



The Effect Of The Value Clarification Technique Method On Developing Students' Respect For Teachers In *Aqidah Akhlak* Learning At Mts Nurul Iman Berngam

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Abstrak

Rendahnya sikap hormat peserta didik kepada guru dalam proses pembelajaran menjadi persoalan penting dalam pendidikan Akidah Akhlak, karena menunjukkan belum optimalnya internalisasi nilai akhlak dalam perilaku sehari-hari. Penelitian ini bertujuan untuk menganalisis pengaruh metode Value Clarification Technique (VCT) dalam membentuk sikap hormat peserta didik kepada guru pada pembelajaran Akidah Akhlak di MTs Nurul Iman Berngam. Penelitian ini menggunakan pendekatan kuantitatif dengan metode Ex Post Facto. Sampel penelitian berjumlah 34 peserta didik yang diambil dengan teknik total sampling, sedangkan data dikumpulkan melalui observasi, angket, dan wawancara. Data dianalisis menggunakan statistik deskriptif dan inferensial melalui uji normalitas, uji homogenitas, dan regresi linear sederhana. Hasil penelitian menunjukkan bahwa metode VCT berpengaruh signifikan terhadap sikap hormat peserta didik kepada guru dengan nilai signifikansi sebesar 0,001 (<0,05). Nilai R Square sebesar 0,295 menunjukkan bahwa VCT memberikan kontribusi sebesar 29,50% terhadap pembentukan sikap hormat peserta didik, sedangkan 70,50% dipengaruhi oleh faktor lain yang tidak diteliti. Temuan ini menegaskan bahwa VCT dapat digunakan sebagai strategi pembelajaran nilai yang membantu peserta didik memahami, memilih, dan menginternalisasi sikap hormat kepada guru secara sadar dalam pembelajaran Akidah Akhlak.

Kata Kunci: *Value Clarification Technique, Sikap Hormat, Guru, Akidah Akhlak, Pendidikan Islam, Madrasah*



Abstract

The low level of students' respect for teachers in the learning process is a significant issue in Aqidah Akhlak education, as it indicates that moral values have not been optimally internalized in students' everyday behavior. This study aims to analyze the effect of the Value Clarification Technique (VCT) method on shaping students' respectful attitudes toward teachers in Aqidah Akhlak learning at MTs Nurul Iman Bergam. This study employed a quantitative approach using an ex post facto design. The sample consisted of 34 students selected through total sampling, while data were collected through observation, questionnaires, and interviews. The data were analyzed using descriptive and inferential statistics, including normality tests, homogeneity tests, and simple linear regression. The results show that the VCT method has a significant effect on students' respectful attitudes toward teachers, with a significance value of 0.001 (< 0.05). The R Square value of 0.295 indicates that VCT contributes 29.50% to the formation of students' respectful attitudes, while the remaining 70.50% is influenced by other factors not examined in this study. These findings confirm that VCT can be used as a value-based learning strategy that enables students to understand, choose, and consciously internalize respectful attitudes toward teachers in Aqidah Akhlak learning.

Keywords: Value Clarification Technique, Respect, Teacher, *Aqidah Akhlak*, Islamic Education, *Madrasah*

INTRODUCTION

Islamic Religious Education in madrasas faces a crucial challenge: the suboptimal internalization of moral values in students' behavior, particularly in relation to respect for teachers. In classroom practice, behaviors such as insufficient appreciation of teachers, weak compliance with classroom rules, and poor communication ethics among students are still frequently observed. Academically, this phenomenon is important because it reveals a gap between mastery of religious subject matter and the formation of attitudes. Practically, it affects the quality of educational interaction in the classroom. Education, in principle, does not merely function to transfer knowledge, but also to shape spirituality, self-control, personality, intelligence, noble character, and students' social skills (Mulyati, 2021). In this context, Aqidah Akhlak learning occupies a strategic position because it is directed toward cultivating students' ethics, character, and religious behavior (Rahmawati & Dahlan, 2023). The low level of respect for teachers also reflects weak

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internalization of moral values in the learning process (Ofianto & Ningsih, 2021). Therefore, a learning approach is needed that does not merely emphasize cognitive aspects but also touches students' moral awareness and character formation.

