

Research Article

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Effectiveness of Value Clarification Technique (VCT) Based Teaching Materials on High School Students' Understanding of Multiculturalism: Mixed Method Approach

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Abstract

Background/purpose. This study investigates the effectiveness of Value Clarification Technique (VCT)- based teaching materials in enhancing high school students' understanding of multiculturalism. Despite the increasing need for multicultural education, existing teaching methods often lack interactive and reflective elements that encourage students to engage critically with cultural values and differences. This research aims to evaluate the impact of VCT-based teaching materials in fostering students' appreciation of cultural diversity and promoting an inclusive learning environment.

Materials/methods. This study employs a mixed-method approach, combining quantitative and qualitative data. Quantitative data were gathered from pre- and post-tests conducted with 216 high school students, while qualitative insights were obtained from interviews with five history teachers and selected students. The collected data were analyzed to assess the effectiveness of VCT in facilitating deeper discussions and reflections on multicultural values.

Results. The findings reveal a significant improvement in students' multicultural understanding in the experimental group compared to the control group. Students exposed to VCT-based materials demonstrated increased awareness and appreciation of cultural diversity, as well as higher levels of engagement in classroom discussions. Teachers also observed more active participation and critical thinking among students. The interactive and reflective nature of VCT was identified as a key factor in promoting empathy and a deeper understanding of different cultures.

Conclusion. This study highlights the potential of VCT as an effective pedagogical tool in multicultural education. By fostering an inclusive and reflective learning environment, VCT-based teaching materials can enhance students' critical thinking and appreciation of cultural diversity.

1. Introduction

The significance of multicultural education has grown with globalization, especially as classroom diversity increases. This shift acknowledges that understanding cultural diversity is crucial for inclusive learning environments. Research shows that multicultural education enhances cultural awareness and promotes respect and empathy among diverse peers (Keengwe, 2010; Utomo & Wasino, 2022). Integrating multicultural perspectives into curricula helps students appreciate cultural differences, which is essential in our interconnected world. Teachers who view cultural diversity as an asset foster classrooms where students feel valued, leading to better academic and social outcomes (Brown & Chen, 2012; Rahman, 2020). Effective multicultural education requires culturally responsive teaching that incorporates students' cultural backgrounds. This involves diverse teaching methods, open discussions on cultural differences, and a classroom that celebrates diversity (Karataş et al., 2022). Teacher training programs focusing on cultural competence are vital, equipping educators to engage effectively with diverse students (Choi & Lee, 2020). These initiatives boost teachers' confidence in managing multicultural classrooms and promote an inclusive educational environment where all students thrive (Podadera, 2023; Dudu & Majoko, 2023). The evolution of multicultural education in the face of globalization highlights its essential role in preparing students to navigate a diverse society positively.

Multicultural education faces several challenges in schools, particularly due to conventional teaching methods that hinder student engagement. Research indicates that many teachers feel underprepared to work in culturally diverse classrooms, highlighting the need for high-quality professional development (Parkhouse et al., 2019b; Kim & Cooc, 2023). Conventional approaches, such as "Multicultural Days," often promote cultural essentialism and avoid critical engagement with deeper issues of cultural complexity (Watkins & Noble, 2019). Studies suggest that multicultural education should focus on social justice, critically interrogating power structures, and disrupting systemic oppression (Guichot-Reina, 2021). Effective multicultural practices can improve student engagement, particularly through enhanced peer relationships (Abacioglu et al., 2019). Geography education has been proposed as a basis for teaching multiculturally, emphasizing localization and place-based pedagogy (Abacioglu et al., 2023; Shen, 2019). Additionally, student teachers' understanding of multicultural education theories remains inconsistent, indicating a need for improved teacher preparation programs (Benediktsson, 2023).

The Value Clarification Technique (VCT) materials can effectively address the challenges of multicultural education by encouraging students to critically reflect on their cultural values. By engaging students in discussions and activities that prompt them to examine their beliefs and the cultural contexts from which they arise, VCT fosters an environment where cultural diversity is not only acknowledged but also appreciated (Akhwani & Nurizka, 2021). This reflective process allows students to confront their biases and assumptions, leading to a deeper understanding of the complexities of cultural identities and the importance of inclusivity in a multicultural society (Sultan et al., 2020; Rohmat et al., 2023). Moreover, VCT materials can be designed to include diverse cultural perspectives, thereby enriching the learning experience and promoting cross-cultural understanding among students (Aydin & Tonbuloglu, 2014; Dewi, 2023). Incorporating VCT into the curriculum can also enhance students' ability to navigate and respect cultural differences, which is essential in today's globalized world. By facilitating critical discussions about cultural values, VCT helps students develop empathy and respect for others, which are crucial components of a harmonious multicultural environment (Suryaman & Juharyanto, 2020; Aرسال, 2019). Additionally, teachers can utilize VCT to create a classroom atmosphere that values diversity and encourages open dialogue about cultural differences, thereby reinforcing the principles of equality and social justice (Suri & Chandra, 2021; Komalasari et al., 2018). Ultimately, VCT serves as a valuable pedagogical tool that not only addresses

the challenges of multicultural education but also empowers students to become more culturally competent and socially responsible individuals.

