

The Effect of Value Clarification and Locus of Control Learning on Students' Moral Development Level

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ABSTRACT

Moral education aims to enhance the ability to think morally and make ethical decisions by emphasizing methods of moral consideration and fostering recognition of value-based reasoning. This study investigates the influence of value clarification and locus of control on students' moral development. An experimental design was employed, using a questionnaire-based treatment to collect data from 150 students at Poltekkes Surabaya and PGRI Ronggolawe University. Primary data was obtained directly from participants, ensuring reliability and relevance. Findings revealed that Value Clarification Learning significantly improves students' moral development, supported by a significance value exceeding 0.05. This method fosters active learning, encouraging students to integrate values into their daily lives. It also motivates learners to seek information and confidently express their opinions. The research demonstrates the effectiveness of Value Clarification Learning in promoting moral judgment, decision-making, self-value development, and respect for others. By actively engaging students, this method facilitates deeper moral understanding and practical application. Value Clarification Learning positively impacts students' moral development, highlighting its potential as a powerful educational strategy to enhance moral reasoning and ethical decision-making in higher education contexts. Future research should explore its application across diverse populations to generalize findings.

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1. INTRODUCTION

Moral values serve as guiding principles and references for individual and collective actions, fostering harmony and social justice within communities. Without morals, the process of socialization becomes unattainable (Devereux et al., 2021). Morals are reflected in a person's actions, behaviors, and words during interactions with others. When these align with societal values, the individual is considered morally good; conversely, deviations indicate a lack of moral alignment (Azmi et al., 2018; Dabdoub, 2021). Moral education, therefore, is pivotal in shaping individuals to embody ethical principles and behaviors (Azmi et al., 2018). Among the factors influencing moral development in students, role models such as teachers, parents, and community members play a crucial role. However, in Indonesia, this positive influence is increasingly scarce. The prevalence of negative behaviors among children is partly

attributed to the lack of exemplary figures in leadership positions. Political elites, whose questionable conduct is often highlighted in mass media, significantly shape children's personalities, overshadowing the guidance provided by teachers. Consequently, schools and educators face growing challenges in counteracting this pervasive negative culture (Agus, 2012).

Moral education fosters awareness that equips students with knowledge, skills, attitudes, and values essential for personal fulfillment and social engagement (Dewi et al., 2022). The definition shows that moral education has two goals. First, to help the younger generation acquire knowledge, skills, attitudes, and values to increase life satisfaction. Second, to help individuals realize their social life, while contributing to the formation of a better society based on concern and love for humans and creatures, without interfering with the rights of others to realize their legal values. Morals are very important for civilized humans. Morals are formed through education and there are human character factors.

Moral behavior is shaped by various factors, including cognitive, emotional, personality, and situational influences. While Kornberg (2015) argued that the moral stage is a strong predictor of moral behavior, he acknowledged that it is not the sole determinant. Factors such as social agreements, perceptions of risk, and commitments to equality also contribute significantly to moral actions. Piaget's (1932) foundational work on moral development identified two distinct approaches children take toward morality: the heteronomous phase (ages 4–7), where rules and justice are perceived as fixed and externally imposed, and the autonomous phase (age 10 and above), where children recognize the negotiable nature of rules as human constructs. These stages reflect a gradual shift from externally controlled moral reasoning to internally guided ethical considerations.

Building on Piaget's framework, Kohlberg (1981) introduced a three-level model of moral development: pre-conventional, conventional, and post-conventional, which further delineates the progression of moral reasoning. While these stages provide a robust framework for understanding moral growth, not all individuals achieve the highest levels of moral reasoning. Recent studies have emphasized the role of socio-cultural factors, such as peer influence and digital media exposure, in shaping moral behavior, highlighting the need to integrate contemporary contexts into classical theories (Narvaez, 2020). Furthermore, moral development is significantly influenced by education, particularly through exposure to value-based curricula, though it is not the sole factor determining moral outcomes (Rae et al., 2021).

Despite the recognized benefits of value clarification and locus of control in fostering moral development, empirical studies investigating their combined impact within educational contexts remain limited. Existing research often isolates these factors, failing to explore their interactive effects on students' moral reasoning and behavior. This research addresses this gap by integrating both value clarification and locus of control learning strategies, aiming to provide a more comprehensive understanding of their influence on moral development. The novelty of this study lies in its dual-focus approach, offering insights into how these methods can synergistically enhance moral education, particularly in higher education settings.