Previous studies have emphasized the importance of Aqidah Akhlak learning as a medium for value internalization and character formation. Darlis (2023) shows that Aqidah Akhlak education plays a role in shaping morally excellent students, while Tazlila et al. (2024) affirm that moral education is rooted in the prophetic mission to perfect human character. A number of studies have also examined the effectiveness of the Value Clarification Technique (VCT) in value-based learning. Mahmudah (2020), Siregar et al. (2024), and Rahmayanti (2024) demonstrate that VCT influences spiritual character, learning outcomes, student attitudes, and Aqidah Akhlak learning. However, studies that specifically examine the effect of VCT on students' respect for teachers in madrasas remain limited. Most previous research has emphasized learning outcomes, general character, or broader social attitudes, without positioning respect for teachers as a specific indicator of students' moral character in Islamic education. This gap provides the main rationale for the present study, particularly in the context of Aqidah Akhlak learning at MTs Nurul Iman Berngam.

This study responds to that gap by empirically examining the effect of the Value Clarification Technique (VCT) method on shaping students' respectful attitudes toward teachers in Aqidah Akhlak learning. Specifically, this study seeks to explain the implementation of VCT, describe students' respectful attitudes toward teachers, and analyze the effect of VCT on the formation of these attitudes. VCT was selected because this method helps students discover, choose, clarify, and internalize values consciously through reflection, discussion, and moral decision-making. This objective is relevant to the nature of Aqidah Akhlak learning, which does not merely emphasize the understanding of religious concepts but also the practice of values in daily life, including respect for teachers as part of the etiquette of seeking knowledge. Its normative foundation is also consistent with Qur'an Surah Al-Mujadilah verse 11 concerning the noble status of knowledgeable people and the hadith of Prophet Muhammad regarding the perfection of moral character. Thus, this study positions Aqidah Akhlak learning as a pedagogical space for strengthening value awareness, particularly through the topic of belief in qadha and qadar, which is closely related to patience, responsibility, tawakkul, and respect. From an Islamic perspective, the status of knowledgeable people is highly esteemed. Allah SWT says in Qur'an Surah Al-Mujadilah verse 11:



.... يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ...

Meaning: "Allah will raise those who believe among you and those who were given knowledge by degrees."

This is in line with the saying of Prophet Muhammad SAW. In a hadith narrated by Abu Hurairah, the Prophet SAW said:

إِنَّمَا بُعِثْتُ لِأَتَمِّمَ مَكَارِمَ الْأَخْلَاقِ

Meaning: "Indeed, I was sent only to perfect noble character." (Narrated by Al-Bayhaqi).

The hadith affirms that Aqidah Akhlak learning is a continuation of the Prophet's mission to nurture and perfect human morality. Aqidah Akhlak learning is not only intended to strengthen students' cognitive religious understanding, but is also directed toward forming students' personalities so that they become faithful, morally upright, and capable of practicing Islamic values in everyday life. Therefore, Aqidah Akhlak learning plays a strategic role in instilling respect for teachers as part of the etiquette of seeking knowledge and as an implementation of noble character in the madrasa environment.

The main argument of this study is that the Value Clarification Technique (VCT) has a positive effect on the formation of students' respectful attitudes toward teachers. The causal relationship examined in this study is that the better the implementation of VCT in Aqidah Akhlak learning, the stronger students' tendency to demonstrate respect for teachers in communication, compliance with classroom rules, and appreciation of educators' guidance. This assumption is based on the nature of VCT, which provides space for students to evaluate moral experiences, compare alternative attitudes, recognize the consequences of behavior, and responsibly determine the values they believe in. Through this process, students do not merely comply with classroom rules formally; rather, they understand the religious, moral, and social reasons underlying the obligation to respect teachers. Thus, VCT is positioned as a value-based learning method that can bridge cognitive understanding of morality with actual behavior in school interactions. The hypothesis of this study is that the Value Clarification Technique (VCT) has a significant effect on students' respectful attitudes toward teachers in Aqidah Akhlak learning at MTs Nurul Iman Berngam.



