

Pancasila and Civic Education (PaCE) Through Value Clarification Technique As An Educational Model for Student Profiles Integrity

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Abstract: This study aims to describe Pancasila and Civic Education (PaCE) through Value Clarification Technique (VCT) as an educational model of integrity student profiles. This study uses a qualitative approach and case study method. The research informants are: lecturers and students with data collection techniques in the form of interviews, observations, and documents. The results of the study indicate that PaCE through VCT as an educational model can develop integrity student profiles, namely: honesty, love of truth, loyalty, moral commitment, anti-corruption, justice, responsibility, exemplary, and respect for human dignity. The conclusion of this study, PaCE through VCT as an educational model can develop integrity student profiles.

Keywords: PaCE, VCT, Profile, Students, Integrity.

Introduction

The existence and continuity of a nation state is largely determined by the good character of its people. The profile of a nation with good character will be a solid foundation to support a nation state into a dignified nation state respected by other nations. On the other hand, a nation that loses its good character will not exist in the life of the nation and state (Slam, 2014). If wealth is lost, nothing is actually lost, if health is lost, then something is lost, and if character is lost, then everything will be lost (Soedarsono, 2004). Character acts as a benchmark and strength for every nation so that it does not drift (Winataputera, 2012). Character building plays a central role in shaping the moral foundations and values that are crucial in facing the complex challenges of the era of globalization (Atmaja, 2023).

The development of national character must be focused on three major levels, namely: 1) to grow and strengthen national identity, 2) to maintain the integrity of the Unitary State of the Republic of Indonesia, and 3) to form Indonesian people and society with noble morals and a dignified nation (Ministry of National Education, 2010). The process of forming national character begins with the determination of personal character which is equally expected to accumulate into the character of society and ultimately become the character of the nation (Slam, 2023). However, national character is not an aggregation of personal characters, because national character must be manifested in a strong sense of nationality based on universal core values in the context of diverse cultures (Kartadinata, 2011). Character education by modeling and teaching good character through an emphasis on core values (Pala, 2011). Core values in life that come from culture, religion, and nationality, such as morals, ethics, law, manners,

virtues, and religious and cultural laws (Firdausiyah & Aisyah, 2024;). The core values of the nation that come from Pancasila, namely: religious, nationalist, independent, mutual cooperation, and integrity (Slam, 2023; Imtina, 2022).

Integrity as one of the core values is a necessity in the life of society, nation, and state of Indonesia. Integrity does not come by itself but needs to be instilled, developed, grown, and cultivated through the education process. Character education is vital as equal to the importance of a nation's character (Karimah, Sulthoni, & Al Atok, 2023). Character education must be taught because it will be one of the important keys in realizing the ideals of the Indonesian nation (Timmermans et al., 2019). Character education is the answer to facing challenges in the era of society 5.0 (Amalia, Pertiwi, & Sangadah, 2023).

The pillars of 21st-century education emphasize the importance of character values as the main foundation, and their optimal implementation in schools/campuses is the key to overcoming the moral crisis and producing a generation that is academically intelligent and has integrity (Atmaja, 2023). For example, developing a profile of students with integrity must be done during college before they enter the workforce. The implementation of character education has fostered a character of integrity (Karyono, Suyahmo, & Utomo, 2019). By developing integrity character, students become good people with strong character in the future (Salam et al., 2022; Timur, et.al. 2023). With understanding, having, and implementing integrity character, students not only have academic professional competence, but also have character in their professional ethics when working later (Rafli & Yanti, 2015). Integrity character is an important thing for the nation's children to have because this character is the main value that underlies the way of thinking, behaving, and behaving trustworthy in social and moral values (Anshori, 2017). Integrity character is a character that underlies behavior that makes him trustworthy in words, actions, and work, has commitment and loyalty to humanitarian and moral values (Slam, 2023).

