Journal of Education Technology
Volume 7, Number 3, 2023, pp. 429-438
P-ISSN: 2549-4856 E-ISSN: 2549-8290
Open Access: https://ejournal.undiksha.ac.id/index.php/JET

Digital Teaching Module on Teaching Practice Material Based on Value Clarification Technique (VCT)

Made Nita Cyntiani Ratnaningsih[1*], I Nyoman Laba Jayanta[2]
[1,2]Pendidikan Dasar, Universitas Pendidikan Ganesha, Singaraja, Indonesia

ARTICLE INFO

Article history:
Received May 17, 2023
Revised May22, 2023
Accepted July 30, 2023
Available online August 25, 2023

Kata Kunci:
Modul ajar digital, praktik, Value Clarification Technique (VCT)

Keywords:
Digital Teaching Module, Practice, Value Clarification Technique (VCT)

DOI:
https://doi.org/10.23887/jet.v7i3.61649

ABSTRAK

Dalam proses pembelajaran perlu adanya sumber belajar yang sesuai dengan kebutuhan mahasiswa salah satunya yaitu modul ajar, namun tidak banyak modul ajar yang mampu memenuhi kebutuhan belajar serta belum adanya variasi yang sesuai dengan perkembangan zaman. Melihat hal tersebut, maka dikembangkan modul ajar digital pada materi praktik mengajar berbasis VCT mata kuliah pembelajaran PPKn SD yang di dalamnya terdapat contoh praktik mengajar VCT pembelajaran PPKn. Penelitian ini menggunakan model ADDIE. Subjek dalam penelitian ini adalah 6 ahli. Metode pengumpulan data yang digunakan dalam adalah metode wawancara dan kuisioner. Hasil penelitian menunjukkan modul digital pada materi praktik mengajar VCT mata kuliah pembelajaran PPKn SD memperoleh indeks validitas ahli materi sebesar 95,95% dengan kualifikasi sangat baik, dari ahli media sebesar 96% dengan kualifikasi sangat baik, dari ahli desain sebesar 92,5% dengan kualifikasi sangat baik. Adapun nilai rata-rata praktisi modul ajar yang dikembangkan memperoleh adalah 98,65% dengan kualifikasi sangat baik, nilai rata-rata dari uji perorangan adalah 95% dengan kualifikasi sangat baik, dan nilai rata-rata dari uji kelompok kecil sebesar 97,7% dengan kualifikasi sangat baik. Disimpulkan bahwa pengembangan modul ajar digital pada materi praktik mengajar berbasis Value Clarification Technique (VCT) mata kuliah pembelajaran PPKn SD dinyatakan valid dan praktis untuk digunakan sebagai pedoman mata kuliah pembelajaran PPKn SD.

ABSTRACT

In the learning process, it is necessary to have learning resources that meet the needs of students like teaching modules. However, there are only several teaching modules can meet the learning needs, and there is no variation at all. By this phenomenom, a digital teaching module was developed on VCT-based teaching practice material for elementary Civics learning courses. It also completed with examples of teaching practices for VCT in Civics learning. This research used the ADDIE model. The subjects in this study were six experts. The data collection methods used were both interview and questionnaire methods. The results showed that the digital module on VCT teaching practice material for elementary civics learning courses obtained a material expert validity index of 95.95%, from media experts of 96% with a very good qualifications, and design experts of 92.5% with very good qualifications. The average value of the teaching module practitioners obtained 98.65% with a very good qualifications, the average value of the individual test was 95% with a very qualifications, and the average value of the small group test was 97.7% with a very good qualifications. So, it is concluded that the development of digital teaching modules on teaching practice material based on the Value Clarification Technique (VCT) for elementary civics learning courses is declared valid and practical to be applied as a guide for elementary civics learning courses.

1. INTRODUCTION

Education is an interaction between humans applied to teaching activities through the personal correlation of individual roles (Darmayasa et al., 2018; Sulaeman, 2021; Winaya et al., 2016). In education area, technological developments have a positive impact due to the world of education is starting to experience significant changes. Good education is based on quality education (Kusnandi, 2019). The government has made various efforts to improve the quality of education in Indonesia. By this reason, cooperation between the government, educators, and the community to improve the quality of education to the maximum (Risdiany, 2021) is necessary. In this case, educators play a very important role in improving the quality of education because educators directly implement education for their students. The quality of the educators will influence the quality of education in designing and implementing the education field (Murtafiah, 2022; Rustaman et al., 2019).

Educators must be creative and innovative in implementing each learning process according to the conditions in elementary schools and the development of students. Educators are equipped with four basic competencies in carrying out their duties. Teachers must have competencies, professional competence,

** Corresponding Author: Made Nita Cyntiani Ratnaningsih : nitacyntianiratnaningsih@email.com*

pedagogical competence, social competence, as well as personality competence. Competencies are related to developing teachers' personalities to become role models for students (Sari et al., 2020; Sudiana, 2019). Educators has an essensial role in creating optimal learning to achieve educational goals. For this reason, educators must be creative and innovative in every learning process. The creativity of teaching staff in the learning process is necessary to support interesting learning for students. If educators are good at motivating students to study seriously, the creativity will grow in these students. Innovation is an update or improvement towards something better in certain ways. Learning will be meaningful if in learning, there is continuity between educator and students (Maslahah & Rofiah, 2019). The better the learning process a school implements, the greater its students' potential. Thus, the students stay energized and are interested in participating in learning activities in class.