LITERATURE REVIEW

Studies on value-based learning, character education, and the Value Clarification Technique (VCT) indicate that the relationship between learning strategies and the formation of students' attitudes has received considerable attention in educational literature. In general, previous studies reveal three major tendencies. First, some studies position teachers and Islamic Religious Education as key instruments in shaping students' character, particularly through role modeling, habituation, and the internalization of moral values (Mulyati, 2021; Mahmudah, 2020; Akbar et al., 2025; Rivai et al., 2025). Second, other studies focus on Aqidah Akhlak learning as a medium for instilling religious values and noble character, whether in relation to ethics, spirituality, or students' social behavior (Rahmawati & Dahlan, 2023; Darlis, 2023; Tazlila et al., 2024). Third, another body of literature examines the effectiveness of VCT as a value-based learning method that encourages students to choose, clarify, and internalize values consciously (Widiana, 2022; Siregar et al., 2024; Sulfemi, 2023; Ofianto & Ningsih, 2021). This literature map shows that the issue of attitude formation through value-based learning has developed substantially, but it still requires sharper attention to respect for teachers in Aqidah Akhlak learning.

The first tendency in the literature emphasizes the role of teachers and character education as central to the formation of students' attitudes. Studies in this category generally begin from the view that education is not merely a process of knowledge transfer, but also a means of nurturing students' moral, spiritual, and social development. In the perspective of Islamic education, teachers are positioned as educators, guides, facilitators, and role models who influence students' character formation through learning interactions and daily exemplification (Mahmudah, 2020). The thematic orientation of this research pattern often highlights the importance of character education in developing students who are faithful, knowledgeable, responsible, and morally upright (Mulyati, 2021). Other studies also emphasize that Islamic education contributes strategically to strengthening spiritual, ethical, and human values amid social change and rapid digital technological development (Akbar et al., 2025; Rivai et al., 2025). Thus, the dominant approach in this tendency is normative-conceptual and pedagogical, viewing teachers and character education as the main foundation for shaping students' positive attitudes.

The second tendency focuses on Aqidah Akhlak learning as a medium for internalizing religious values and forming students' moral character. Studies in this pattern position Aqidah Akhlak not merely as a subject oriented toward mastery of religious concepts, but as a pedagogical space for developing students' moral awareness



and religious behavior. Rahmawati and Dahlan (2023) show that Aqidah Akhlak learning influences students' ethics, particularly when the learning process is meaningful and engages the affective dimension. Darlis (2023) also emphasizes that Aqidah Akhlak education plays a role in shaping students who are morally and spiritually excellent. Meanwhile, Tazlila et al. (2024) connect moral education with the prophetic mission of Prophet Muhammad SAW to perfect human character. Methodologically, this tendency frequently employs descriptive, conceptual, and Islamic education studies to explain the position of Aqidah Akhlak in character formation. However, its focus remains relatively general, namely on students' ethics and morality broadly, without specifically examining respect for teachers as an important indicator of morality in educational relations.

The third tendency in previous research highlights the Value Clarification Technique (VCT) as an effective value-based learning strategy for shaping students' attitudes, character, and moral awareness. VCT is understood as a method that helps students discover, choose, assess, and determine the values they believe in through reflection and dialogue. Widiana (2022) explains that VCT can foster critical thinking because students are encouraged to consider value choices rationally and responsibly. Siregar et al. (2024) found that VCT affects students' learning outcomes in Islamic Religious Education and Character Education. Meanwhile, Sulfemi (2023) emphasizes that VCT provides space for students to understand value concepts through diverse learning experiences. Ofianto and Ningsih (2021) also show that VCT can improve students' character in history learning. In general, this tendency uses experimental, quantitative, and pedagogical approaches to assess the effectiveness of VCT. Nevertheless, the orientation of these studies is still largely directed toward general character, learning outcomes, and critical thinking skills, rather than specifically addressing students' respect for teachers in Aqidah Akhlak learning.