However, in fact, Indonesia is still far from the character of integrity, this is evidenced by the many schooled people who stumble upon cases of corruption, collusion, nepotism, and fraud in carrying out their roles (Krisnawati, 2017). Indonesian people already have the morality of humanity, religion, and Pancasila, but their actions still pay less attention to the values of ethics, character, honesty, and integrity (Suyahmo, 2014). Transparency International Indonesia (TII) launched the Corruption Perception Index (CPI) in 2023 which shows that Indonesia continues to experience serious challenges in fighting corruption. "Indonesia's CPI in 2023 is at a score of 34/100 and is ranked 115th out of 180 countries surveyed. This score of 34/100 is the same as the CPI score in 2022. The stagnation of the CPI score in 2023 shows that the response to corrupt practices still tends to be slow and even continues to worsen due to the lack of real support from stakeholders. The tendency to ignore the eradication of corruption has become increasingly evident and confirmed since the weakening of the Corruption Eradication Commission, the amendment to the Constitutional Court Law and the emergence of various regulations that ignore the character of integrity, as well as turning a blind eye to various practices of conflict of interest (Suyatmiko, 2023).

The fragility of the character of integrity of some students is also worrying, such as behavior that violates ethics, morals and laws from light to heavy is still often done by them. The habit of cheating on exams is still done. Doing lecturers' assignments carelessly is still a habit. The desire to graduate easily and without hard work during exams causes them to try to find answers in unethical ways. Plagiarism of scientific papers among students is also still massive (Susiloningsih, 2021; Krisnawati, 2017; Winataputera 2012). The tendency of students to be dishonest in doing assignments at school/campus shows a lack of student integrity in learning achievement (Salman, et al., 2022). The implementation of integrity character has not been running optimally, as in various regions, national exams are marked by various forms of cheating involving students,

teachers, and even school principals (Karyono, Suyahmo, & Utomo, 2019).

To overcome the various problems above, education is needed to develop the character of the integrity of the nation's children. Pancasila and Civic Education (PaCE) has a strategic and significant role in educating the profile of students with integrity. PaCE should be a primary concern for the development of responsible, effective, and educated citizens (Suryadi & Budimansyah, 2009). PaCE has a very strategic role for nation and character building in the formation of good and intelligent citizens (Sapriya, 2007). PaCE emphasizes the balance of the dimensions of citizenship attitudes, citizenship skills and citizenship knowledge (Slam, 2021). PaCE because its mission is to build character, character development must be the mainstream that can use various character learning strategies/methods. In PaCE, character is developed as an instructional effect and nurturant effect (Winataputera, 2012).

However, so far the implementation of PaCE learning as a vehicle for character education has still found various fundamental weaknesses, especially the quality of the process and learning outcomes (Slam, 2014). However, educators must not miss the moment to continue to develop students' potential to become citizens with integrity. Therefore, the source of various weakening of students' integrity character needs to be analyzed and one of the causes is learning in a business as usual state (Tilaar, 2002). PaCE learning is still dominated by conventional systems that are still based on mastery of knowledge and the application of learning that is oriented towards developing integrity character is neglected (Slam, 2023). Classroom management has not been able to present a conducive and productive atmosphere to provide learning experiences to students through interactive, inspiring, and enjoyable involvement which results in a lack of meaningful learning experiences to develop students' good character (Budimansyah, 2008). There is no guarantee that integrity character will be formed just because the label is PaCE if the process and approach are no different from other courses (Suryadi, 2010). Observing the conditions of learning management like this, and the projection of effective and

efficient PaCE learning is very reasonable, especially in this case as an effort to educate the profile of students with integrity. To educate the profile of students with integrity in PaCE requires active, innovative, effective, and enjoyable learning methods. Active learning allows students to shape their own learning paths and places responsibility on them to actively participate in making their educational process meaningful (Attard et al., 2010). With effective learning, students' learning goals can be achieved as expected by educators (Kyriacou, 2009). With innovative learning, allowing for discussion and reflection, and providing examples of good behavior, teachers can have a positive influence on the development of students' character (Ginting & Brutu, 2023). Enjoyable learning can free students from the pressures of formal situations. Learning with simulations is relaxed, informal, dialogical, and expressive. Students are free to express their ideas, thoughts, and talents expressively (Suwarna & Jatirahayu, 2015).

