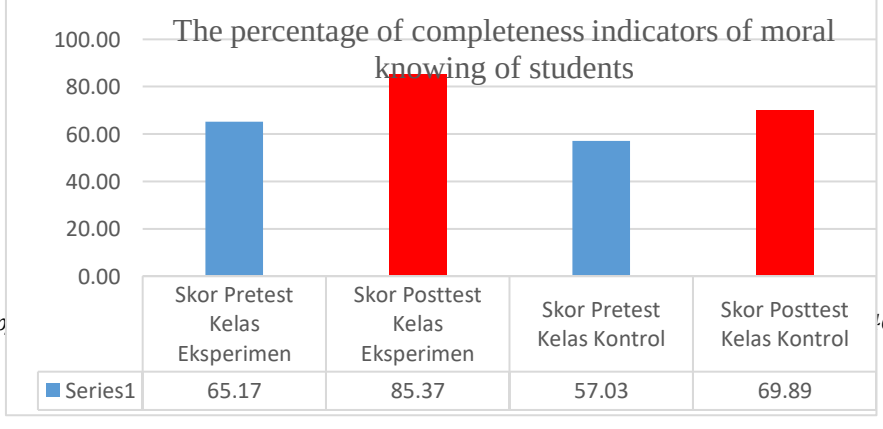

Figure 2. Percentage of Moral Knowing Mastery of Students
(Source: Results of SPSS data processing, 2023)

Based on Figure 2, it shows that each indicator of moral knowing students where the indicators understand moral values, respect diversity, have integrity, have a sense of empathy, have social awareness, behave ethically, according to HOTS criteria, such as evaluating, analyzing, and making decisions, in the experimental class the graph shows higher results compared to the control class. And the indicators make the control class decisions higher than the experimental class. So it can be concluded that the moral knowing of students as a whole in the experimental class has been given treatment using the HOTS-based VCT learning model on viral news using video stimuli is better than the control class which only uses the Jurisprudence discussion learning model.

Differences in Moral Knowing of Students in Classes Applying the HOTS-based VCT Learning Model in Viral News with Students Applying Conventional Learning (Jurispundesi Discussion)

This study examines the effect of the application of the HOTS-based VCT learning model on Viral News on the moral knowing domain of students and compared with students in the control class who use the application of conventional learning models, jurisprudential discussion. In testing the overall hypothesis, the results are obtainedthe average treatment of Domain Moral Knowing before and afterlearning that applies the HOTS-based VCT modelin the experimental class, it has a calculated t value of 25.250 > t table with df (0.05, 35) = 2.03, and a Sig. = 0.000 which is less than 0.05, meaning that there is a significant difference in the average Domain of Moral Knowing between before and afterlearning that applies the HOTS-based VCT model. Meanwhile, the control class has a calculated t value of 10.694 > t table with df (0.05, 35) = 2.03, and the value of Sig. = 0.000 which is less than 0.05, meaning that there is a significant difference in the average Domain Moral Knowing withoutlearning that applies the HOTS-based VCT model. Thus it can be concluded thatlearning that applies the HOTS-based VCT model gives better results to*Domain of Moral Knowing.*In addition, judging from the mean obtained, the class that applied the HOTS-based VCT learning model won more than the students who applied learning using the jurisprudence discussion learning model. So that the results of the bivariate analysis test show that the application of the learning model in the experimental class is more effective, this view is also supported by the results of the treatment in the experimental class which shows a more positive effect on the level of moral knowing of students, and that classes that apply conventional learning do not experience significant improvements. significant.

It should be understood that the application of the VCT learning model can be carried out effectively if students have prior knowledge of the material. This means that the teacher does not apply the HOTS-based VCT learning model to vira news at the beginning of learning. In the implementation in the experimental class, the activity of providing material (transfer of knowledge) was carried out for 20-30 minutes (1 lesson hour) and the rest was carried out by applying the VCT learning model. The teacher provides a news stimulus with video shows, and the teacher asks students to analyze, evaluate, and convey their opinions or opinions about viral news video footage, which has been adapted to Civics learning material. During this process the teacher only becomes a facilitator and director (director).At the next meeting the students were more enthusiastic and most of the students had prepared themselves to answer and give their opinions about the video show that would be shown and continued to prepare themselves to

understand the Civics learning material that was being studied through the video show. During this process students enthusiastically raised their hands to give their opinions or opinions, besides that the process of viewing video shows and understanding the purpose of implementing the VCT model can provide a stimulus for students to understand learning material. This is an important aspect of the knowledge building process. This activity also determines the extent to which students understand the material based on the opinions they express.

The application of the VCT learning model which brings new nuances to Civics learning is inversely proportional to the control class which uses conventional methods. Even though there are questions and answers, discussion forums between groups, students still feel that learning is only as a routine of carrying out tasks, not something fun and as a personal desire. Learning activities that they usually go through often make students bored, tend to be indifferent in learning. Students' learning routines are only in listening activities, answering questions, and taking notes. This learning process illustrates that learning activities are carried out solely to carry out obligations. The absence of innovation in learning, allows students to not be optimal in learning because they are bored,

Another important finding in this study is that in applying the VCT learning model, the teacher must first know the intake of students. to be able to implement the HOTS-based VCT model on viral news. Learning activities must also be based on HOTS. HOTS-based learning here means that learning activities must often involve students in analyzing, criticizing a case, and independently seeking information. The learning component must meet standards that support the process of teaching and learning activities in order to build high-level thinking competence. other learning components must be able to support the innovation of applying the VCT model that has been implemented in class. Providing actual material in learning, for example by displaying cases that are in accordance with the material, is a process that trains students to think critically and problem-solving skills. In addition, the value in each material will be easily obtained if the material is related to everyday life.

Conclusion

Based on a number of research findings generated and referring to the proposed research hypothesis, the general conclusions of this study indicate that the application of the HOTS-based Value Clarification Technique (VCT) learning model with the use of viral news video stimuli has a significant effect on increasing moral knowledge (moral knowing).) learners. Civics learning by applying the VCT learning model is carried out well, effectively and efficiently, this is because the learning process becomes more active, students are enthusiastic in participating in every process of learning activities, and meet the challenges of critical thinking in life.

The application of the VCT learning model with viral news video stimulus provides relevant and interesting contexts for students and can, 1) improve students' critical and analytical thinking skills, 2) help individuals clarify their values and understand the moral implications of a situation, 3) encourage students to answer reflective questions that challenge their thinking, 4) improve students' collaborating skills in listening, look for similarities and differences in their understanding with others, 5) sharpen the ability to make responsible and ethical decisions, 6) encourage participants students reflect all the values of moral knowledge into themselves in social life.

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