An evaluation of these three tendencies reveals a gap that has not been fully addressed in previous studies. Research on the role of teachers and character education has explained the importance of role modeling, habituation, and moral guidance, but has not extensively tested specific learning methods that directly shape students' respect for teachers. Studies on Aqidah Akhlak learning have affirmed its position as a medium for internalizing religious values, yet most of them still discuss students' morality and ethics in general. Meanwhile, studies on VCT have demonstrated its effectiveness in shaping attitudes, character, and learning outcomes, but have not sufficiently situated it within the context of ethical relations between students and teachers in madrasas. In other words, previous studies tend to "overlook" respect for teachers as a specific indicator of students' moral development in Islamic education. In fact, respect for teachers is an



important part of the etiquette of seeking knowledge and serves as a measure of successful value internalization in Aqidah Akhlak learning. This is where the novelty of the present study lies: it connects VCT, Aqidah Akhlak learning, and respect for teachers within a single empirical framework.

Based on this gap, the present study is directed toward examining the effect of the Value Clarification Technique (VCT) method on the formation of students' respectful attitudes toward teachers in Aqidah Akhlak learning at MTs Nurul Iman Bergam. This study does not merely view VCT as a general value-based learning method, but positions it as a pedagogical strategy for strengthening students' etiquette toward teachers. The new orientation offered by this study is a reading of the relationship between learning methods, the internalization of moral values, and respectful behavior in the context of Islamic education in madrasas. Using a quantitative ex post facto approach, this study examines the extent to which VCT implementation influences students' respectful attitudes toward teachers. This research direction is important because it provides empirical contribution to the development of Aqidah Akhlak learning that emphasizes not only conceptual understanding, but also the formation of actual attitudes in educational interaction. Thus, this study extends VCT research beyond improving learning outcomes or general character toward the formation of respect for teachers as part of moral values and the etiquette of seeking knowledge.

RESEARCH METHOD

The unit of analysis in this study is the individual, namely students of MTs Nurul Iman Bergam who participated in Aqidah Akhlak learning, particularly students in grades VIII and IX. The focus of the study is directed toward the relationship between the implementation of the Value Clarification Technique (VCT) method as the independent variable and students' respectful attitudes toward teachers as the dependent variable. This study employed a quantitative approach with an ex post facto design. This design was selected because the study did not provide direct treatment to respondents, but rather analyzed the causal relationship between variables that had already occurred in the learning process. Thus, the study sought to examine whether the implementation of VCT affected the formation of students' respectful attitudes toward teachers. The research population consisted of all grade VIII and IX students of MTs Nurul Iman Bergam, totaling 34 students. Because the population was relatively small, the sampling technique used was total sampling, in which all members of the population were included as research respondents so that the data obtained could represent the population conditions comprehensively and accurately (Suriani et al., 2023).



The data sources in this study consisted of the main respondents, namely 34 students, as well as supporting information from the Aqidah Akhlak teacher and the head of the madrasa. Primary data were obtained through observation, questionnaires, and interviews. Observation was conducted to examine students' behavior during the learning process, particularly forms of respect for teachers. Questionnaires were used to measure the implementation of the VCT method and the level of students' respectful attitudes, while interviews were conducted to obtain contextual information regarding Aqidah Akhlak learning, character development, and madrasa policies. The research instruments were first tested through expert judgment for validity and Cronbach's Alpha for reliability to ensure their feasibility. The collected data were analyzed in stages using descriptive and inferential statistics. Descriptive analysis was used to describe the mean, standard deviation, maximum score, and minimum score. Inferential analysis was then conducted through normality testing, homogeneity testing, and simple linear regression to determine the effect of the Value Clarification Technique (VCT) method on students' respectful attitudes toward teachers objectively and systematically.

RESULTS AND DISCUSSION

Results

The first data obtained from the field provide a quantitative description of the implementation of the Value Clarification Technique (VCT) method and students' respectful attitudes toward teachers. Based on Table 1, the VCT method variable obtained a mean score of 79.18 with a standard deviation of 10.61. The highest score for this variable was 99, while the lowest score was 52. Meanwhile, the variable of students' respectful attitudes toward teachers obtained a mean score of 84.76 with a standard deviation of 7.43. The highest score for the respect variable was 100, while the lowest score was 77. These data show that students' respectful attitudes toward teachers had a higher mean score than the implementation of the VCT method. The data visualization through the descriptive results graph also reinforces this difference, as the mean score of respect appears more prominent than the mean score of the VCT method. Thus, the initial data indicate that students' respectful attitudes toward teachers tend to be relatively strong. Based on the results of data analysis and processing, the descriptive data of the study can be presented as follows:



Table 1. Descriptive Statistics of Research Data

Variable	Mean	Standard Deviation	Maximum	Minimum
VCT Method	79.18	10.61	99	52
Respect for Teachers	84.76	7.43	100	77

When the data in Table 1 are restated more simply, they show that students responded quite positively to learning through the VCT method and demonstrated relatively high respect for teachers. The mean score of the VCT method, 79.18, indicates that the implementation of this method was relatively strong in students' learning experiences. However, the range between the minimum score of 52 and the maximum score of 99 indicates variation in students' responses. This means that not all students experienced or responded to the VCT method with the same intensity. For the variable of respect for teachers, the minimum score of 77 and the maximum score of 100 show that all respondents' respect scores were within a higher and more concentrated range. The smaller standard deviation for respect, namely 7.43, indicates that students' scores were more evenly distributed than those for the VCT method. These data indicate that respect for teachers emerged as a relatively stable behavioral tendency among the respondents.

Based on the descriptive data, several important patterns can be identified from the field results. First, the mean score of respect for teachers was higher than that of the VCT method, indicating that students' respect for teachers appeared to be a relatively strong behavior in the learning environment. Second, the variation in VCT scores was wider than the variation in respect scores, showing differences in students' experiences of receiving, understanding, or responding to the learning method. Third, the respect scores, ranging from 77 to 100, indicate that no respondent fell into a very low level of respect. Fourth, the comparison between mean scores and standard deviations shows that students' respect was more consistent than their responses to the VCT method. Thus, the first evidence from the field data shows a tendency that students possessed a relatively good level of respect for teachers, while VCT implementation served as one of the learning elements related to the formation of that attitude. The results of the prerequisite tests for data analysis are presented as follows:



Table 2. Normality Test Results

Variable	Kolmogorov-Smirnov Statistic	df	Sig.	Shapiro-Wilk Statistic	df	Sig.
Respect for Teachers	.112	34	.200*	.968	34	.420
VCT Method	.103	34	.200*	.968	34	.401

*This is a lower bound of the true significance.

Lilliefors Significance Correction

Based on the Kolmogorov-Smirnov test results, the significance values were greater than 0.05. Therefore, the research data can be concluded to be normally distributed, meaning that the data followed a normal or Gaussian distribution.

The second data set was obtained through prerequisite analysis tests, namely normality and homogeneity tests. Based on Table 2, the normality test results show that the variable of respect for teachers obtained a Kolmogorov-Smirnov significance value of 0.200 and a Shapiro-Wilk significance value of 0.420. Meanwhile, the VCT method variable obtained a Kolmogorov-Smirnov significance value of 0.200 and a Shapiro-Wilk significance value of 0.401. All significance values were above 0.05. These data indicate that the score distribution for both variables followed a normal distribution pattern. In other words, the data collected from 34 respondents did not show extreme deviations that could interfere with subsequent statistical analysis. This finding is important because it shows that the field data on the VCT method and respect for teachers had distribution patterns that could be analyzed further. Restated simply, the respondent data were sufficiently stable, not extremely skewed, and met the initial requirements for testing the relationship between the VCT method and students' respectful attitudes toward teachers.

Table 3. Homogeneity Test Results

Basis of Test	Levene Statistic	df1	df2	Sig.
Based on Mean	1.104	1	66	.297
Based on Median	1.094	1	66	.299
Based on Median and with adjusted df	1.094	1	51.506	.300
Based on trimmed mean	1.131	1	66	.291

Based on Table 3, the homogeneity test results show that the significance values were greater than 0.05. Therefore, the research data can be concluded to be homogeneous,



meaning that the data came from a population with consistent characteristics and without substantial differences in variance.