Traditional teaching methods are heavily reliant on lectures and rote memorization, and they limit student interaction and critical thinking. In multicultural education, these methods are particularly ineffective as they fail to engage students in meaningful discussions about cultural diversity and social complexities (Sarnovska, 2020). They do not prompt students to reflect on their values or appreciate diverse perspectives, crucial for multicultural understanding. Without interactive and reflective elements, students struggle to connect abstract cultural concepts to their experiences, resulting in passive learning and limited engagement. Alternatively, the Value Clarification Technique (VCT) offers a dynamic approach to multicultural education. VCT encourages reflective discussions, helping students explore personal values and consider diverse cultural perspectives (Nisa' et al., 2020; Akhwani & Nurizka, 2021). This technique fosters active participation, critical thinking, and empathy. Integrating group discussions, case studies, and project-based learning can further enhance engagement by making learning more interactive and relevant. These strategies create an inclusive environment where students actively contribute and deepen their understanding of multicultural concepts.

An initial interview with a high school history teacher revealed that a primary challenge in multicultural education is the lack of teaching materials that integrate reflections on cultural values within the learning context. The teacher noted that while history is rich in social and cultural contexts, the available resources tend to be informative and factual, leaving little opportunity for students to explore and reflect on cultural values in historical events. They emphasized that students often study historical events in a chronological manner without grasping the significance of values such as tolerance, diversity, and pluralism. The absence of educational materials that encourage deep reflection on these values results in students struggling to connect the subject matter with their daily lives and to develop a broader understanding of the cultural diversity surrounding them.

This collection of papers explores innovative approaches to teaching, particularly focusing on value-based education and case studies across various countries. Several studies highlight the effectiveness of case-based teaching in improving students' knowledge and critical thinking skills (Vasconcelos et al., 2024; Tan, 2019). Value clarification techniques and value-oriented approaches are emphasized in religious education (Izgar, 2019) and legal education (Zavhorodnia et al., 2019), aiming to develop ethical mindsets and professional competencies. Innovative technologies and interdisciplinary learning approaches are discussed as effective tools for engaging students and facilitating learning (SECKIN KAPUCU et al., 2021; Valentukevičienė & Valatka, 2020). The importance of integrating moral and cultural values in ELT materials is highlighted (H. P. Widodo et al., 2018), while the need for value-based education in the curriculum is stressed (Prahaldaiyah, 2021). These studies collectively demonstrate the potential of innovative, value-based teaching methods to enhance learning outcomes and foster ethical development across various disciplines and countries.

The Value Clarification Technique (VCT) provides an engaging method for understanding multicultural values by prompting students to reflect on and discuss their cultural beliefs and those of others through structured activities (Nganga, 2015; Reynolds, 2011). VCT encourages critical thinking and helps students appreciate cultural differences, enhancing their awareness of their identities and fostering empathy and respect in a more inclusive classroom environment. By linking personal experiences to broader cultural contexts, VCT underscores the importance of multiculturalism in students' lives and society (Mena & Rogers, 2017; Mpungose, 2021). Its focus on personal relevance makes VCT effective in multicultural education, as students relate concepts to their own lives, internalizing and applying these values in diverse interactions (Tonbuluğlu et al., 2016). Through articulating their thoughts and engaging with diverse perspectives, students develop essential skills for navigating a diverse world, making VCT a valuable tool in multicultural education.

This study evaluates the effectiveness of instructional materials based on the Value Clarification Technique (VCT) in enhancing student engagement and understanding of multicultural concepts within history education. VCT has been shown to encourage students to think critically and remain open to cultural diversity. Through structured reflection and discussion, VCT enables students to appreciate the multicultural values that are pertinent to their daily lives more deeply. The use of VCT-based instructional materials serves not only as a pedagogical tool but also as an effective strategy for fostering tolerance and appreciation for diversity among high school students.

VCT offers a novel and transformative approach to multicultural education, distinct from conventional methods that often emphasize rote memorization. Through reflective exercises and discussions, students are encouraged to evaluate their own beliefs and attitudes, fostering a deeper connection with concepts of diversity. This approach transcends surface-level understanding, enabling students to internalize multicultural values while developing critical thinking and empathy. By emphasizing individual reflection within a collaborative framework, VCT uniquely empowers students to navigate complex cultural issues with a level of openness that traditional methods may not fully cultivate.

Previous research demonstrated that learning history using VCT-based teaching materials is effective because the learning process can enhance the classroom atmosphere, requiring students to be more active and integrated with local cultural values. Through VCT, students can study historical material outside of class that has been shared by the teacher through values relevant to the culture in their living environment. Students will study the material, complete assignments, and collaboratively discuss the material and assignments provided by the teacher in groups. The application of teaching materials integrated with VCT in history learning aims to improve students' understanding of multiculturalism, fostering tolerance and normalizing cultural differences within Indonesian society.