Learning Civics in elementary schools is very important for students to develop the characteristics and personality of Students' intelligent from the early age. Civics learning focuses students on understanding and implementing their rights and obligations to become intelligent and has a good character (Aditya Dharma, 2019; Anatasya & Dewi, 2021; Salsabila & Ninawati, 2022). Civics learning is a conscious effort carried out scientifically to provide ease of learning for students so that internalization of Pancasila morals and knowledge to underlie national education goals is realized in everyday social behavior (Astiwi et al., 2020; Wirta, 2021). It is hoped that civics will form students with a strong attitude and mentality to overcome their problems. Apart from that, the values in civics have been applied to students before elementary school, through education carried out by parents and the influence of the surrounding environment. Civic values should be imprinted on students starting from home by implementing good living habits (Ermawati et al., 2022; Winarno et al., 2020). As with other subjects, Civics learning also requires educators who can organize and carry out interactive teaching and learning activities, so that students can actively build their knowledge in a fun way. Especially in higher education, Civics learning activities must be carried out as much as possible to achieve good cognitive, attitudinal, and psychomotor knowledge and be able to create quality graduates.

It is often found that there are still many students who need help understanding Civics learning (Zumarnis, 2022; SYAPARUDDIN et al., 2020). The Faculty of Education, especially the Elementary School Teacher Education Study Program at the Ganesha University of Education, has a course on elementary civics learning development taught by the lecturer concerned. In this elementary civics learning development course, PGSD students are expected to improve both critical and creative thinking and have good teaching skills so that knowledge transfer from educator to students can run optimally. Digital teaching modules help the teacher interpret relevant material. Thus, through this module, the students know more about the material and are more motivated to learn. The real condition shows that the critical thinking attitude of PGSD students still needs to be improved. Therefore, guidelines are needed to implement the Civics Learning process, which can direct teaching and learning activities by the procedures applied, using guidelines in the form of teaching modules to help the learning process. The existence of teaching modules in the form of text and images does not meet learning demands. It can be seen from the fact that some students still need to be trained to sharpen their critical thinking skills and still need help in understanding some of the material in the teaching materials. Educators need to implement problems well in carrying out the teaching and learning process due to the teacher still rely on previous sources, which are conventional and not technology-based. Thus, it makes the teachers do not attract students' interest in learning. These problems make students need more clarification about the teaching and learning process in Civics learning. The students feel that these activities run monotonously due to the lack of innovations provided by the teaching staff. Apart from interviews with lecturers, there are also problems with students, that the elementary civics learning development lectures still need to be more varied and interesting because the modules used are still text only, so students are less interested and motivated to learn.

The solution to overcome this problem is the need to implement innovative learning that can make Civic learning more meaningful. The alternative is to apply the value clarification technique (VCT) learning model. The VCT model is a learning model that sharpens students to calculate, analyze, and determine decisions they consider best for the problems/events they encounter based on previous knowledge. Students must be more critical and creative in determining their behavior toward the values around them for them to take and apply in their lives (Suttrisno et al., 2020). The advantages of implementing VCT learning, according to Sukmawati; the students can explore and then explain the conclusions of the material, absorb values in everyday life, develop their potential and moral values, provide the experience of a problem, integrate moral values in the individual, as well as give a view of moral values in society (Astawa et al., 2020).

Apart from that, developing conventional teaching modules into digital teaching modules is a essesntial step. A digital teaching module is a learning module that is put into digital form, which is interesting because it is equipped with videos, pictures, and other learning support media (Rahmadhani et al., 2022). Digital modules can also improve conceptual understanding of the material that the educators present (Agung et al., 2020). The advantage of digital teaching modules is that, they help students measure and control their learning abilities and intensity. The use of the module is wider than place and time because it depends on the student's ability to use

the module (Laili et al., 2019). In this case, digital teaching modules are appropriate for using digital learning styles in current educational conditions (Smaragdina et al., 2020). Educators, especially at universities, should ideally be able to develop conventional learning modules into digital ones (Safitri et al., 2020). As a prospective professional educator, you must be able to adapt to current developments in the era of globalization in the field of education to adapt to learning styles (Budiana et al., 2021). The development of this digital teaching module includes audio-visual media that is selected according to students' needs so that they will have a good learning experience (Unik Hanifah Salsabila, Maulida Nurus Sofia, Hilda Putri Seviarica, 2020; Hamdan Tri Atmaja, 2019). The digital teaching module that researchers will develop is closely related to the Edgar Dale concept of experiential learning. In this concept, by applying practical teaching modules as a learning resource, students will gain learning experience through the process of doing or experiencing themselves regarding to what is learned, the process of observing and listening through the media and also through the process of listening through language. This digital teaching module is also effective in the learning process. The research by (Yuliana FH, Barlian, and Fatimah, 2021) suggests that using interactive digital teaching materials effectively improves student learning outcomes.