In addition to the normality test, the field data were also tested through the homogeneity test, as shown in Table 3. The Levene test results show that the significance value based on mean was 0.297, based on median was 0.299, based on median with adjusted df was 0.300, and based on trimmed mean was 0.291. All significance values were greater than 0.05. These data indicate that the variation in the research group was homogeneous. In other words, the differences in scores among respondents did not show excessive variation. The homogeneity results indicate that the data came from a group with relatively balanced distribution characteristics. Restated simply, students' scores on the VCT method and respect for teachers variables did not move randomly or extremely, but remained within a range of variation acceptable for further analysis. The visualization of the homogeneity test table shows consistent significance values across all bases of testing, including mean, median, adjusted df, and trimmed mean.

From the normality and homogeneity test results, several tendencies can be identified. First, both research variables had normal distributions, so the respondent data could be read as a relatively regular representation of field conditions. Second, the data were homogeneous, meaning that differences in scores among respondents remained within reasonable variation. Third, the results of the normality and homogeneity tests show that the data on the VCT method and respect for teachers had an adequate statistical basis for testing through simple linear regression. Fourth, there was no indication that the research data experienced extreme imbalance that could weaken the interpretation of the results. Thus, the second evidence from the field data shows that the data obtained from respondents had a sufficiently good distribution quality. This condition strengthens the feasibility of the data for answering the research question concerning whether the Value Clarification Technique method affects students' respectful attitudes toward teachers at MTs Nurul Iman Bergam.

The next stage of data analysis examined whether the Value Clarification Technique (VCT) method variable influenced students' respectful attitudes toward teachers. The results are presented as follows:

Table 4. Coefficients

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
Constant	54.641	8.308		6.577	< .001
VCT Method	.380	.104	.543	3.658	< .001

Dependent Variable: Respect for Teachers



Based on Table 4, the significance value was 0.001, which is smaller than the probability value of 0.05 ($0.001 < 0.05$). Therefore, H_0 is rejected and H_a is accepted, meaning that the Value Clarification Technique (VCT) method has an effect on students' respectful attitudes toward teachers at MTs Nurul Iman Berngam.

The third data set was obtained from the simple linear regression test, as shown in Table 4. In the coefficients table, the constant value was 54.641, with a t-value of 6.577 and a significance value of less than 0.001. Meanwhile, the VCT method variable obtained a regression coefficient of 0.380, a standard error of 0.104, a beta value of 0.543, a t-value of 3.658, and a significance value of less than 0.001. These data indicate that the VCT method had a positive relationship with students' respectful attitudes toward teachers. Restated simply, every improvement in the implementation of the VCT method was followed by a tendency toward increased respect for teachers among students. The significance value, which was smaller than 0.05, indicates that this effect did not occur merely by chance in the data, but was strongly detected in the test results. Thus, the statistical evidence in Table 4 demonstrates that the VCT method affects students' respectful attitudes toward teachers in Aqidah Akhlak learning.

Table 5. Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.543	.295	.273		6.340

Predictors: Constant, VCT Method.

Based on Table 5, the R Square value was 0.295. This value indicates that the effect of the Value Clarification Technique (VCT) method on students' respectful attitudes toward teachers at MTs Nurul Iman Berngam was 29.50%, while the remaining 70.50% of students' respectful attitudes toward teachers was influenced by other variables not examined in this study.

The magnitude of the effect of the VCT method on students' respectful attitudes toward teachers is presented in Table 5 through the Model Summary. The data show an R value of 0.543, an R Square value of 0.295, an Adjusted R Square value of 0.273, and a Standard Error of the Estimate of 6.340. The R Square value of 0.295 means that the VCT method contributed 29.50% to students' respectful attitudes toward teachers. Meanwhile, the remaining 70.50% was influenced by other factors not tested in this study. Interviews with the Aqidah Akhlak teacher and the head of the madrasa showed that students' respect was also shaped through the habit of greeting teachers, the implementation of school rules, religious activities, teacher role modeling, and character development



within the madrasa environment. Thus, the regression data and field information together indicate that VCT plays a role in forming respect, although it is not the only factor shaping this behavior.