2. Conceptual Framework

In the era of globalization, multicultural education has become increasingly essential to prepare students for living and working in diverse societies. As a microcosm of society, the classroom demands pedagogical approaches that not only convey knowledge about cultural diversity but also shape students' ability to critically reflect, empathize, and engage in inclusive practices. Previous research emphasizes that effective multicultural education requires culturally responsive teaching incorporating students' cultural backgrounds through diverse instructional methods and open dialogue about differences (Karataş et al., 2022; Brown & Chen, 2012). In this context, the Value Clarification Technique (VCT) emerges as a transformative pedagogical strategy.

VCT encourages students to explore, express, and evaluate their personal values in response to social issues, making it particularly effective in multicultural education settings. As Akhwani and Nurizka (2021) argue, VCT promotes student engagement by facilitating internal reflection and interpersonal discussion, which in turn helps learners become more aware of cultural differences. Suryaman and Juharyanto (2020) further note that the reflective nature of VCT enables students to relate learning content to their daily experiences, fostering empathy and respect toward others. Within the context of history education, VCT allows students to connect past events to present-day multicultural issues, reinforcing values such as tolerance, pluralism, and social justice (Rohmat et al., 2023; Sultan et al., 2020).

This study conceptualizes VCT not only as a teaching method but also as a value-based learning framework that places students at the center of meaning-making. It assumes that by engaging in structured reflection and collaborative discussion, students will develop a deeper and more personal understanding of multiculturalism, particularly in relation to the historical content they study. VCT-based instructional materials are designed to provoke critical thinking, stimulate emotional

engagement, and encourage students to articulate their perspectives about diversity, equity, and inclusion.

Therefore, the purpose of this study is to evaluate the impact of VCT-based instructional materials in enhancing senior high school students' understanding of multiculturalism. This is achieved through a mixed-methods approach, measuring both the cognitive outcomes (via pre-test/post-test results) and qualitative insights (from student and teacher interviews). The conceptual model assumes that integrating VCT into history lessons will result in significant improvement in multicultural awareness, knowledge, and skills among students.

Based on this framework, the following hypotheses are formulated:

- H1 (Alternative Hypothesis): Students who receive instruction using VCT-based teaching materials will demonstrate significantly greater improvement in multicultural understanding compared to students who receive conventional instruction.
- H0 (Null Hypothesis): There is no significant difference in the improvement of multicultural understanding between students taught using VCT-based teaching materials and those taught using conventional methods.

3. Methodology

3.1. Research Design

This study adopts an Explanatory Sequential Mixed Methods Design, which begins with the collection and analysis of quantitative data, followed by qualitative data collection to explain or elaborate on the quantitative findings in more depth (Creswell & Clark, 2011). The chosen model is appropriate for educational research involving interventions, as it enables a comprehensive exploration of how and why certain learning approaches impact students' multicultural understanding. This model allows researchers to triangulate numerical data with narrative insights from participants, thereby increasing the validity of findings. An illustration of this design is presented in Figure 1 below.



Figure 1. Explanatory Mixed Method Research Design

This research employs a qualitative approach with a case study design to explore the integration of Kagaluhan values in 21st-century history education in an effort to strengthen Galuh cultural identity in Ciamis Regency, Indonesia (Yin, 2013). This approach was selected because it facilitates an in-depth investigation of social and cultural phenomena, particularly in the context of history education, based on local wisdom (Şen Akbulut & Hill, 2020). A case study design was utilized because this research focuses on the implementation of Kagaluhan values in history education at specific schools, thus enabling a contextual depiction of the phenomenon based on teachers' authentic experiences in teaching history grounded in local cultural values.

3.2. Research Population and Participant

The subjects of this study were tenth-grade students from five senior high schools (SMA) in Wonogiri Regency, Central Java, Indonesia, selected using a cluster sampling technique (Shannon-Baker, 2016). A total of 25 classes participated—five from each school—with an overall sample of

216 students, averaging 21–22 students per class. The participants ranged in age from 15 to 17 years old. Based on school records, the gender distribution across the sample was approximately balanced, with 52% female and 48% male students. The five participating schools are located in both urban and semi-rural areas of Wonogiri, a region with predominantly middle to lower-middle socioeconomic status, where students typically come from families engaged in agriculture, trade, and small-scale industry. These schools were chosen due to their inclusion of multicultural content in the curriculum and prior involvement in character education initiatives.

In addition to students, five history teachers participated as subjects in the qualitative component of the study. These teachers were selected based on their direct involvement in teaching multicultural content in history classes and their experience implementing instructional innovations. Grade X was chosen because students at this level are considered to be at a cognitive developmental stage conducive to comprehending abstract multicultural concepts.

3.3. Data Collection and Instruments

In the data collection process, quantitative tests and qualitative interviews were employed to comprehensively understand students' perceptions of multicultural concepts. The quantitative assessment was conducted using the Multicultural Awareness, Knowledge, and Skills Survey (MAKSS), which has been adapted for high school students (Parkhouse et al., 2019a)(Dewi, 2023). This assessment consists of 30 questions that address the dimensions of multicultural awareness, knowledge, and skills, aiming to measure students' understanding levels before and after the intervention. The results from this test are utilized to analyze the relationships between the studied variables and to determine whether there are significant differences in students' multicultural understanding following the designed learning experience.