Previous research findings stated that digital teaching modules in value clarification technique (VCT) based teaching practice material for elementary school Civics learning courses stated that digital teaching modules could attract students' interest in the learning process (Yunansah et al., 2022). The digital teaching modules developed can improve students' understanding of learning (Rustaman et al., 2019). The advantage of this module is that, it is presented digitally, which can be accessed via students' smartphones or laptops, and the digital teaching module developed contains instructions, planning, and steps in implementing learning and contains teaching practice videos, which are accessed via the link contained in the digital teaching module the. This advantage is also a novelty in teaching modules that have been developed previously. This research aims to create digital teaching modules on value clarification technique (VCT) based teaching practice material for elementary school Civics learning courses. With this research, it is hoped that the educator or teacher in higher education will be able to implement digital teaching modules in value clarification technique (VCT)-based teaching practice materials for elementary school Civics learning courses.

2. METHOD

This research is Research and Development (R & D) research which used the ADDIE model. The ADDIE model consists of five stages: analysis, design, development, implementation, and evaluation (Mira Shodiqoh. & Mansyur, 2022; Setiawan et al., 2021). This model was chosen because it can adapt well to various conditions, and revisions and evaluations at each stage exist. This model is also systematic and focused, so it is suitable for product development (Kurnia et al., 2019). The subjects of this research were six experts consisting of 2 media experts and two learning materials experts, two design experts, two practitioner lecturers, three students for individual tests, and nine students for small group tests.

The data collection methods used were interviews and questionnaires. The types of data in this research were quantitative data and qualitative data. Meanwhile, the data analysis techniques used were quantitative descriptive and qualitative descriptive. This research was carried out in several stages, the analysis stage, analyzing material characteristics, analyzing student needs, and analyzing digital teaching modules. The design stage was done by determining the material, compiling learning outcomes and indicators, designing and compiling digital teaching modules, and designing instruments. In the development stage, digital teaching module development, instrument testing, and media expert testing were carried out. The implementation stage at this stage was not carried out due to time constraints. In the evaluation stage, a formative evaluation is carried out. Data collection methods in this research were material expert questionnaires, media expert questionnaires, design expert questionnaires, and learning practitioner questionnaires. The instrument used in this development research was a closed questionnaire using a rating scale. The grid of instruments used can be seen in Table 1, Table 2, Table 3, Table 4, and Table 5.

Table 1. Material Expert Instrument Grid

No	Aspect	Indicator	Item Number	Total Item
1	Self Instruction	Clarity of learning objectives.	1, 2	2
		Packaging of learning materials.	3,4	2
		Examples and illustrations support learning material.	5	1
		Presents teaching practices relevant to the material, activity context, and student environment.	6	3
		Use of good, simple, and communicative language.	7	1

No	Aspect	Indicator	Item Number	Total Item
2	Self Contained	Availability of complete learning materials.	8,9	2
3	Adaptive	The digital module for elementary civics teaching practice adapts to technological developments.	10,11	2
4	User Friendly	Easy to use instructions.	12, 13	2
		Ease of use of Information	14,15	2
		Total		**15**

Table 2. Media Expert Instrument Grid

No.	Aspect	Indicator	Item Number	Total Item
1	Appearance	The attractiveness of the appearance of the teaching module.	1	1
		The attractiveness of the teaching module design.	1	2
		Choosing the type and size of letters supports teaching modules to become more interesting.	1	3
		Ease of reading text or writing.	1	4
		Color selection.	1	5
		Suitability of material to appearance.	1	6
		Material completion.	1	7
2	Media Presentation	Sequence of presentation of material in teaching modules.	1	8
		Presentation of images by the material.	1	9
		The attractiveness of the image to the material.	1	10
3	Visual	Suitability of teaching module illustrations with learning materials.	1	11
		Accuracy of illustrations with student characteristics.	1	12
		Suitability of teaching module background with student characteristics.	1	13
		Layout suitability.	1	14
		Integration between the type of writing, type of page, and material in the teaching module	1	15
		Total		**15**

Table 3. Design Expert Instrument Grid

No.	Aspect	Indicator	Item Number	Total Item
1	Learning Outcomes	Formulation of learning objectives.	1	1
		Clarity of learning outcomes	2	1
		Clarity of indicators. Learning outcomes	3	1
2	Student characteristics	Presentation of material.	4	1
		Use of sentences.	5	1
		Appropriateness of language use.	6	1
		Suitability of digital learning modules.	7	1
		Color accuracy.	8	1
3	Metode	Accuracy of learning strategies.	9,10	2
		Systematic presentation.	11	1
		Giving examples.	12	1
		Presentation of digital learning modules.	13,14,15	3
		Total		**15**

Table 4. Learning Practitioner Instrument Grid

No.	Aspect	Indicator	Item Number	Total Item
1	Presentation of practical digital teaching modules	The technical quality of the media	1,2,3,4,5	5
2	Quality of practical digital teaching modules	The quality of the material content in the media	6,7,8,9,10	5

No.	Aspect	Indicator	Item Number	Total Item
		Clarity of practical steps in the teaching module	11,12,13,14,15	5
Total				**15**

Based on those data, the instrument that has been designed can be said to be valid as a content validity test is carried out by the judges. Analysis of the validity of the content of the questionnaire instrument was tested using the Gregory formula so that the instrument for experts and practitioners received a calculated score of 1.00 with very high validity criteria. After the instrument is suitable for use in data collection, the data that has been obtained is analyzed descriptively qualitatively and descriptively quantitatively. Qualitative data was obtained from reviews by experts. Meanwhile, quantitative data was obtained from the rating scale from expert and practitioner validation tests.

