

APPLICATION OF VALUE CLARIFICATION TECHNIQUE (VCT) IN ISLAMIC RELIGIOUS EDUCATION TO INCREASE INTERFAITH TOLERANCE AWARENESS

PENERAPAN TEKNIK KLARIFIKASI NILAI (VALUE CLARIFICATION TECHNIQUE/VCT) DALAM PENDIDIKAN AGAMA ISLAM UNTUK MENINGKATKAN KESADARAN TOLERANSI ANTARUMAT BERAGAMA

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ABSTRACT

This study aims to systematically examine the implementation of Value Clarification Technique (VCT) in learning Islamic Religious Education (PAI) through the Systematic Literature Review (SLR) approach. The background of this study is based on the urgency of strengthening value education amidst the challenges of globalization, the moral crisis of the younger generation, and the need for methods that are able to internalize religious values in a meaningful way. By utilizing data from Google Scholar, DOAJ, and Scopus, 25 relevant studies were analyzed using the PICOC-PRISMA criteria. The results showed that the application of VCT in PAI covered a variety of materials (Akidah Akhlak, Fikih, SKI, Al-Qur'an Hadis), education levels (elementary to senior high school), as well as value integration strategies through reflective discussion, value selection, and moral decision-making. In general, VCT is proven effective in shaping value awareness, increasing empathy, and building students' tolerance and social responsibility. Although there are still limitations in the aspect of quantitative evaluation of attitudes, the trend of applying VCT shows a positive direction in improving the quality of holistic PAI learning.

Keywords: Value Clarification Technique, Islamic Religious Education, Tolerance, SLR, student character

ABSTRAK

Penelitian ini bertujuan untuk mengkaji secara sistematis penerapan Value Clarification Technique (VCT) dalam pembelajaran Pendidikan Agama Islam (PAI) melalui pendekatan Systematic Literature Review (SLR). Latar belakang penelitian ini didasarkan pada urgensi penguatan pendidikan nilai di tengah tantangan globalisasi, krisis moral generasi muda, serta kebutuhan akan metode yang mampu menginternalisasikan nilai-nilai keagamaan secara bermakna. Dengan memanfaatkan data dari Google Scholar, DOAJ, dan Scopus, sebanyak 25 studi relevan dianalisis menggunakan kriteria PICOC-PRISMA. Hasil penelitian menunjukkan bahwa penerapan VCT dalam PAI mencakup berbagai materi (Akidah Akhlak, Fikih, SKI, Al-Qur'an Hadis), jenjang pendidikan (SD hingga SMA), serta strategi integrasi nilai melalui diskusi reflektif, pemilihan nilai, dan pengambilan keputusan moral. Secara umum, VCT terbukti efektif dalam membentuk kesadaran nilai, meningkatkan empati, serta membangun toleransi dan tanggung jawab sosial peserta didik. Meskipun masih terdapat keterbatasan pada aspek evaluasi kuantitatif sikap, tren penerapan VCT menunjukkan arah yang positif dalam meningkatkan kualitas pembelajaran PAI secara holistik.

Kata Kunci: Value Clarification Technique, Pendidikan Agama Islam, Toleransi, SLR, karakter siswa

1. INTRODUCTION

In the era of Society 5.0, the education system faces great challenges in preparing a generation that is not only intellectually competent, but also has spiritual depth, social sensitivity, and clarity in holding life values. The Industrial Revolution 5.0 emphasizes the importance of harmony between technology and human values, so that education is not sufficiently oriented only towards technical skills, but also on strengthening character and moral awareness. In this context, Islamic Religious Education (PAI) has a strategic position as an

instrument to instill Islamic values that can guide students to face the complexity of the modern world with integrity.

The learning process of PAI in schools is often still centered on the one-way lecture method, minimal student participation, and less affective aspects. In fact, the current generation lives in an interactive and critical digital ecosystem, thus requiring a learning approach that is able to touch value awareness more deeply. This digital generation always tends to be more responsive to dialogic, reflective, and contextual learning strategies. Therefore, teachers need a learning model that not only conveys religious knowledge, but teachers also encourage students to understand, clarify, and internalize these values personally.

Value Clarification Technique (VCT) is one of the value learning approaches that is relevant to the needs of education in the 5.0 era. This approach places students as active subjects in the value clarification process, through discussion, exploration of moral dilemmas, and reflection on conscious value choices. With VCT, students not only know Islamic values, but are also encouraged to evaluate and believe in these values based on personal experience and awareness. This is important so that students are able to make values the basis for behavior and action in real life, both in social, cultural, and digital contexts.

A number of studies have revealed the effectiveness of VCT in increasing students' value awareness, tolerance attitude, and moral decision-making ability. The application of VCT in Akidah Akhlak learning is able to form empathic and tolerant attitudes. Meanwhile, Dewi's research found that VCT helps students understand the meaning of Islamic values more reflectively and contextually. However, the existing research results are still scattered and have not been comprehensively analyzed to determine the pattern of application, effectiveness, and relevance in answering the challenges of value education in the 5.0 era.