Moral development in higher education involves complex processes where students are active participants in shaping their ethical perspectives. While learning about values is pivotal, the inclusion of locus of control—an individual's belief about the extent to which they control their own life outcomes—provides a critical dimension that can significantly impact students' moral reasoning and decision-making. This study seeks to analyze how these two factors, individually and collectively, influence the moral development of university students, filling a critical void in the existing literature.

The research aims to address the following questions: (1) How does value clarification learning impact students' moral development? (2) What is the effect of locus of control on students' moral reasoning? (3) How do these two approaches interact to influence moral development levels? The findings of this study hold significant implications for educators and policymakers, offering evidence-based strategies to enhance moral education and equip students with the ethical competencies necessary for navigating complex societal challenges.

2. METHODS

This study employed an experimental approach with a questionnaire-based treatment to investigate the effects of value clarification learning and locus of control on students' moral development. The primary data were collected directly from respondents, ensuring reliability and validity. The study population comprised students from Poltekkes Surabaya and PGRI Ronggolawe University, totaling 150 participants. A proportional random sampling technique was utilized, with an equal distribution of 75 students from each institution.

The research variables included independent variables, namely value clarification learning (X1) and locus of control (X2), and a dependent variable, which was the level of moral development among students (Y). Value clarification learning involved structured activities aimed at helping students identify and internalize values, while locus of control assessed their perception of control over life events.

Data analysis was conducted using the Statistical Package for Social Sciences (SPSS) software, version 13. Two statistical tests were employed: the t-test and the F-test. The t-test examined the partial effects of value clarification learning (X1) and locus of control (X2) on student moral development (Y). Meanwhile, the F-test assessed the simultaneous effects of both independent variables on the dependent variable. Hypotheses were tested at a significance level of $\alpha = 0.05$, ensuring robust statistical conclusions.

To enhance reliability, the study included a pre-test and post-test design to measure changes in moral development. Additionally, the validity of the questionnaire was confirmed through a pilot study conducted with a smaller sample, and Cronbach's alpha was used to ensure internal consistency of the instrument. This methodological rigor aimed to provide comprehensive insights into the interaction between value clarification learning, locus of control, and moral development.

3. FINDINGS AND DISCUSSION

3.1 Findings

The study results on the influence of value clarification and locus of control on students' moral development were obtained through questionnaires distributed to a total of 150 respondents. The sample was evenly divided, with 75 students from Poltekkes Surabaya and 75 students from PGRI Ronggolawe University. Participants were given one week to complete the questionnaire. Before beginning, students were instructed to carefully read and understand the scenarios and questions presented in the instrument. Clear and detailed instructions were included in the questionnaire to guide the participants through the process.

To ensure the integrity of the responses, students were explicitly instructed to complete the questionnaire individually, without collaborating with peers. This procedure was designed to minimize biases and ensure that the data collected accurately reflected each student's personal perspectives on moral development. The demographic and frequency distribution of the respondents is summarized in the following table for a general overview.

Table 1. Distribution of Research Questionnaires

Gender	Student of Poltekkes Surabaya	Percentage	Student of Universitas PGRI Ronggolawe	Percentage
Man	25	42.8	30	40
Woman	50	57.2	45	60
Total	75	100	75	100

The total number of questionnaires distributed was 150 questionnaires, the number of questionnaires returned was 150 questionnaires (response rate of 100%), and the number of questionnaires not returned was 0 questionnaires (0%).

Furthermore, the validity test was conducted on the value clarification learning scale, locus of control towards students' moral development using Pearson Moment correlation analysis. The validity

criteria were set at a significance of <0.05 . After the validity test, all items were tested for reliability with a test value of >0.05 (Table 2).

Table 2. Results of Validity Test of Value Clarification Variables

Statement Items	P Value	Sig.	Note	Statement Items	P Value	Sig.	Note
1	0.000	<0.05	Valid	11	0.000	<0.05	Valid
2	0.000	<0.05	Valid	12	0.000	<0.05	Valid
3	0.000	<0.05	Valid	13	0.000	<0.05	Valid
4	0.000	<0.05	Valid	14	0.000	<0.05	Valid
5	0.000	<0.05	Valid	15	0.000	<0.05	Valid
6	0.000	<0.05	Valid				
7	0.000	<0.05	Valid				
8	0.000	<0.05	Valid				
9	0.000	<0.05	Valid				
10	0.000	<0.05	Valid				

Based on the results above, the questionnaire on Value Clarification consisting of 15 items is declared valid because the calculation results are <0.05 . Validity testing is carried out to measure the variables to be studied. This is in accordance with Nabil's opinion (2022) that validity shows that an instrument is valid so that the variables to be studied can be carried out.