3. RESULT AND DISCUSSION

Result

This development research produced a development product in the form of a digital teaching module on VCT-based teaching practice material for elementary civics learning courses. This research was carried out through five stages of the ADDIE development model: analysis, design, development, implementation, and evaluation. At the analysis stage, a more in-depth study is carried out regarding the problems at the research site to be used as a reference in creating appropriate media. This analysis stage consists of analyzing material characteristics by analyzing material developed according to student needs and lecturer needs in learning activities and analyzing digital teaching modules.

This analysis stage was carried out to determine the requirements for digital teaching modules in VCT-based teaching practice material for good elementary school Civics learning courses, and later, this could be used as a reference in developing digital teaching practice modules. Based on the results of the analysis that has been carried out, this digital teaching module needs to be developed. It is suitable for development as a guide for students in elementary school Civics learning development courses. This design stage is carried out by determining the material that will be used in the digital teaching module in the elementary civics learning course. After determining the material that will be developed, learning outcomes and indicators for learning achievement in the digital teaching module are prepared. Teaching practices are according to the digital teaching module developed, and assessment instruments will be designed using the Canva application, which is developed using images that are appropriate to the material topic and combined with the right colors. Thus, it can attract students' attention and interest in learning.

The cover page of the VCT-based digital teaching practice module is on the first page. The elementary civics learning course has created the cover. On the next page, a foreword is presented, followed by an introduction consisting of the module identity, a brief description, and instructions for using the module. It is followed by a table of contents page, making it easier for students to find pages at each meeting. The next page contains the learning outcomes to be achieved and indicators of learning outcomes and continues with a description of the material. Then, it contains illustrative images and teaching steps using the VCT model accompanied by videos so that students better understand the practice of teaching elementary civics learning. The video can be accessed via link and QR.

The development stage involves realizing the teaching module design that has been created. The digital teaching module developed contains instructions, planning, and steps in implementing learning and teaching practice videos, accessed via the link in the digital teaching module. The digital teaching module product on VCT-based teaching practice material developed has 14 pages (including cover). The size or ratio used is A4. Digital teaching module products contain the steps and syntax of VCT model learning. After the teaching module has been created, it will be guided before being tested by experts. Several examples of media displays that have been created can be seen in Figure 1.

After creating the teaching module, its validity and practicality will be tested. This validity test involved four experts: two media experts, two material experts, and two design experts. The practicality test in this development research is viewed from the lecturers' perspective as learning practitioners. After obtaining assessments from the six experts and two practical, the data from the validity and practicality tests were analyzed using a percentage formula. The results of the validity analysis of the teaching module can be seen in Table 5.

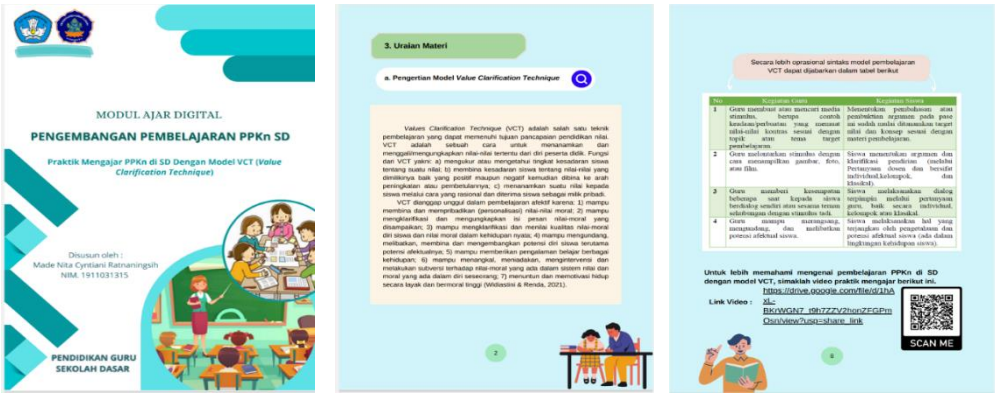

Figure 1. Teaching Module Display

Table 5. Validity Test Results of Digital Teaching Practice Teaching Modules

Expert	Item	Assessor		V	Description
		I	II		
Material	1-15	94.6%	97.3%	95.95%	Very good
Media	1-15	96%	96%	96%	Very good
Design	1-15	92%	92%	92.5%	Very good

Based on Table 5, the score obtained in the material expert test was 95.95%, with a very good predicate. The media expert test obtained a score of 96% with a very good predicate. The design expert test obtained a score of 92.5% with a very good predicate and is suitable for application in the learning process. After being declared valid, the teaching module will be tested for its practicality in the learning process. Implementing this Teaching Module practicality test involves lecturers and students as practitioners who use the teaching module. The results of the practicality test of the teaching module are then analyzed to determine the practicality of the media developed using a percentage formula. A summary of the practicality test results can be seen in Table 6, Table 7, and Table 8.