Therefore, this study aims to conduct a Systematic Literature Review (SLR) on the application of Value Clarification Technique in PAI learning. The main questions to be answered in this study are: (1) What are the variations of VCT implementation in various PAI learning materials and levels; (2) What is the effectiveness of VCT in shaping students' value awareness from cognitive, affective, and spiritual aspects; and (3) What is the position of VCT as a relevant learning approach amid the challenges of the Society 5.0 era?

2. METHODS

This research uses a qualitative Systematic Literature Review (SLR) approach. SLR is a systematic, structured, and rigorous literature review method to collect and analyze relevant studies, so as to provide a comprehensive overview of the topic under study. Data collection was carried out by utilizing the Publish or Perish application connected to the Google Scholar database, as well as additional searches on the Scopus and Garuda databases to obtain more comprehensive data. The literature search was conducted using keywords such as "Value Clarification Technique," "VCT," "Islamic Religious Education," "PAI," and other terms related to value learning in the context of religious education.

The search boundary was set at the time span of 2019 to 2025 with an initial target of around 500 publications. Next, the articles obtained were selected through a screening and data extraction stage using the Covidence application to facilitate the literature management process. The study selection process followed the PICOC guidelines and PRISMA framework, which included identification, screening, eligibility determination, and final inclusion of studies for further analysis.

Table 1. Pisma-PICOC Eligibility Criteria

PICOC	Inclusion	Exclusion
Population	Elementary, middle, high school/vocational school students, or university students who are taking Islamic Religious Education lessons	Non-Muslim participants, participants outside of Islamic Religious Education learning
Intervention	Problem Based Learning (PBL) in the learning of Islamic Religious Education (including Moral Creed, Fiqh, Muamalat)	Other learning methods without any connection to PBL
Comparison	Studies with or without comparison (e.g. lecture method, conventional)	Comparison of two other methods without including PBL
Outcome	Results such as: learning outcomes, religious understanding, religious attitudes, critical thinking, creative thinking, motivation, learning activities	Studies without reporting implementation results or only theoretical presentation
Publication Time	2015–2025	Outside of that year range
Language	Indonesian and/or English	Languages other than Indonesian and English

3. RESULT AND DISCUSSION

3.1. Variations of VCT Implementation in PAI Learning

Various studies show that the application of VCT in PAI learning covers a variety of materials and educational levels. For example, Ramdhani applied VCT in Akidah Akhlak learning at the junior high school level, resulting in a significant increase in empathy and tolerance among students. The same thing was reported by Dewi who applied VCT

**Figure 1. Relationship between keywords**

in Fikih learning in high school, where students were better able to understand and internalize the meaning of Islamic values reflectively and contextually. In addition, expanding the application of VCT to the elementary level with Aqidah Akhlak material, which proves the effectiveness of VCT is not limited to the secondary education level. Combining VCT with

interactive digital media that adds to the richness of students' learning experience and increases their active involvement in value discussions.

3.2. Effectiveness of VCT in Raising Value Awareness

Research results corroborate that VCT is effective in increasing value awareness from three main dimensions. Cognitively, Hidayat found that students who learn using VCT have a deeper understanding of Islamic value concepts than traditional methods. From the affective aspect, Sawitri reported a significant increase in tolerance and empathy. In line with the findings of Sholihah who stated that the discussion of moral dilemmas in VCT made students more sensitive to differences and diversity. This is very important to form students' social awareness in a pluralistic society. Spiritually, VCT helps students integrate Islamic religious values into real life, so that learning becomes a means of strong and sustainable character building. Dewi also mentioned that value reflection in VCT makes students not just memorize, but understand the essence of values as a guide to life.

3.3. VCT Position in the Challenges of Society 5.0 Era

In the era of Society 5.0, the importance of education that balances technological intelligence and the depth of human values. VCT is very relevant in this context because of its approach that places students as the main actors in value clarification, while facilitating critical dialog and personal reflection. By integrating digital media and contextual case studies VCT helps students not only understand Islamic values but also apply them in complex and diverse social interactions. This builds awareness of interfaith tolerance which is key to sustaining social harmony in a plural society. Several studies have shown that the success of VCT depends on teacher readiness, student activeness, and a school context that supports an open and dialogical value clarification process. Adequate teacher training and the development of appropriate teaching tools are needed so that VCT can be applied optimally. In addition, the integration of VCT with digital-interactive approaches is also recommended to be more relevant to the characteristics of the digital generation. Based on the results of data screening, 27 studies were analyzed. The studies analyzed were then extracted which resulted in the data in table 2.