Qualitative interviews were conducted further to explore the quantitative findings through semi-structured face-to-face interviews (Miles et al., 2018). These interviews aimed to delve into the perceptions of both students and teachers regarding the implementation of multicultural education and its impact on students' abilities to grasp multicultural concepts (Yang et al., 2024). A total of six students from the experimental group were selected for interviews, including two high-achieving students, two with average performance, and two with lower performance. Additionally, the teachers involved in the multicultural education implementation were interviewed to provide their insights on the effectiveness of the media and methods used in enhancing students' multicultural understanding.

Table 1. Interview grid

Aspect	Indicator
Students' opinions on multicultural learning media	Students are able to provide an assessment of the media used in class
The influence of multicultural learning on students' understanding	Students feel more understanding and appreciation for cultural diversity after learning
Teachers' views on the effectiveness of multicultural learning media	Teachers provide an assessment of the extent to which the media used can improve student understanding
Changes in students' attitudes or understanding of cultural diversity	Teachers identify positive changes in students' attitudes and understanding of cultural diversity

Adapt from (Pratomo et al., 2021)(Sutika et al., 2023)

3.4. Data Analysis Techniques

In mixed methods research, two types of data are typically collected: quantitative and qualitative data. Consequently, the data analysis techniques are tailored to each type of research outcome (Zhang, L., Huang, G., Li, Y., & Bao, 2021). For quantitative data derived from pre-tests and post-tests, statistical analysis is conducted using SPSS 26. Descriptive statistical tests are employed to determine the minimum, maximum, mean, and standard deviation of the results obtained from the pre-tests and post-tests. Prior to hypothesis testing, normality tests are performed using the Kolmogorov-Smirnov (K-S) and Shapiro-Wilk tests to ensure that the data follows a normal distribution. Following this, a homogeneity test is conducted to confirm that the variances between the experimental group and the control group are homogeneous. After these two tests, a t-test is performed to assess whether there is a significant difference in the improvement of multicultural understanding between the experimental group, which utilized VCT-based teaching materials, and the control group.

Meanwhile, qualitative data analysis is carried out by processing the results of semi-structured interviews conducted with students and teachers. Following the approach outlined by (Cresswell et al., 2003), the analysis involves collecting interview data, transcribing the results, and subsequently analyzing them to identify emerging themes. Thematic analysis is utilized to explore the perceptions of students and teachers regarding the effectiveness of VCT-based teaching materials in multicultural education. The interview results are organized and analyzed based on the identified themes to provide deeper insights into the experiences and understandings of both students and teachers concerning the instructional media employed.

3.5. Research Procedure

This research commenced with a preparatory phase, encompassing the development and pilot testing of research instruments to ensure their validity and reliability. Additionally, the selection of research subjects was conducted purposively, along with the preparation of multicultural learning media to be utilized by the experimental group.

Subsequently, the data collection phase began with the administration of a pre-test for both the experimental and control groups. The experimental group received treatment in the form of interactive multicultural learning media, while the control group followed conventional learning methods without the use of said media. Following the treatment, a post-test was administered to both groups to measure the impact of the learning intervention. Furthermore, semi-structured interviews were conducted with students and teachers in the experimental group to obtain qualitative data that would enhance the quantitative results.

The final phase consisted of analysis and reporting. Quantitative data were analyzed using t-tests to identify significant differences between the experimental and control groups, while qualitative data underwent thematic analysis to identify key themes emerging from the interviews. The results from both types of data were then compiled into a final report containing conclusions and recommendations based on the research findings.

4. Results

Based on the data obtained from the research, the learning process utilizing instructional materials based on the Value Clarification Technique (VCT) in history education proceeded smoothly. The implementation of these materials is anticipated to enhance students' multicultural understanding. The results from both pre-tests and post-tests indicate a notable improvement in multicultural comprehension among students, observed in both the experimental and control groups.

In the experimental group, the pre-test and post-test results reveal significant increases across all schools. For instance, in School A, the average pre-test score was 83.36, while the post-test score rose to 90.02. Similarly, in School F, the average pre-test score was 81.69, with the post-test score increasing to 86.30. Conversely, the control group, which did not utilize VCT-based instructional materials, also exhibited an improvement in understanding, albeit to a lesser extent than the experimental group. For example, in School A, the average pre-test score was 81.36, and the post-test score increased to 87.05, while in School F, the pre-test score was 79.44, with the post-test reaching 84.41. This information is illustrated in Table 2.

Table 2. Pre-test and Post-test Results of Experimental Class and Control Class

School	Pretest (Experiment)	Posttest (Experiment)	Pretest (Control)	Posttest (Control)
School A	83,36	90,03	81,36	87,06
School B	82,39	88,08	80,39	86,00
School C	81,97	87,78	79,64	85,25
School D	82,08	87,83	79,94	85,58
School E	81,89	86,64	79,50	84,60
School F	81,69	86,31	79,44	84,42

Prior to conducting a t-test to determine the difference in improvement between the experimental and control groups, normality and homogeneity tests were performed to ensure that the data used met the requirements for statistical analysis.