One of the learning methods that can educate the profile of students with integrity in PaCE is the Value Clarification Technique (VCT). One of the effective learning models for forming students' integrity character is the VCT. The VCT learning model is equipped with various techniques and games that can stimulate learning by exploring the internalization and personalization of values and morals (Awiria et al., 2019; Martoni et al., 2019; Marzuki & Utami, 2018; Suwandi & Sari, 2019). VCT is an approach to value/character education where students are trained to find, choose, analyze, decide, and take their own stance on the values of life that they want to fight for (Adisusilo, 2012). VCT has high effectiveness for instilling student character through learning activities and strongly supports the creation of a democratic learning climate because students are encouraged to have the freedom to choose, express themselves and be responsible for their choices (Yudiana, 2020). In the PaCE learning process, the VCT approach uses inquiry methods, group discussions, cooperative learning, moral dilemma analysis, challenging moral problem solving, presentations in large and small groups, lectures, and questions and answers (Lickona, 1991; Yudiana, 2020). Six reasons for the need for VCT in

PaCE are that students: 1) practice communicating beliefs, life values, personal ideals to friends, 2) practice empathizing with other friends even those who may have different beliefs, 3) practice solving moral dilemma problems, 4) practice agreeing or rejecting group decisions, 5) practice being involved in making decisions, and 6) practice maintaining or releasing their beliefs (Casteel in Adisusilo, 2012). The added value of the VCT approach is that students are able to express the contents of the material through an understanding of values in real life (Agustini, Renda & Murda, 2015).

This study aims to describe Pancasila and Civic Education through VCT as an educational model for student integrity profile.

Materials and Methods

This study uses a qualitative approach and a case study method. Qualitative research is a type of research that uses words as its data (Creswell, 2012). The case study method is an empirical inquiry that investigates phenomena in real-life contexts, if the boundaries between phenomena and contexts are not clearly visible and where: multiple sources of evidence are utilized (Yin, 2022). The subjects of this study consisted of one lecturer teaching the PaCE course and 30 students consisting of 4 males and 26 females in the 2nd semester of class A of the Elementary Madrasah Teacher Education Study Program, Faculty of Tarbiyah and Teacher Training, Syarif Hidayatullah State Islamic University, Jakarta, Academic Year 2023-2024.

The reason for choosing this class as the subject of this study is that the class tends to be more active in PaCE lectures than other classes. This research was conducted from March 20 to April 24, 2024 or for 1 month and 4 days. The subjects studied practiced PaCE through VCT as an education model for integrity student profiles with the following steps: 1) Introduction, 2) Core Activities: a) Students are grouped with 3-4 members, b) Each person in the group is given different integrity character material, c) Members from different teams with the same assignment

form expert groups, d) After discussing in the expert group, each member returns to their original group and explains to the group members about the profile of students with integrity that they have mastered, e) Group representatives present the results of the discussion, f) Discussion, and 3) Closing (Rusman, 2010; Istarani, 2014). Profiles of students with integrity, namely: 1) honesty, 2) love of truth, 3) loyalty, 4) moral commitment, 5) anti-corruption, 6) justice, 7) responsibility, 8) exemplary, and 9) respect for individual dignity (Slam, 2023). Data collection techniques in the study, namely: 1) observation, interviews, and documentation. Interviews were conducted with ten students who were implementing VCT learning in PaCE. At the same time, observations were made when Pancasila Education learning through VCT as an educational model for student profiles with integrity took place. Data processing techniques in this study, namely: 1) data reduction, 2) data display, 3) drawing conclusions. Data were analyzed using a triangulation model.