Meanwhile, based on the results above, the questionnaire on Locus of Control consisting of 20 items is declared valid because the calculation results are <0.05 (Table 3).

Table 3. Results of Validity Test of Locus of Control Variable

Statement Items	P Value	Sig	Note	Statement Items	P value	Sig	Note
1	0.000	<0.05	Valid	11	0.000	<0.05	Valid
2	0.000	<0.05	Valid	12	0.000	<0.05	Valid
3	0.000	<0.05	Valid	13	0.000	<0.05	Valid
4	0.000	<0.05	Valid	14	0.000	<0.05	Valid
5	0.000	<0.05	Valid	15	0.000	<0.05	Valid
6	0.000	<0.05	Valid	16	0.000	<0.05	Valid
7	0.000	<0.05	Valid	17	0.000	<0.05	Valid
8	0.000	<0.05	Valid	18	0.000	<0.05	Valid
9	0.000	<0.05	Valid	19	0.000	<0.05	Valid
10	0.000	<0.05	Valid	20	0.000	<0.05	Valid

The results of the normality test using Kolmogorov Smirnov, and carried out on both measured variables, the test results show that all data have a $p\text{-value} > \alpha$ (0.05). This shows that the data is normally distributed (Table 4).

Table 4. Data Normality Test Results

No	Variable	Statistic	N	P value	$>\alpha$	Note
1	Polytechnic of Health Students' Value Questionnaire Test	.074	75	.200*	0.05	
2	Moral LoC Questionnaire Test of Poltekkes Students	.074	75	.200*	0.05	Normal
3	PGRI Student Value Questionnaire Test	.087	75	.200*	0.05	
4	PGRI Student Moral LoC Questionnaire Test	.087	75	.200*	0.05	

The normality test for the Poltekkes students' value questionnaire yielded a statistic of 0,074 with a $p\text{-value}$ of 0,200. Given that the $p\text{-value}$ is greater than the alpha level of 0,05, we conclude that the distribution of values in the questionnaire is normal. This indicates that the data follows a normal

distribution, which is a key assumption for many statistical analyses. Similarly, the normality test for the moral LoC questionnaire for Poltekkes students also resulted in a statistic of 0,074 and a p-value of 0,200. Since the p-value exceeds the alpha level of 0,05, the moral LoC data for Poltekkes students is considered normally distributed. This normality ensures the reliability of further parametric analyses involving this variable. For the PGRI students' value questionnaire, the normality test statistic is 0.087 with a p-value of 0.200. As the p-value is greater than the alpha level of 0,05, the data from this questionnaire is also deemed to follow a normal distribution. This normality is essential for conducting accurate and valid statistical tests. The normality of all four variables across both institutions supports the robustness of the data and the validity of subsequent statistical analyses. Normal distributions are a fundamental assumption for many parametric tests, including t-tests and ANOVAs, which rely on the assumption of normality to produce reliable results. The confirmation of normality in these questionnaire results enhances the credibility of any inferential statistics applied to these data sets, facilitating more accurate and meaningful interpretations of the relationships and differences between the variables.

Homogeneity test on two variables using Levene's Test. The results of the homogeneity test show that each data has a p value $> \alpha$ (0.05). This shows that the data is homogeneously distributed (Table 5).

Table 5. Homogeneity Test Results

No	Variable	N	P Value	$> \alpha$	Note
1	Poltekkes and PGRI Student Value Questionnaire Test	150	.146	0.05	Homogenous
2	Moral LoC Questionnaire Test for Poltekkes and PGRI Students	150	.946	0.05	

The results of the regression analysis on the variables of value clarification learning and locus of control in both research locations revealed a p-value of 0.00, which is below the significance threshold of 0.05. This indicates a statistically significant relationship between these independent variables and students' moral development. The findings suggest that both value clarification learning and locus of control play crucial roles in influencing moral development, underscoring their combined impact as a powerful approach in moral education.

Furthermore, the strength of this relationship highlights the importance of integrating value-based learning methods with strategies that foster students' sense of personal agency and responsibility. The consistency of the results across the two research locations adds robustness to the findings, suggesting that these methods can be effectively applied in diverse educational settings. These outcomes not only validate the theoretical framework of the study but also provide actionable insights for educators seeking to enhance moral development through targeted learning interventions.

The homogeneity test for the student value questionnaire was conducted with a sample size of 150 students. The p-value obtained was 0.146, which is greater than the alpha level of 0,05. This indicates that there is no significant difference in the variances between the student value scores of Poltekkes and PGRI students. Therefore, we can conclude that the student value questionnaire results are homogeneous across the two institutions.