The normality test was conducted using the Kolmogorov-Smirnov and Shapiro-Wilk tests to ascertain whether the distribution of pre-test and post-test data in both groups was normally distributed. This test was selected due to the relatively small sample size, making it more appropriate compared to the Kolmogorov-Smirnov test, which is better suited for larger samples. The results of the normality test can be observed in Table 3.

Table 3. Normality Test Results

Group	Shapiro-Wilk Score (Pre-test)	Sig. (Pre-test)	Shapiro-Wilk Value (Post-test)	Sig. (Post-test)
Experimental Class	0.978	0.145	0.980	0.198
Control Class	0.970	0.065	0.973	0.080

Based on the aforementioned Table 3, it is evident that the significance values (p) for all pre-test and post-test groups, both in the experimental and control classes, exceed 0.05. This indicates that the data are normally distributed in both groups, thereby satisfying the assumption of normality. To assess homogeneity, Levene's Test was employed to verify that the variances between the experimental and control groups are homogeneous. This test is crucial for confirming that the variances of the pre-test and post-test data do not differ significantly between the control and experimental groups. The results of the homogeneity test are presented in the following table 4.

Table 4. Results of the Homogeneity Test

Group	Levene's Value (Pre-test)	Sig. (Pre-test)	Levene's Value (Posttest)	Sig. (Post-test)
Combined Experiment & Control	0.921	0.349	1.023	0.315

Based on the results of Levene's test, a significance value (p) > 0.05 was obtained for both pre-test and post-test data. This indicates that the variance between groups is homogeneous, thus fulfilling the assumption of homogeneity. With the assumptions of normality and homogeneity satisfied, the data from the experimental and control groups are suitable for further statistical analysis, specifically the t-test.

4.1. Analysis of Differences in Students' Multicultural Understanding Improvement (T-Test)

A t-test was conducted to analyze the differences in the enhancement of multicultural understanding between the experimental group and the control group. The t-test results indicate a significant difference in the improvement of multicultural understanding between the two groups. In the experimental group, the t-test yielded a significance value of 0.000, indicating a significant difference between the pre-test and post-test results after the intervention involving the use of VCT-based teaching materials. Conversely, the control group also demonstrated a significant improvement, although it was not as pronounced as that of the experimental group. This is illustrated in the following table 5.

Table 5. Paired Samples Test Results - Pre-test and Post-test of Experimental Class and Control Class

Group	Average Difference	Standard Deviation	Standard Error Mean	Lower Limit 95%	Upper Limit 95%	t-value	df	Sig. (2-tailed)
Experimental Class	-5,52	3,27	0,22	-5,96	-5,08	-24,77	215	0,000
Control Class	-5,48	3,03	0,21	-5,89	-5,08	-26,63	215	0,000

Based on the results of the Paired Samples Test, a significant difference was observed between the pre-test and post-test scores for both groups, namely the experimental class and the control class. In the experimental class, the mean pre-test score of 83.36 and the mean post-test score of 90.03 demonstrated a significant increase with an average difference of -5.52. The standard deviation of 3.27 and the significance value (p -value) of 0.000 indicate that this increase is statistically significant ($p < 0.05$), suggesting that the treatment administered in the experimental class had a substantial impact on the improvement of students' learning outcomes.

A similar phenomenon occurred in the control class, where the mean pre-test score of 81.36 and post-test score of 87.06 exhibited an increase with an average difference of -5.48. The standard deviation of 3.03 and the p -value of 0.000 also indicate that this increase is statistically significant. This demonstrates that despite the absence of specific treatment, there was a statistically significant improvement in students' learning outcomes in the control class. In general, both the experimental and control classes showed significant increases between pre-test and post-test scores. However, the difference in the experimental class is more likely attributable to the treatment received, whereas in the control class, this improvement may be due to other factors contributing to students' learning outcomes.

The comparison between the pre-test and post-test results indicates that the experimental group experienced a more significant improvement than the control group. Across the entire school, the post-test scores for the experimental group were higher than those of the control group. For instance, in School B, the experimental group increased from 82.39 in the pre-test to 88.08 in the post-test, while the control group improved from 80.38 to 86.00.