Table 6. Results of Assessing the Practicality of Teaching Modules According to Practitioners

Practitioner	Score	Percentage	Average Percentage	Category
First practitioner	73	97.3%	98.65%	Very Good
Second practitioner	75	100%		

Table 7. Individual Trial Results

Practitioner	Score	Percentage	Average Percentage	Category
First student	38	95%	95%	Very Good
Second student	38	95%		
Third student	38	95%		

Table 8. Group Trial Results

Practitioner	Score	Percentage	Average Percentage	Category
First student	38	95%	97.7%	Very Good
Second student	39	97.5%		
Third student	39	97.5%		
Fourth student	39	97.5%		
Fifth student	39	97.5%		
Sixth student	40	100%		
Seventh student	40	100%		
Eighth student	40	100%		
Ninth student	38	95%		

The implementation stage was not carried out due to time constraints and will later be refined by further researchers. At the evaluation stage, only formative evaluation is used. The purpose of formative evaluation here

is an ongoing process of developing learning products. This formative evaluation aims to collect data and information while the digital teaching module development is underway. Several inputs and suggestions during this development include improving learning examples according to the VCT model, correcting incorrect writing or layout, and paying attention to neatness, layout, and clarity of content in digital teaching modules. Overall, this research went smoothly. Although there were several obstacles, they were evaluated and handled well.

Discussion

This development research produces digital teaching modules on VCT-based teaching practice materials for elementary school Civics learning courses, tested for validity and practicality. This development product is designed for students of the Ganesha Education University elementary school teacher education study program in the elementary civics learning development course with VCT model learning materials. This digital teaching module is oriented towards practical teaching activities using the VCT model with learning outcomes in understanding VCT model learning. The material studied is the meaning, principles, steps, characteristics, and syntax of VCT model learning. The results of this development show that the VCT-based digital teaching practice module in the elementary civics learning course developed is valid for use in the learning process. The validity results are determined based on assessments carried out by learning material/content experts, learning design experts, and learning media experts. Apart from that, through a series of validation stages by experts in each field, the teaching module products developed have also been tested on learning practitioners to measure the level of practicality.

The digital module is accompanied by a video, making it easier for users to understand the material presented in the module. Users understand the material by seeing and hearing, so they will be more effective in absorbing it. Audio-visual (video) learning media has many benefits, including helping students understand and clarify the lesson material presented by the teacher (Astami, 2019; Fitri & Ardipal, 2021; Nagge et al., 2018). Learning videos aim to help communicate the messages conveyed to provide more efficient understanding to the recipients, students (Qurrotaini et al., 2020; Satya Dewi P et al., 2019). So, the learning videos in the module will make it easier for users to understand what is conveyed in the module. The effectiveness of using videos in the learning process is to improve students' conceptual understanding. The pedagogical agent in the video can be used as an educational innovation (Fauziyah et al., 2020). Learning videos can increase students' understanding so that they are very effective in the learning process (Y. N. Fauzi et al., 2022; Rosyita & Tsurayya, 2021).

The development results show that the digital teaching module on VCT teaching practice material for the elementary civics learning course developed is valid and practically applied in the learning process in higher education. This development research produced a product in the form of a teaching module on VCT-based teaching practice material for elementary civics learning courses. The design was created using the Canva application by choosing a background color that suits the course combined with the elements and images available in the Canva application so that the digital teaching module looks more attractive compared to conventional teaching modules. Then, it contains illustrative images and teaching steps using the VCT model accompanied by videos so that students better understand the practice of teaching elementary civics learning. The video can be accessed via link and QR. The digital teaching module format is accompanied by teaching practice steps presented in video form, which can then be accessed via the link and QR embedded in the module. The learning outcomes and indicators makes learning activities less monotonous and gives freedom to staff. Educators and students can access digital teaching modules anytime, anywhere, and can learn independently. At the end of the activity, students are given worksheets to strengthen their knowledge and skills in teaching practice. In the digital teaching module developed, the material is clear, the image quality is good, and it is easy to use (H. A. Fauzi et al., 2017; Rofiuddin et al., 2021). Obtaining a score with very good qualifications is due to the concept of material presented clearly and systematically in the digital teaching module, the selection of material and learning outcomes, and learning indicators that provide innovations in learning activities, which make learning activities varied so that it can motivate students.

Judging from the media aspect, the predicate is very good. It is due to the digital teaching module developed has an attractive appearance, the type and size of letters are chosen appropriately. Hence, they are easy to read, the colors chosen are attractive, and the module is presented online. Media presentation: In the developed digital teaching module, the presentation of material illustrative images is appropriate and interesting. Visually, in the digital teaching module developed, the illustration images are based on the material and characteristics of the students, the layout of the module is appropriate, and the integration between the type of writing, type of page, and material is appropriate. The design of the digital teaching module is attractive, and the instructions are easy to understand so that it can motivate students to learn. Apart from that, the product developed makes the teaching and learning process easier for practitioners because there are already examples of VCT model teaching practice, which are presented in video form and can be accessed online via the link. QR is practical, so it is easy to access. Practical digital modules are digital modules that make things easy for users, provide benefits, and are interesting. They are practical and efficient for teaching staff and students (Hendri et

al., 2021). Digital teaching modules in value clarification technique (VCT) based teaching practice material for elementary school Civics learning courses state that digital teaching modules can attract students' interest in the learning process (Yunansah et al., 2022). The digital teaching modules developed can improve students' understanding of learning (Rustaman et al., 2019). The limitation of this research is that its effectiveness has yet to be tested on a larger number of targets. Overall, this research activity has gone well even though it has faced several revisions related to the content contained in the teaching module. It is hoped that the research carried out can be tested for its effectiveness and developed to be more innovative so that it can be used optimally by students in civics.