Results and Discussion

Results

The practice of Pancasila and Citizenship Education (PaCE) through the value cralification technique as a model of education for student profiles with integrity is carried out systematically, namely: opening, core, and closing activities. Initial activities, based on observations made at the beginning of the lecture, ZS as the PaCE lecturer prepares the learning situation, learning media, and student conditions. The lecturer begins the lecture by saying hello, then the students read a prayer led by their class leader, then sing the national anthem. "Indonesia Raya". The lecturer checks the neatness and cleanliness of the class, student readiness, and student attendance. The lecturer opens the lecture by carrying out an apperception of the previous material related to the material on the profile of students with integrity which will be developed further with questions and answers. Furthermore, the lecturer provides an overview of integrity values such as honesty, love of truth, loyalty, moral commitment, anti-

corruption, justice, responsibility, exemplary behavior, and respect for individual dignity in the context of Indonesian national and state life. Providing an overview of the phenomenon of various issues and tendencies of weakening national character such as integrity character in social, national, and state life today, including students. One of the profiles of students with national character is the profile of students with integrity. The current phenomenon, the fragility of the integrity character of some students is worrying, such as behavior that violates ethics, morals and laws from light to heavy, they do. The habit of cheating during exams is still done. Doing teacher assignments carelessly is still a habit. The desire to graduate easily and without hard work during exams causes them to try to find answers in unethical ways. Plagiarism of scientific works among students is still massive. Furthermore, the lecturer invites students to reflect on the question, "How can we as students, heirs to the history of the Indonesian nation's struggle, and future leaders of the nation and state understand and practice the value of integrity as the noble value of Pancasila?"

ore activities, namely: 1) starting with an explanation of the material on the profile of students with integrity delivered by ZS as a PCE lecturer. The lecturer delivers the material on the profile of students with integrity and students listen and study more deeply what is delivered by the lecturer. The student integrity profile includes the following dimensions: 1) Honesty, namely not copying other people's work, not lying, not cheating, 2) Love of truth, namely seeking the truth, obeying the commands of God Almighty, longing for oneself and others to do right according to existing norms (religion, law, morality, customs), 3) Loyalty, sticking to promises, positions, commitments, no matter how difficult the task that must be carried out, still carrying it out, and must fulfill every promise made, 4) Justice, namely treating others equally according to their rights and responsibilities, maintaining a balance between personal rights and responsibilities, respecting the rights of others, and helping others in need, 5) Anti-corruption, namely being honest, not lying, not cheating, respecting and paying attention to others and obeying regulations, both written and unwritten, 6) Moral commitment, namely being

humanistic, not arrogant, respecting human dignity, upholding the values of honesty, truth and justice and avoiding reprehensible acts, 7) Responsibility, namely being serious in everything, trying to do the best, disciplined, trustworthy, obeying the rules, being honest in acting, daring to take risks, and willing to make sacrifices, 8) Role model, namely words, actions, attitudes, and behavior that can be imitated or emulated by others, and 9) respecting individual dignity, namely doing good and implementing good manners, showing manners in public places, not doing things that smack of discrimination, accepting differences of opinion that exist, and respecting the ownership of others.

After the lecturer explained, the students were given the opportunity to ask questions related to the profile of integrity students. Furthermore, the students received an explanation from the lecturer on the best way to form groups and direct groups to adapt effectively and efficiently. They were grouped with three to four members in a compound called the original group. Each person in the original group was given a different dimension of integrity character, namely: honesty, love of truth, loyalty, moral commitment, anti-corruption, justice, responsibility, exemplary, and respect for individual dignity. 4) Members from different groups with the same assignment formed expert groups. The task of expert group one was to discuss and discuss the importance of an honest character or the dangers of a dishonest attitude. The task of expert group two was to discuss and discuss the importance of having a character of love of truth or the dangers of a love of justification/lying. The task of expert group three was to discuss and discuss the importance of having a character of loyalty or the dangers of an anti-loyalty attitude. The task of expert group four was to discuss and discuss the importance of moral commitment and the dangers without moral commitment. The task of expert group five was to discuss and discuss the importance of anti-corruption and the dangers of corruption. The task of expert group six was to discuss and discuss the importance of justice/equality and the dangers of anti-justice. The task of expert group seven discusses and discusses the importance of responsible character and the dangers of

irresponsible attitudes. The task of expert group eight discusses and discusses the importance of exemplary attitudes and the dangers of anti-exemplary behavior, and the task of expert group nine discusses and discusses the importance of respecting individual dignity and the dangers of not respecting individual dignity. The lecturer guides students to do their assignments both in their original groups and in expert groups. 5) After the expert group has discussed according to their assignments, each member returns to their original group and explains to the group members about the profile of students with integrity that they have mastered, 6) Representatives of the original group present the results of their discussions. During the learning process, the lecturer pays attention to all student behavior so that he can find out the extent of the quality of the process and the profile of students with integrity. Closing activities. In this closing activity, students with the guidance of the lecturer reflect on and conclude the learning that has been discussed together.