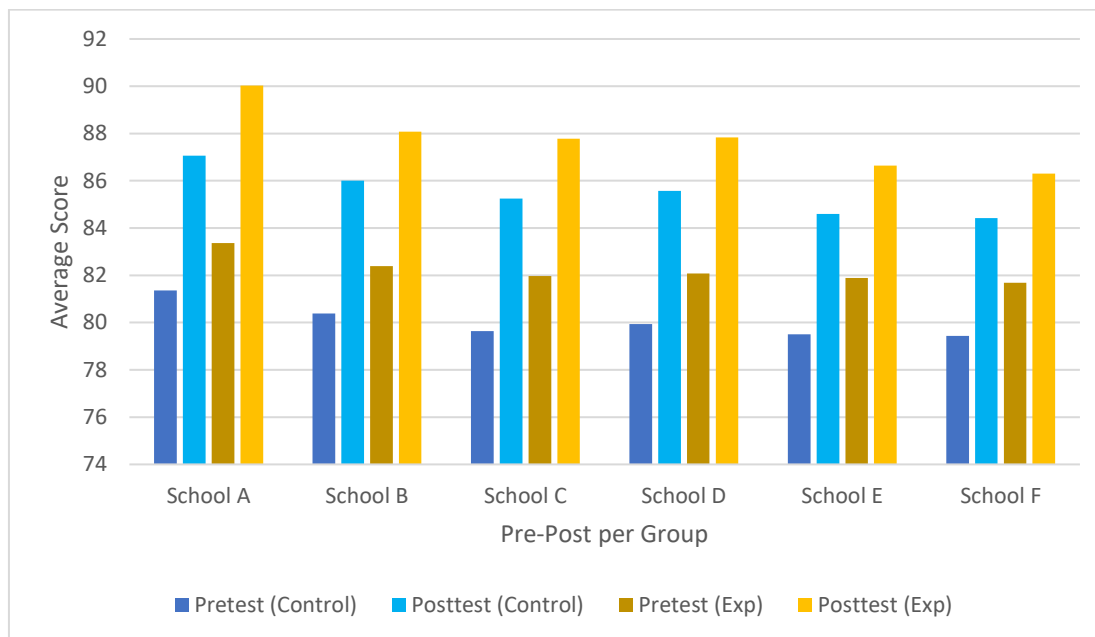


Figure 2. Pre-test and post-test results for each group

Overall, these results indicate that the utilization of VCT-based instructional materials is more effective in enhancing students' multicultural understanding compared to conventional learning methods applied to the control group.

Meanwhile, qualitative data were obtained through semi-structured interviews with students and teachers from the experimental group. Qualitative analysis was conducted using thematic analysis, wherein primary themes were identified from student and teacher responses regarding the use of multicultural learning media in the context of history education. These interviews were conducted to explore student and teacher perceptions concerning the effectiveness and impact of the employed learning media.

4.2. Students' Perceptions on the Use of VCT-Based Learning Materials

This study employs a qualitative approach to address questions regarding students' perceptions of the use of VCT (Value Clarification Technique) based teaching materials in multicultural history education. Data were collected through semi-structured interviews with students from the experimental group. Based on student responses, overall, students with high, medium, and low achievement levels provided positive statements regarding the use of these teaching materials.

Students reported that they found the learning experience with VCT-based teaching materials to be enjoyable and preferable due to its interactive nature and its effectiveness in facilitating a deeper understanding of cultural diversity content. One high-achieving student expressed, "I appreciate learning with VCT-based teaching materials as they assist me in comprehending different cultures in a more accessible manner." Other students added that these teaching materials enabled them to articulate their views on cultural issues more effectively and encouraged them to develop a greater appreciation for the diversity within their environment. This indicates that the utilization of VCT-based teaching materials enhances students' awareness of the importance of valuing cultural diversity.

Regarding the benefits of using VCT-based teaching materials, students provided a variety of responses. Students categorized as low achievers remarked that, "This teaching material is very effective in explaining historical concepts, particularly those related to cultural diversity." Students in the medium achievement category described the materials as, "A great and effective tool to help me understand cultural diversity." Meanwhile, high-achieving students stated, "The VCT-based teaching materials offer many creative ideas on how we can appreciate cultural differences." The majority of students agreed that VCT-based materials are effective for multicultural history learning and assist them in understanding and appreciating cultural diversity more creatively.

Furthermore, students' perceptions regarding the challenges in utilizing VCT-based instructional materials demonstrated varied responses. Several students articulated that although these materials were beneficial, certain sections proved difficult to comprehend, particularly when the content was presented rapidly or when an excessive amount of information was conveyed simultaneously. Nevertheless, these challenges did not diminish students' positive perceptions of VCT-based instructional materials, as the majority of them continued to experience significant benefits in expanding their understanding of multicultural concepts.

4.3. Teachers' Views on the Effectiveness and Engagement of Students in the Use of VCT-Based Teaching Materials

The response to the subsequent research question pertains to teachers' perspectives on the implementation of VCT-based teaching materials to enhance students' multicultural understanding. Based on interviews conducted with teachers, it was concluded that they hold a positive view regarding the effectiveness of these materials in the learning process. Teachers noted that the use of VCT-based resources is effective in improving students' comprehension of multicultural concepts.

The educators elucidate that there are three primary steps in implementing VCT-based teaching materials in the classroom. First, the instructor introduces content related to cultural diversity. Second, the instructor explicates the methodology for utilizing VCT-based teaching materials. Third, the instructor provides material directly pertaining to the application of VCT for comprehending cultural diversity. The educators posit that value-based techniques such as VCT can facilitate students' understanding of cultural issues more effectively and interactively.

According to teachers, the VCT-based instructional materials successfully enhanced student participation in the classroom. They reported that students became more enthusiastic and engaged in discussions and learning activities. One educator stated, "I observed that students were more active in discussions and posing questions when utilizing VCT-based instructional materials, particularly when the content related to their daily life realities." Educators also noted that these instructional materials effectively motivated students to think critically, especially when addressing abstract topics concerning cultural diversity.

The effectiveness of VCT-based instructional materials was evaluated based on how students more actively participated in learning and demonstrated increased motivation in completing tasks related to multicultural understanding. Educators observed that the use of these instructional materials not only increased student engagement but also encouraged them to develop attitudes of tolerance and appreciation for cultural diversity.