4. CONCLUSION

The digital teaching modules on VCT-based teaching practice material for the elementary civics learning courses developed have a very good classification for use in the learning process. It can be seen from the results of validity and practicality tests involving experts, lecturers, and students who gave good responses and several suggestions for improving the quality of teaching modules. This teaching module is hoped to be able improve the quality of civics learning and can be developed into other sub-materials because the teaching module is interesting. The instructions in the module are easy to understand and can motivate students to learn. Beside that, the developed product makes the teaching and learning process easier for practitioners since it is completed with examples of VCT model teaching practice presented in video form. Moreover, it can be accessed online via link and QR, which is quite practical and easy to access.

5. REFERENCES

Aditya Dharma, I. M. (2019). Pengembangan Buku Cerita Anak Bergambar Dengan Insersi Budaya Lokal Bali Terhadap Minat Baca Dan Sikap Siswa Kelas V Sd Kurikulum 2013. *Journal for Lesson and Learning Studies*, *2*(1), 53–63. https://doi.org/10.23887/jlls.v2i1.17321.

Agung, F. P., Suyanto, S., & Aminatun, T. (2020). E-Modul Gerak Refleks Berbasis Pendekatan Kontekstual untuk Meningkatkan Pemahaman Konsep Siswa SMA. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *5*(3), 279–289. https://doi.org/10.17977/jptpp.v5i3.13238.

Anatasya, E., & Dewi, D. A. (2021). Mata Pelajaran Pendidikan Kewarganegaraan sebagai Pendidikan Karakter Peserta Didik Sekolah Dasar. *Jurnal Pendidikan Kewarganegaraan Undiksha*, *9*(2), 291–304.

Astami, N. W. R. (2019). Pengaruh Penggunaan Media Pembelajaran Audio Visual Terhadap Kemampuan Menyimak Kelompok B TK Gugus II Buleleng. *Jurnal Pendidikan Anak Usia Dini Undiksha*, *7*(2), 206. https://doi.org/10.23887/paud.v7i2.18996.

Astawa, I. W. W., Putra, M., & Abadi, I. . G. S. (2020). Pembelajaran PPKn dengan Model VCT Bermuatan Nilai Karakter Meningkatkan Kompetensi Pengetahuan Siswa. *Jurnal Pedagogi Dan Pembelajaran*, *3*(2), 199. https://doi.org/10.23887/jp2.v3i2.25677.

Astiwi, K. P. T., Antara, P. A., & Agustiana, I. G. A. T. (2020). Pengembangan Instrumen Penilaian Kemampuan Berpikir Kritis Siswa SD Pada Mata Pelajaran PPKn. *Jurnal Ilmiah Pendidikan Profesi Guru*, *3*(3), 459–467. https://doi.org/10.23887/jippg.v3i3.29457.

Budiana, I., Tinggi, S., Tarbiyah, I., & Village, I. (2021). Menjadi guru profesional di era digital. *JIEBAR: Journal of Islamic Education: Basic and Aplplies Research*, *02*(3), 144–161. https://doi.org/10.33853/jiebar.v2i2.

Darmayasa, I. K., Jampel, N., & Simamora, A. (2018). Pengembangan E-Modul Ipa Berorientasi Pendidikan Karakter Di Smp Negeri 1 Singaraja. *Jurnal Edutech*, *6*(1), 53–65. https://doi.org/10.23887/jeu.v6i1.20267.

Ermawati, Sofiarini, A., & Valen, A. (2022). *Penerapan Model Value Clarifications Technique (VCT) pada Pembelajaran PKn di Sekolah Dasar*. *5*(5), 3541–3550.

Fauzi, H. A., Komalasari, K., & Malik, Y. (2017). Utilization of Audio Visual Media to Improve Student Learning Result in IPS Learning. *International Journal Pedagogy of Social Studies*, *2*(1), 88–103. https://doi.org/https://doi.org/10.17509/ijposs.v2i1.8666.

Fauzi, Y. N., Riana Irawati, & Ani Nur Aeni. (2022). Model Pembelajaran Flipped Classroom Dengan Media Video Untuk Meningkatkan Pemahaman Konsep Matematis Siswa. *Jurnal Cakrawala Pendas*, *8*(4), 1537–1549. https://doi.org/10.31949/jcp.v8i4.2749.

Fauziyah, E., Praherdhiono, H., & Ulfa, S. (2020). Efektivitas Penggunaan Video dengan Pengayaan Tokoh dan Animasi terhadap Pemahaman Konseptual Siswa. *JKTP: Jurnal Kajian Teknologi Pendidikan*, *3*(4), 448–455. https://doi.org/10.17977/um038v3i42020p448.

Fitri, F., & Ardipal, A. (2021). Pengembangan Video Pembelajaran Menggunakan Aplikasi Kinemaster pada Pembelajaran Tematik di Sekolah Dasar. *Jurnal Basicedu*, *5*(6), 6330–6338.