Based on the regression data, the model summary, and interview information, several main patterns can be concluded from the third body of evidence. First, the VCT method had a positive direction of influence on students' respectful attitudes toward teachers, as indicated by the positive regression coefficient. Second, the effect was significant because the significance value was below the 0.05 threshold. Third, the 29.50% contribution of VCT indicates that learning methods play a real role, although the formation of respect is still influenced by many other factors. Fourth, the interview data show that the madrasa environment also supports the formation of respect through habituation, rules, religious activities, and role modeling. Thus, the research findings indicate that students' respectful attitudes toward teachers are formed through a combination of VCT-based learning experiences and the educational culture within the madrasa. This evidence confirms that VCT is one learning solution that contributes to the formation of students' respectful attitudes in *Aqidah Akhlak* learning.

Discussion

This study examined the effect of the Value Clarification Technique (VCT) method on students' respectful attitudes toward teachers in *Aqidah Akhlak* learning at MTs Nurul Iman Berngam. The results show that the implementation of VCT had a significant effect on students' respect for teachers. This is indicated by a significance value of 0.001, which is smaller than 0.05, confirming that the research hypothesis was accepted. The regression coefficient of 0.380 shows that the relationship between the VCT method and respect moved in a positive direction. This means that the better the implementation of VCT in learning, the greater students' tendency to demonstrate respect for teachers. In addition, the R Square value of 0.295 shows that the VCT method contributed 29.50% to the formation of students' respectful attitudes, while 70.50% was influenced by other factors not examined in this study. These findings affirm that VCT is one value-based learning method that plays a role in shaping students' attitudes, although it is not the only determining factor (K. B. Arif et al., 2019; Indah Karunia & Mahpudin, 2023).

The positive effect of the VCT method on students' respect can be explained through the nature of this method, which positions students as active subjects in the value-learning process. VCT does not merely require students to passively receive values; rather, it encourages them to recognize, choose, consider, and determine the values they regard as right through reflection and discussion. In the context of *Aqidah Akhlak* learning,



this process enables students to understand that respecting teachers is not merely a formal rule in the madrasa, but part of moral and religious awareness. Students are invited to assess behavioral consequences, distinguish appropriate from inappropriate attitudes, and connect learning material with daily experiences at school. Therefore, the relationship between VCT and respect emerges not only because material is delivered, but because value internalization takes place. The R Square value of 29.50% also shows that the formation of respect is multidimensional. Learning methods matter, but family environment, madrasa culture, teacher role modeling, peer interaction, and school habits also shape students' behavior (Destari et al., 2023; Sari et al., 2020).

The findings of this study are consistent with previous research showing that VCT is effective in shaping students' attitudes, character, and value awareness. These findings strengthen the study by Ofianto and Ningsih (2021), which showed that VCT influenced the improvement of students' character in learning. They are also in line with Siregar et al. (2024), who found that VCT had an impact on students' learning outcomes and attitudes in Islamic Religious Education. In addition, the present findings intersect with Mahmudah's (2020) study, which positioned VCT as a method related to students' spiritual character. However, this study differs in an important way: it does not merely discuss character in general, learning outcomes, or spiritual attitudes, but specifically positions respect for teachers as an indicator of morality in Aqidah Akhlak learning. This is the novelty of the present study. VCT is not only understood as a method for improving learning outcomes, but also as a value-based learning strategy that contributes to shaping students' etiquette toward teachers in the madrasa context (Mayassari et al., 2023; Wahyudi & Tirtoni, 2024).

The significance of these findings lies in reaffirming the relationship between Aqidah Akhlak learning and the formation of students' etiquette within the madrasa environment. Socially, respect for teachers reflects the quality of educational relations between students and educators. When students are able to show appreciation, polite communication, and compliance with teachers' guidance, the learning process becomes more conducive. Historically, within the Islamic educational tradition, teachers occupy a noble position because they serve as transmitters of knowledge, moral guides, and ethical role models. Therefore, respecting teachers is not merely a matter of social ethics, but also part of the etiquette of seeking knowledge. Ideologically, the findings show that Aqidah Akhlak learning needs to be directed toward strengthening Islamic values embodied in behavior, rather than stopping at memorization or cognitive understanding. Thus, these findings suggest that learning methods that provide space for value reflection can



strengthen the function of madrasas as Islamic educational institutions that integrate knowledge, faith, and morality (Adawiah et al., 2024; Widiانا, 2022).