The results of observations of the practice of Pancasila and Civic Education (PaCE) through VCT as an educational model for integrity student profiles show that class management can be carried out well by ZS as a PaCE course lecturer so that students in the class are able to carry out learning in an orderly and regular manner and create an interactive, inspiring, fun, challenging learning atmosphere, and arouse students' enthusiasm in the class. Lecturers are able to explain in sequence the concept and technical implementation of the VCT approach to students and provide concrete directions on the steps of learning with VCT, and students can divide groups deftly and enthusiastically in determining the original group and PaCE learning experts with VCT. Students are able to carry out all VCT learning steps and are able to develop a profile of students with integrity well, starting from discussions in the original/expert group to presentations and discussions and reflecting on learning experiences. The results of interviews with students with the initials N that in implementing the VCT approach in PaCE is to emphasize jigsaw learning activities to develop a profile of integrity students through discussions in the original group and expert group, presentations,

and general discussions/class discussions. The results of the document analysis show that in the implementation of the VCT approach in PaCE for the development of integrity student profiles, the use of books and scientific journals is used as a reference for lecturers in implementing standardized learning. The documents used contain teaching materials, learning steps and assessments carried out. From the assessment document, the lecturer assesses the integrity student profile from the process and results of discussions or discussions in the original group or expert group.

The results of observations of the integrity student profile by lecturers, namely: 1) the development of honesty can be seen through expert group discussions one and class discussions, namely: expressing opinions according to the actual situation, being willing to admit mistakes, shortcomings or limitations, not copying other people's work, not lying, not manipulating facts/information, 2) The development of love for truth can be seen through expert group discussions two and class discussions, namely: the desire to dig up information as completely and accurately as possible about a fact, or reality, both visible and invisible, obtained from primary and additional sources, logical and systematic thoughts collected from a set of data about a fact or reality, and carrying out tasks correctly. Carrying out tasks or work with full commitment, namely working with full commitment and responsibility, 3) Development of loyalty can be seen through discussions in expert group three and in class discussions, namely being on time, appreciating honesty, showing concern, helping each other selflessly, and treating friends or other groups with respect, 4) Development of justice can be seen from discussions in expert group four and class discussions, namely all students treat fairly according to their rights and responsibilities, maintaining a balance between personal rights and responsibilities, respecting the rights of others and helping other friends who need help in a fair manner, 5) Development of anti-corruption can be seen from discussions in expert group five and class discussions, practicing correcting assignments/exercises themselves, practicing

identifying anti-corruption characters, and practicing understanding the benefits of anti-corruption and being disciplined in learning, 6) Development of moral commitment can be seen from discussions in expert group six and class discussions, namely: humanistic, not arrogant, respecting individual dignity, upholding the values of honesty, truth and justice and avoiding acts of degrading others, 7) Development of responsibility can be seen from discussions in expert group seven and class discussions, namely being serious in learning, trying to do the best, disciplined, trustworthy, obeying the rules, honest in acting, daring to take risks, and willing to help someone who has difficulty learning or doing assignments, 8) Development of exemplary behavior is seen from the discussion of expert group eight and class discussions, namely polite words, actions, attitudes, and behavior and a spirit of learning that can be emulated by others, and 9) Development of respect for individual dignity is seen from the results of discussions in expert group nine and class discussions, namely being polite in expressing opinions, respecting the opinions of others, not discriminating. Accepting differences of opinion that exist, respecting the abilities of others.