https://doi.org/10.31004/basicedu.v5i6.1387.
Hamdan Tri Atmaja. (2019). Pelatihan dan Pendampingan Pembuatan dan Pemanfaatan Media Audio-Visual Interaktif dalam Pembelajaran Sejarah yang Berbasis pada Konservasi Kearifan Lokal Bagi MGMP Sejarah Kabupaten Banjarnegara. *Jurnal Panjar*, *1*(2), 131–140.
Hendri, S., Handika, R., Kenedi, A. K., & Ramadhani, D. (2021). Pengembangan Modul Digital Pembelajaran Matematika Berbasis Science, Technology, Enginiring, Mathematic untuk Calon Guru Sekolah Dasar. *Jurnal Basicedu*, *5*(4), 2395–2403.
Kurnia, T. D., Lati, C., Fauziah, H., & Trihanton, A. (2019). Model ADDIE Untuk Pengembangan Bahan Ajar Berbasis Kemampuan Pemecahan Masalah Berbantuan 3D. *Seminar Nasional Pendidikan Matematika*, *1*(1), 516–525.
Kusnandi. (2019). Mengartikulasikan Perencanaan Pendidikan Di Era Digital. *Jurnal Wahana Pendidikan*, *6*(1).
Laili, I., Ganefri, & Usmeldi. (2019). Efektivitas Pengembangan E-Modul Project Based Learning Pada Mata Pelajaran Instalasi Motor Listrik. *Jurnal Imiah Pendidikan Dan Pembelajaran*, *3*(3), 306–315. https://doi.org/10.23887/jipp.v3i3.21840.
Maslahah, W., & Rofiah, L. (2019). Pengembangan Bahan Ajar (Modul) Sejarah Indonesia Berbasis Candi-Candi Di Blitar Untuk Meningkatkan Kesadaran Sejarah. *Agastya: Jurnal Sejarah Dan Pembelajarannya*, *9*(1), 32. https://doi.org/10.25273/ajsp.v9i1.3418.
Mira Shodiqoh., & Mansyur, M. (2022). Reaktualisasi Project Based Learning Model Dalam Pembelajaran Pembelajaran Bahasa Arab. *Tanfidziya: Journal of Arabic Education*, *1*(03), 144–155. https://doi.org/10.36420/tanfidziya.v1i03.134.
Murtafiah, N. H. (2022). Manajemen Pengendalian Kinerja Pendidik dalam Meningkatkan Mutu Pembelajaran Pada Lembaga Pendidikan Islam. *Jurnal Pendidikan Dan Konseling*, *4*(6), 4614–4618. https://doi.org/https://doi.org/10.31004/jpdk.v4i6.9004.
Nagge, J. J., Killeen, R., & Jennings, B. (2018). Using a course pilot in the development of an online problem-based learning (PBL) therapeutics course in a post-professional PharmD program. *Currents in Pharmacy Teaching and Learning*, *10*(2), 231–234. https://doi.org/10.1016/j.cptl.2017.10.005.
Qurrotaini, L., Sari, T. W., & Sundi, V. H. (2020). Efektivitas Penggunaan Media Video Berbasis Powtoon dalam Pembelajaran Daring. *Prosiding Seminar Nasional Penelitian LPPM UMJ*, 7. https://jurnal.umj.ac.id/index.php/semnaslit/article/view/7869.
Rahmadhani, S., Okra, R., Efriyanti, L., & Kunci, K. (2022). Pengembangan Buku Elektronik (E - Book) sebagai Media Pembelajaran Ekstrakurikuler Wajib Pramuka. *Indonesian Journal of Innovation Learning and Technology*, *01*(01), 88–97. https://doi.org/https://10.57255/intellect.v1i1.50.
Risdiany, H. (2021). Pengembangan Profesionalisme Guru Dalam Mewujudkan Kualtas Pendidikan Di Indonesia. *Seminar Nasional Ilmu …*, *3*(2), 194–202. https://doi.org/https://doi.org/10.36378/al-hikmah.v3i2.1236.
Rofiuddin, A., Susanto, G., Widyartono, D., Sultan, S., Muzaki, H., & Panich, P. (2021). Pengembangan Bahan Ajar BIPA Daring Tingkat Pemula Rendah. *Ranah: Jurnal Kajian Bahasa*, *10*(1), 153. https://doi.org/10.26499/rnh.v10i1.3376.
Rosyita, M., & Tsurayya, A. (2021). Pengembangan Video Pembelajaran Matematika Materi Peluang Berbasis Sparkol Videoscribe untuk Meningkatkan Kemampuan Pemahaman Konsep Matematika Siswa Kelas VIII SMP/MTs. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, *5*(3), 3136–3147. https://doi.org/10.31004/cendekia.v5i3.954.
Rustaman, A. H., Iqbal, M., & Amelia, W. (2019). Pengembangan Modul Digital Praktikum Komputer Grafis 1 Dalam Format Elektonik Publication (EPUB) Untuk Meningkatkan Pemahaman Teknik Grafis Mahasiswa Desain Komunikasi Visual (Topik: Digital Imaging). *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)*, *3*(1), 224–229. https://doi.org/10.58258/jisip.v3i1.647.
Safitri, I., Marsidin, S., & Subandi, A. (2020). Analisis Kebijakan terkait Kebijakan Literasi Digital di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, *2*(2), 176–180. https://doi.org/https://dx.doi.org/10.31004/edukatif.v2i2.123.
Salsabila, I., & Ninawati, M. (2022). Pengembangan Media Pembelajaran Pop-up Book Berbasis Kontekstual Muatan Pelajaran PPKN Kelas IV Sekolah Dasar. *Jurnal Paedagogy*, *9*(4), 684–694. https://doi.org/10.33394/jp.v9i4.5665.
Sari, D. A., Misbah, H., & Ridwan, I. Q. (2020). Peran guru dalam membuat model pembelajaran daring yang inovatif dan kreatif. *Seminar Nasional Pengambdian Masyarakat LPPM UMJ*, *1*(1), 1–12.
Satya Dewi P, T. I. M., Margunayasa, I. G., & Kusmariyatni, N. (2019). Pengaruh Model Pembelajaran Kooperatif Tipe Course Review Horay Bermediakan Audio Visual Terhadap Hasil Belajar IPA. *International Journal of Elementary Education*, *3*(2), 141–150. https://doi.org/10.23887/ijee.v3i2.18520.
Setiawan, H. R., Rakhmadi, A. J., & Raisal, A. Y. (2021). Pengembangan Media Ajar Lubang Hitam

Menggunakan Model Pengembangan ADDIE. *Jurnal Kumparan Fisika*, *4*(2), 112–119. https://doi.org/10.33369/jkf.4.2.112-119.