Table 6. Interview Analysis Results

Main Theme	Teacher's Response
Introduction to Materials Related to Cultural Diversity	"I introduced the cultural diversity material before using VCT-based teaching materials."
Explanation of How to Use VCT Teaching Materials	"The next step is to explain to students how to use this VCT-based teaching material."
Increasing Student Participation in Learning	"Students become more active in discussing and providing views when using VCT-based teaching materials."
Increasing Student Motivation through VCT	"This teaching material motivates students to think more critically, especially in understanding cultural diversity."
Relevance of Materials to Daily Life	"This teaching material is effective because the material presented is relevant to students' real lives."
Developing an Attitude of Tolerance towards Cultural Diversity	"Students learn to appreciate cultural differences more by using this teaching material."

5. Discussion

The t-test results indicate a significant improvement in multicultural understanding within the experimental group compared to the control group. The experimental group, which utilized VCT-based instructional materials, demonstrated a greater enhancement in understanding, suggesting that the interactive and reflective approach provided by VCT effectively aids students in internalizing multicultural concepts. Although the control group also exhibited some improvement, the difference was not as pronounced as that of the experimental group, thereby reinforcing the argument that VCT-based methods are more effective in facilitating multicultural learning.

Value Clarification Technique (VCT)-based instructional materials have been demonstrated to be effective in facilitating students' comprehension of cultural diversity in a concrete and interactive manner. VCT functions as a pedagogical method that encourages students to explore and clarify their own values within historical and cultural contexts, enabling them to connect personal experiences with broader multicultural values (Septiningrum et al., 2020). Research indicates that the implementation of VCT in history education allows students to analyze historical events and consider the values embedded within them, which subsequently aids in the development of attitudes of tolerance and appreciation for cultural diversity (Ekasari, 2017; Suryani, 2018). Furthermore, this approach encourages students to engage in more profound discussions regarding cultural differences, thereby fostering a more interactive and inclusive learning environment (Komalasari et al., 2018). The perceptions of high school students and History teachers concerning the relevance of Value Clarification Technique (VCT)-based teaching materials in the context of multicultural learning are notably positive. Educators report that this method not only enhances students' understanding of cultural diversity but also aids in developing their critical attitudes towards social issues related to discrimination and injustice (Aziz, 2018; Rohmat et al., 2023). Students exhibit increased engagement and motivation when they can connect the values they learn to their daily lives, indicating that VCT can serve as an effective tool in multicultural education (Akhwani & Nurizka, 2021). Consequently, the implementation of VCT in educational curricula is not only relevant but also essential for cultivating multicultural awareness among the younger generation.

Consistent with this observation, the utilization of Value Clarification Technique (VCT)-based instructional materials has successfully enhanced student engagement in multicultural learning. As revealed through qualitative data from interviews, students demonstrated increased active participation in discussions and value reflections, enabling them to express their perspectives on cultural issues more openly and profoundly. Students reported that the implementation of VCT encouraged their active involvement due to the relevance of the taught material to their daily lives. Furthermore, quantitative results also indicated a significant improvement in student engagement, as reflected in their participation in learning activities and a greater enhancement of multicultural understanding compared to the control group. Educators also reported that students exhibited increased motivation for critical thinking and comprehension of sociocultural contexts through the VCT approach, which overall enriched the teaching and learning process in the classroom. This aligns with several studies' findings, asserting that Value Clarification Technique (VCT) is an effective teaching model for enhancing student engagement and multicultural understanding compared to conventional methods. Studies show VCT significantly improves students' affective learning outcomes, including nationalism, democracy, and multicultural values (Tyas & Mawardi, 2016; U. Widodo et al., 2021). VCT also positively impacts critical thinking skills in elementary and high school students (Widiana, 2022; Nurhijrah, 2022). Additionally, VCT increases student motivation and academic achievement, particularly in Civic Education and Social Studies (Anwar et al., 2023; Septiningrum et al., 2020). The technique encourages active participation, with students showing improved ability to express opinions, analyze problems, and collaborate in groups (Risvanelli, 2017). However, one study found VCT's effectiveness in enhancing critical thinking in Islamic Education to be inconclusive (Sriyanto et al., 2024). Overall, VCT appears to be a promising approach for fostering critical thinking, motivation, and multicultural understanding in various educational contexts.

While positive outcomes have been observed, the implementation of the Value Clarification Technique (VCT) also encounters various challenges in practice. Teachers and students face numerous obstacles, particularly students who often struggle to connect their personal values with broader learning contexts when first using VCT-based instructional materials. Research indicates that students frequently experience confusion when confronted with situations requiring value clarification, especially if they are not yet familiar with this approach (Risvanelli, 2017; Siswinarti, 2019). In this context, teachers play a crucial role in addressing these challenges by employing effective strategies, such as providing relevant examples that resonate with students' experiences and reinforcing understanding through material repetition (H. Rohmah, 2023). By providing more concrete and relatable context, students can more easily understand and internalize the values being taught, thereby enhancing their engagement in the learning process. To systematically address this challenge, improving the design of teaching materials and teacher training is crucial. Interactive and engaging teaching materials can encourage students to be more active participants in their learning, while effective training for teachers in implementing Value Clarification Techniques (VCT) can enhance their ability to facilitate discussions and clarify values in the classroom (M. Rohmah et al., 2021; Wayan, 2022). Research indicates that with appropriate training, teachers can better adapt their teaching methods to meet students' needs, including providing constructive feedback and creating a supportive learning environment (Maulana et al., 2019). Therefore, a combination of well-designed teaching materials and adequate teacher training can significantly reduce the challenges students face in understanding VCT-based content and improve their overall learning outcomes.