The results of interviews with students, namely: 1) A student with the initials I stated that the VCT approach in PaCE can develop an honest attitude, namely an honest attitude has a long-term positive impact, builds trust, strengthens relationships and on the other hand dishonesty can damage trust, disrupt relationships and cause negative consequences. In various contexts, honesty provides a stronger foundation for social and professional relationships, 2) A student with the initials J stated that the application of VCT in PaCE can reveal that someone who loves the truth has a positive impact, namely: increased social awareness, strong critical thinking, ethical life, development of integrity, and agents of change, 3) A student with the initials S stated that the application of VCT in PaCE can reveal the positive impact of loyalty, namely if someone applies the nature of loyalty, then he will be trusted by others, disciplined in thinking, behaving, and doing. On the other hand, if one does not apply the trait of loyalty in oneself, it will result in a lack of social involvement because one does not build deep

relationships with friends or with people around him and will get bad opinions from others, 4) A student with the initials W., that the application of VCT in PaCE can reveal the positive impact of being fair can help us to form a harmonious life with everyone. Having a fair nature will help us strengthen unity and prevent division. Being fair can make it easier for us in all matters and reduce/eliminate social jealousy. On the other hand, if it is not fair, it can cause discrimination and division, loss of trust, stress, depression, low self-esteem and other psychological problems, 5) A student with the initials D stated that the application of VCT in PaCE can reveal that an anti-corruption attitude can increase public trust in a person, government and political institutions. On the other hand, if corruption occurs, it can hinder economic growth and the perpetrators are subject to criminal penalties, 6) A student with the initials F stated that the application of VCT in PaCE can reveal that moral commitment if upheld can achieve the desired goals, build trust in others and increase self-discipline. On the other hand, if moral commitment is violated, it can become stress, conflict and harm oneself, 7) A student with the initials H stated that the application of VCT in PaCE revealed that a responsible attitude has a broad positive impact on academic, social and professional life as capital for a successful life in the future. On the other hand, if irresponsible it will reduce academic quality, damage the reputation of the institution, disrupt the teaching and learning process, and hinder ideals or ideals from being achieved, 8) A student with the initials R. stated that the application of VCT in PaCE revealed that a role model can be an inspiration for others, help create a positive and comfortable learning environment, can also gain trust from others and also become an agent of change, and 9) A student with the initials N. stated that the application of VCT in PaCE revealed that if someone has an attitude of respecting individual dignity, it can increase their self-confidence from each individual and give us a positive view by others and society. Thus, PaCE through Value Clarification Technique as an educational model that can improve the profile of integrity students. Characteristics of a student profile with integrity, namely honesty, love of truth, loyalty, moral commitment, anti-

corruption, justice, responsibility, role model, and respect for individual dignity.

Discussion

Based on the results of the research conducted, the implementation of the VCT approach in PaCE learning includes opening activities, core activities, and closing activities. In learning activities, there is a process of interaction between lecturers and students, students with students, and students with other learning resources that are educational in nature. The learning approach used as an effort to develop a profile of integrity students in PaCE is inclusive, activist, participative, process-led, value-based, interactive interpretation, more difficult to achieve and measure in practice (Kerr, 1999). These concepts are explained as follows: 1) inclusive, the development of citizen moral values is carried out by all learning subjects with PaCE as the leading sector, 2) activist, class settings use small group models of four to six people, angkare models, and circles where the lecturer's desk is in the middle of the group of students no longer separated at the front of the class, 3) participative, learning management maximizes active student participation; 4) process led, namely active, innovative, creative, effective, and enjoyable learning, 5) value based, value-based learning as an effort to develop good and intelligent character 6) interactive, multi-directional learning process, lecturers are not the only source of learning, other learning sources such as books, mass media, journal articles, and others are utilized optimally, 7) more difficult to achieve, to obtain grades, students must go through meaningful learning experience routes such as group discussions to solve problems (Budimasyah, 2010).