Smaragdina, A. A., Nidhom, A. M., Soraya, D. U., & Fauzi, R. (2020). Pelatihan Pemanfaatan dan Pengembangan Bahan Ajar Digital Berbasis Multimedia Interaktif untuk Menghadapi Era Revolusi Industri 4.0. *Jurnal KARINOV*, *3*(1), 53. https://doi.org/10.17977/um045v3i1p53-57.

Sudiana, N. (2019). Implementasi Tindak Lanjut Hasil Supervisi Akademik untuk Meningkatkan Kompetensi Guru dalam Pembelajaran Berbasis TIK Melalui Pembimbingan dengan Shoping. *Journal of Education Action Research*, *3*(4), 410–417. https://doi.org/10.23887/jear.v3i4.22332.

Sulaeman, S. (2021). Faktor Yang Mempengaruhi Hasil Belajar Siswa Menggunakan Analisis Diskriminan Mi Nurul Iman Kota Tangerang Selatan. *Jurnal Lebesgue : Jurnal Ilmiah Pendidikan Matematika, Matematika Dan Statistika*, *2*(3), 256–266. https://doi.org/10.46306/lb.v2i3.84.

Suttrisno, S., Riyanto, Y., & Subroto, W. T. (2020). Pengaruh Model Value Clarification Technique (Vct) Berbasis Kearifan Lokal Terhadap Motivasi Belajar Dan Hasil Belajar Siswa. *NATURALISTIC : Jurnal Kajian Penelitian Pendidikan Dan Pembelajaran*, *5*(1), 718–729. https://doi.org/10.35568/naturalistic.v5i1.836.

SYAPARUDDIN, S., MELDIANUS, M., & Elihami, E. (2020). Strategi Pembelajaran Aktif Dalam Meningkatkan Motivasi Belajar PKn Psesrta Didik. *Mahaguru: Jurnal Pendidikan Guru Sekolah Dasar*, *1*(1), 30–41. https://doi.org/10.33487/mgr.v1i1.326.

Unik Hanifah Salsabila, Maulida Nurus Sofia, Hilda Putri Seviarica, M. N. H. (2020). Urgensi Penggunaan Media Audiovisual Dalam Meningkatkan Motovasi Pembelajran Daring Di Sekolah Dasar. *INSANIA: Jurnal Pendidikan Alternatif Kependidikan*, *2*(2), 284–304. https://doi.org/https://doi.org/10.24090/insania.v25i2.4221.

Winarno, W. W., Rusnaini, R., Muchtarom, M., Yuliandri, E., Rasyid, M. Al, & Suryaningsih, A. (2020). Analisis Kesulitan Guru PPKn dalam Mengembangkan Materi Pembelajaran Bhinneka Tunggal Ika. *Journal of Moral and Civic Education*, *4*(2), 97–112. https://doi.org/10.24036/8851412422020510.

Winaya, I. K. A., Darmawiguna, I. G. M., & Sindu, I. G. P. (2016). Pengembangan E-Modul Berbasis Project Based Learning Pada Mata Pelajaran Pemrograman WEB Kelas X Di SMK Negeri 3 Singaraja. *Jurnal Pendidikan Teknologi Dan Kejuruan*, *13*(2), 198–211. https://doi.org/10.23887/jptk.v13i2.8527.

Wirta, I. M. (2021). Upaya meningkatkan prestasi belajar PPKN melalui model pembelajaran kooperatif tipe students team achievement division (STAD). *Indonesian Journal of Educational Development*, *1*(4), 716–725. https://doi.org/10.5281/zenodo.4562076.

Yuliana FH, Barlian, I., & Fatimah, S. (2021). Efektivitas Penggunaan BahanAjar Digital Interaktif Berbasis Blog Dalam Meningkatkan Hasil Belajar Mahasiswa. *SOSIO DIDAKTIKA: Sosial Education Journal*, *8*(1), 62–72.

Yunansah, H., Yuniarti, Y., Tri Herlambang, Y., Wahid, R., & Hendriyani, A. (2022). Rancang Bangun Media Bahan Ajar Digital Berbasis Multimodalality Dalam Pendekatan Pedagogik Futuristik. *NATURALISTIC : Jurnal Kajian Penelitian Pendidikan Dan Pembelajaran*, *6*(2), 1136–1149. https://doi.org/10.35568/naturalistic.v6i2.1881.

Zumarnis, W. A. A. (2022). Meningkatkan Hasil Belajar Siswa Menggunakan Media Diorama Pada Pembelajaran Tematik Materi Indahnya Keragaman Di Negeriku Di Kelas IV SD. *EduGlobal: Jurnal Penelitian Pendidikan*, *01*(September), 350–359.