The implications of this study can be viewed in terms of both the functions and possible dysfunctions of VCT implementation in learning. Functionally, VCT helps teachers develop Aqidah Akhlak learning that is more participatory, reflective, and oriented toward attitude formation. Students do not merely listen to teachers' explanations, but are also involved in choosing and evaluating attitudes that align with moral values. This has the potential to increase moral awareness, strengthen communication ethics, and build more positive relationships between students and teachers. However, VCT implementation may also become dysfunctional if it is not systematically designed. Value discussions that are not well directed may become general conversations without clear moral conclusions. In addition, if teachers do not demonstrate role modeling, the values clarified in learning may lose their force in everyday practice. Therefore, VCT needs to be supported by careful lesson planning, teachers' ability to facilitate discussion, and a consistent madrasa culture in instilling respect for teachers (Ima et al., 2023; Jumadi & Musnandar, 2022).

Based on the research findings, the policy action needed is to strengthen value-based learning in Aqidah Akhlak subjects through more planned implementation of VCT. Teachers need to design learning scenarios that include concrete cases concerning respect for teachers, communication ethics, the etiquette of seeking knowledge, and students' responsibilities within the school environment. Madrasas also need to support the implementation of this method through teacher training, instructional supervision, and the development of character habituation programs aligned with Aqidah Akhlak learning materials. In addition, religious activities, school rules, and teacher role modeling need to be integrated with the learning process so that the values discussed in class are reinforced in school life (M. Arif, 2025; Hatmono et al., 2025; Octia et al., 2024). Parents also need to be involved so that the cultivation of respect does not take place only in the madrasa, but continues at home. Through these actions, the findings of this study can serve as a basis for improving Aqidah Akhlak learning practices so that education produces not only religious understanding, but also respectful, polite, and morally upright behavior (Akbar et al., 2023; Anwar et al., 2023; Ermawati et al., 2021).

CONCLUSION

The most important finding of this study is that the Value Clarification Technique (VCT) method has a significant effect on the formation of students' respectful attitudes toward teachers in Aqidah Akhlak learning at MTs Nurul Iman Berngam. The results show that VCT contributed 29.50% to students' respect, while 70.50% was influenced by



other factors outside the scope of this study. The central lesson drawn from this research is that forming students' respect cannot rely solely on verbal advice or the delivery of moral subject matter; it requires a learning process that provides students with opportunities to understand, consider, choose, and internalize values consciously. Through VCT, students not only learn the importance of respecting teachers, but are also guided to recognize the moral, religious, and social reasons behind such an attitude. Thus, Aqidah Akhlak learning should continue to be directed as a process of cultivating value awareness, not merely as the mastery of religious content.

The strength of this study lies in its contribution to expanding scholarship on the Value Clarification Technique (VCT) in the context of Islamic education, particularly in Aqidah Akhlak learning in madrasas. This study provides empirical data showing that VCT has a positive and significant relationship with students' respectful attitudes toward teachers. Scientifically, this research does not merely position VCT as a method for improving learning outcomes or general character, but also as a value-based learning approach that can be directed toward shaping students' etiquette toward teachers. Another contribution of this study is its affirmation that respect for teachers can be treated as a specific variable in moral education research, thereby opening space for more focused studies on ethical relations between students and educators. Thus, this study raises new questions about how value-based learning methods can be integrated with madrasa culture, teacher role modeling, and religious habituation to strengthen students' morality more comprehensively.

The limitations of this study lie in the scope of its subjects, variables, and approach. The study was conducted only among grade VIII and IX students at MTs Nurul Iman Berngam, with 34 respondents, so the findings cannot yet be broadly generalized to all madrasas or other educational levels. This study also examined only the effect of VCT on respect for teachers, while the R Square value of 29.50% indicates that 70.50% of other factors remain unexamined, such as family environment, school culture, teacher role modeling, peer interaction, and the intensity of religious activities in the madrasa. In addition, the quantitative ex post facto approach was not able to explore in depth students' subjective experiences in internalizing respect for teachers. Therefore, future research is recommended to use larger samples, include additional variables, and combine quantitative and qualitative approaches to obtain a more comprehensive understanding of the formation of students' respectful attitudes in Aqidah Akhlak learning.



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