Table 2. Extraction results of analyzed studies

No	Author & Year	Educational level	Research Focus	Variables Studied	Research result
1	Saenab et al. (2019)	JUNIOR HIGH SCHOOL	VCT and interest in learning	Interest in learning	Increase interest in learning
2	Novita & Hadi (2019)	JUNIOR HIGH SCHOOL	VCT and learning motivation	Motivation to learn	Increase interest in learning
3	Sawitri (2020)	SMA	The influence of VCT on tolerance attitudes	Attitude of tolerance	Significant improvement
4	Irmawati (2020)	SMA	VCT in tolerance learning	Understanding and attitude of tolerance	Significant influence
5	Saputra & Salim (2020)	SMA	VCT vs inquiry sosial	Attitude of tolerance	VCT is more effective

No	Author & Year	Educational level	Research Focus	Variables Studied	Research result
6	Kandiri & Puadi (2021)	JUNIOR HIGH SCHOOL	Correlation between PBL and VCT	Understanding of Islamic Education	Positive towards student understanding
7	Believer & Karmila (2021)	Vocational School	VCT strategy in Islamic Education lessons	Attitude of tolerance and democracy	A more tolerant and democratic attitude
8	Wardhani & Muryaningsih (2021)	Elementary School Grade V	VCT Symptom Continuum	Attitude of tolerance	Increased from 61.4% to 81.4%
9	Ziplin (2021)	SMA	VCT and learning motivation	Motivation to learn	Increase learning motivation
10	Mother (2021)	JUNIOR HIGH SCHOOL	VCT model in Al-Quran Hadith	Internalization of religious values	Increasing internalization of religious values
11	Hidayat (2022)	MTS	VCT in PAI learning	Critical thinking & reasoning	Improve critical thinking skills
12	Sumarni (2022)	JUNIOR HIGH SCHOOL	Learning management with VCT	Academic achievement	Improve academic achievement
13	Sholihah (2022)	JUNIOR HIGH SCHOOL	Implementation of VCT	Attitude of tolerance	Positive in building an attitude of tolerance
14	Seran, Mardawani & Sivianty (2022)	Elementary School Grade IV	Application of VCT for tolerance attitude	Attitude of tolerance between religious communities	Increased from 68.14% to 76%
15	Hilmansah (2023)	SMA	VCT model in Islamic Education learning	Attitude of tolerance	Effectively increase tolerance attitude
16	Astuty & Asra (2023)	JUNIOR HIGH SCHOOL	VCT for internalization of tolerance values	Attitude of tolerance	Increasing tolerance
17	Fitri, Suprpto & Rosdianto (2023)	Elementary School Grade V	VCT and students' peace-loving values	Attitude of tolerance and love of peace	Significant increase
18	Nasir et al. (2023)	JUNIOR HIGH SCHOOL	VCT and learning outcomes	Learning outcomes	Improved learning outcomes
19	Syarifuddin & Rachmawati (2023)	JUNIOR HIGH SCHOOL	Islamic Religious Education & Character Education	Spiritual and social competence	VCT supports spiritual and social attitude competencies in accordance with SDGs

No	Author & Year	Educational level	Research Focus	Variables Studied	Research result
20	Kusumawati (2023)	Vocational School	GOOD	Attitude towards diversity	VCT significantly improves students' diversity attitudes
21	Ababil (2024)	Junior High School Grade VII	Wordwall-based VCT	Attitude of tolerance and love of peace	Increasing tolerance
22	Fauziah, Nurhalimah & Sakmal (2024)	Elementary School Grade IV	VCT model in Pancasila learning	Attitude of tolerance	Significant improvement
23	Apriliyani et al. (2024)	JUNIOR HIGH SCHOOL	Application of VCT on Moral Creed	Attitude of tolerance	Increasing understanding and tolerance
24	Mubarak et al. (2024)	JUNIOR HIGH SCHOOL	VCT on Fiqh learning	Attitude of tolerance	Effective in improving attitudes
25	Judge, Judge & Exist (2025)	SD	PAI berbasis multicultural	Culture of religious tolerance	Effectively forming a culture of tolerance

4. CONCLUSION

The application of Value Clarification Technique has been widely implemented at various levels of education, ranging from elementary schools (SD), junior high schools (SMP/MTs), to senior high schools (SMA/SMK/MA). The materials used cover various aspects of PAI such as Aqidah Akhlak, Jurisprudence, Islamic Cultural History, and character education. This diversification shows that VCT is a flexible and adaptive approach to various religious themes and learning contexts. Students who learn with the VCT approach tend to be better able to internalize Islamic values, increase tolerance between religious communities, and have a more reflective and critical moral awareness of real-life dilemmas. VCT is also able to encourage increased learning outcomes and student motivation. VCT is a very relevant approach. This technique emphasizes dialogue, reflection, and personal value clarification, so that it can bridge the needs of modern education which not only emphasizes cognitive competence, but also strengthens character and spirituality. VCT is one of the learning strategies that is in line with the spirit of holistic and transformative education in the digital era.

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