In line with this, multicultural education in history teaching has significant practical implications for creating a more inclusive learning environment. Research indicates that a multicultural approach can enhance students' understanding of cultural diversity in a more comprehensive manner and foster their appreciation for the differences present in their surroundings (Rudianto, 2023). By implementing techniques such as group discussions, case studies, and utilizing materials relevant to

the local context, educators can cultivate a classroom atmosphere conducive to positive interactions among students from various cultural backgrounds (Sari, 2024). For instance, the application of cooperative learning methods like Jigsaw can promote collaboration and communication among students, encouraging them to be more open in sharing diverse perspectives and experiences (Sarifuddin & Ahmad, 2023). To enhance the efficacy of multicultural education, it is imperative for educators to receive adequate training in implementing this approach. Training that focuses on inclusive teaching strategies and classroom management techniques can assist educators in creating a conducive learning environment (Khofifah & Ramadan, 2021). Furthermore, the design of instructional materials that consider the cultural diversity of students is crucial. By incorporating students' cultural contexts into teaching materials, educators can facilitate increased student engagement and motivation in the learning process (Shamir et al., 2019; Kuanbayeva et al., 2022). Research indicates that when students feel valued and recognized in the learning process, they are more likely to participate actively and develop positive attitudes towards differences (Yuliani et al., 2021). Consequently, the effective implementation of multicultural education can foster a classroom atmosphere that is not only inclusive but also enriches the overall learning experience of students.

Research on developing tolerant attitudes and appreciation for diversity among students has explored various approaches. Studies have examined the use of contextual teaching materials based on historical sites to enhance character education (Mahfud Nahrowi et al., 2020) and the implementation of multicultural education in schools to foster inclusivity and tolerance (Rohmat et al., 2023). Some schools have implemented inclusive internal policies to accommodate religious diversity among students (Husen & Khoirudin, 2022). The development of specialized teaching materials for students with special needs, such as those with hearing impairments, has also been investigated (Syafudin & Sujarwo, 2019). Additionally, researchers have explored integrating Islamic values into mathematics education to build character (Ariningsih & Amalia, 2020) and using audio-visual teaching materials to enhance student engagement and learning outcomes.

In general, both quantitative and qualitative data support and reinforce the findings that the Value Clarification Technique (VCT) is effective in enhancing students' multicultural understanding. The quantitative results indicate a significant improvement in multicultural comprehension tests for the experimental group compared to the control group. This is further substantiated by qualitative data from interviews, where both students and teachers acknowledged that VCT facilitated a deeper understanding of cultural diversity concepts through reflective processes and discussions relevant to everyday life. Teachers also noted positive changes in students' attitudes, leading to greater openness and appreciation for cultural differences. Therefore, the integration of interview results and multicultural comprehension tests demonstrates that this method has a significant impact on both enhancing knowledge and shaping students' attitudes towards diversity. On the other hand, this research has several strengths, particularly the effectiveness of VCT in improving students' understanding and positive attitudes towards cultural diversity, especially in history education. The use of a mixed-methods approach also enhances the validity of the findings, as the quantitative and qualitative data complement each other. However, the study is limited by a relatively small sample size, which may restrict the generalizability of the results. Additionally, the duration of VCT implementation may not be sufficient to assess long-term impacts. Consequently, the implications for high school history education suggest that VCT can serve as an effective pedagogical tool to help students connect historical material with multicultural issues, promote active engagement, and foster tolerance and appreciation for diversity within a historical context.

6. Conclusion

This research demonstrates that the Value Clarification Technique (VCT) significantly enhances students' multicultural understanding in history education. The t-test results indicate a significant improvement in multicultural comprehension tests among the experimental group compared to the

control group. Qualitative data from interviews further corroborate these findings, wherein students and teachers affirm that the utilization of VCT assists students in relating multicultural values to their daily lives. VCT proves effective not only in augmenting students' knowledge of cultural diversity but also in fostering positive attitudes towards differences.

7. Suggestion

The implementation of VCT encourages active student engagement in reflective discussions, deepening their understanding of social and cultural issues relevant to historical contexts. Further research is recommended to extend the duration of VCT implementation to evaluate its long-term impact. Additionally, the application of VCT could be explored in other relevant subjects, and further teacher training would contribute to maximizing the effectiveness of this method.

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Declarations

Author Contributions. PDH.: Literature review, conceptualization. LAS.: methodology, data analysis. MA: Review-editing and writing, original manuscript preparation. DD: analysis data, methodology, discussion critics. All authors have read and approved the publication of the final version of the article.

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