The character education process occurs when students actively investigate, imitate, create, and perfect what already exists (Slam, 2024). With VCT in PaCE, students are facilitated to clarify, clarify or clarify their life values through values problem solving, discussion, dialogue and presentation such as students are helped to realize which life values should be prioritized and implemented (Adisusilo, 2012). With VCT in learning helps students to find and determine a value that is considered good in solving problems through the process of analyzing

the values that exist within themselves (Suryani, 2010). The VCT learning model provides direct experience to students in determining certain attitudes towards a value problem and applying it in everyday life repeatedly until it becomes a habit (Suryani, 2010). The advantages of VCT in learning are: 1) Developing and personalizing values and morals, 2) Clarifying and explaining the message of the lesson material, 3) Clarifying and measuring the quality of students' moral values and the reality of moral values, 4) Inviting, involving, constructing, and developing students' potential, especially the affective side, 5) Providing learning experiences in various lives, 6) Can avoid, eliminate, intervene, and overthrow various naive moral values that exist in the students' value and moral systems, and 7) Guiding and motivating to live righteously and with high morals (Djahiri, 1985). However, the weakness of VCT is that it cannot help students overcome value conflicts because value clarification can have implications for value relativism and assume that all values are the same and value clarification is a complex behavioral modification because it is related to concepts, ideas, and their applications (Zuchdi, 2008). Therefore, in its implementation, thorough preparation and support from highly professional lecturers are needed.

The VCT learning steps include seven stages which are divided into three levels. First, Freedom of Choice. At this level there are three stages, namely: a) Choose freely, students are given the opportunity to decide which choice they think is good. b) Choose from several alternatives. c) Choose after considering the consequences of each alternative. Second, respect. This phase consists of two learning stages: 1) There is a feeling of pride in the values he has chosen, 2) Confirming the values that have become an integral part of him in public. Third, do it. This stage consists of: 1) Willingness and ability to try to implement it.

2) Repeat the behavior according to the chosen value. This means that the selected values must be reflected in everyday life (Yudiana, 2020). Students' character integrity should ideally have a model or example of implementing the character of integrity, especially in the aspect of honesty, applying reward and punishment models to students who have good character (Salman, et al., 2022).

The implementation of the VCT approach in PaCE can develop the profile of integrity students. The characteristics of integrity students are having the following characters: honesty, love of truth, loyalty, moral commitment, anti-corruption, justice, responsibility, exemplary behavior, and respect for individual dignity. Relevant to several research results, namely: the integrity of the character of students ideally has a model or example of the application of integrity character, especially in the aspect of honesty, the application of reward and punishment models to students with good character. The implementation of the VCT model has succeeded in increasing learning responsibility in completing assignments well, obeying campus regulations, and studying diligently (Slam, 2020). The results of the VCT model research containing character values have an effect on PaCE knowledge competency (Astawa, Putra, & Abadi, 2020). The success of using VCT based on the traditional values of Nyadran Sidoarjo, especially in developing its character such as the values of tolerance, discipline, family and harmony (Auliyah, et al. 2023). VCT has a positive effect on students' moral reasoning abilities (Agustin & Hamid, 2017). The use of VCT can increase awareness of the value of appreciating the services of heroes (Haris & Gunansyah (2013). Using VCT, students are able to take the values contained in the material taught (Shavab, 2017). VCT is more effective in increasing students' nationalism, democracy and multicultural values (Yidiana, 2020). There is a significant influence of moral integrity on anti-corruption (Putri & Nihayah, 2017). People who have high moral integrity usually have clear moral beliefs, and are able to commit and always be consistent with their beliefs (Olson in Rahman, 2013). Implementation of learning by using VCT learning model in developing the character of responsibility has been going well (Dahliar, 2017). Thus, PaCE through VCT as an educational model can improve the profile of students integrity.

Conclusions

Based on the results of the research and discussion explained above, the conclusion is that Pancasila and Civic Education through VCT as an

educational model can improve the profile of integrity students, especially in class A semester 2 of the Elementary Madrasah Teacher Education Study Program. Characteristics of the profile of students with integrity, namely honesty, love of truth, loyalty, moral commitment, anti-corruption, justice, responsibility, exemplary, and respect for individual dignity.

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