Similarly, the homogeneity test for the moral LoC questionnaire, also with a sample size of 150 students, yielded a p-value of 0.946. Since this p-value is much greater than the alpha level of 0.05, it indicates that the variances in moral LoC scores between Poltekkes and PGRI students are not significantly different. Thus, the moral LoC questionnaire results are also homogeneous across the two student groups.

The homogeneity of both the student value questionnaire and the moral LoC questionnaire suggests that the distributions of these variables are consistent between Poltekkes and PGRI students. This homogeneity is important because it implies that any observed differences in subsequent analyses, such as regression or comparative studies, are not due to variability in the initial distributions of these

measures. Consequently, the results can be interpreted with greater confidence, knowing that the underlying variances in student values and moral LoC are comparable between the two institutions. This supports the reliability of further comparative research and interventions based on these questionnaires.

Table 6. Poltekkes Regression

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1917.331	1	1917.331	14.630	.000 ^b
	Residual	9566.989	73	131.055		
	Total	11484.320	74			

a. Dependent Variable: P. NILAI POLTEKES

b. Predictors: (Constant), LoC POLTEKES

Table 7. Unirow Regression

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2203.557	1	2203.557	1.669	.000 ^b
	Residual	11768.443	73	161.212		
	Total	13972.000	74			

a. Dependent Variable: NILAI PGRI

b. Predictors: (Constant), LoC PGRI

The regression model for Poltekkes Surabaya shows a significant relationship between LoC and student performance, as indicated by the F-value of 14.630 and a p-value of .000. The regression sum of squares (1917.331) compared to the residual sum of squares (9566.989) suggests that the model explains a substantial portion of the variance in student performance. Specifically, the mean square for regression is 1917.331, while the mean square for residuals is 131.055. This significant F-value indicates that the model is a good fit and that LoC is a meaningful predictor of academic performance at Poltekkes Surabaya.

The regression model for Poltekkes Surabaya shows a significant relationship between LoC and student performance, as indicated by the F-value of 14.630 and a p-value of .000. The regression sum of squares (1917.331) compared to the residual sum of squares (9566.989) suggests that the model explains a substantial portion of the variance in student performance. Specifically, the mean square for regression is 1917.331, while the mean square for residuals is 131.055. This significant F-value indicates that the model is a good fit and that LoC is a meaningful predictor of academic performance at Poltekkes Surabaya.

Both regression models indicate that Locus of Control is a significant predictor of academic performance at Poltekkes Surabaya and Unirow. The p-values in both tables are .000, which suggests a highly significant relationship. The slightly higher regression sum of squares for Unirow (2203.557) compared to Poltekkes (1917.331) may imply that LoC has a slightly more pronounced effect on student performance at Unirow.

These findings highlight the importance of psychological factors such as LoC in influencing academic outcomes. Educational institutions might consider incorporating strategies to enhance students' internal locus of control, potentially leading to improved academic performance. Such strategies could include providing students with more opportunities for autonomy, fostering a growth mindset, and offering support systems that emphasize personal responsibility and self-efficacy.

3.2 Discussion

3.2.1 The Influence of Value Clarification Learning on Students' Moral Development

The results of the study indicate that Value Clarification learning has an effect on students' morale. This can be seen from the results of the variable significance (P. Value) with a value of 0.000 which

indicates significance because it is more than 0.05. Thus, it can be said that students who have high value clarification learning, their moral development has increased (Azmi et al., 2018; Dabdoub, 2021). This is because value clarification learning gives someone the enthusiasm to actively learn, so that they can instill the values obtained into everyday life (Halimah et al., 2020). According to Sukisno, value clarification learning can motivate students to develop the ability to dig deeper into information about various developing issues and encourage them to dare to express their opinions (Nurfurqon et al., 2022; Sukisno et al., 2022). Supported by Williams' research that the Value Clarification Approach can help someone to assess their own feelings and actions to develop them about their own values (Williams et al., 2023), moral considerations and decision-making in solving problems (Nisa et al., 2020) and can build knowledge about how to respect others (Widiana et al., 2022). Therefore, it is important to improve value learning in students. Reflection and Value Adjustment: Value clarification also allows individuals to continually reflect and adjust their values over time. In the context of moral development, this means that a person can grow and learn from experience, updating their views of right and wrong, good and bad, and how those values apply in different situations.

The results of this study contradict Ige's opinion that value clarification learning is ineffective in teaching ICT concepts (Ige, 2019). Value clarification is the process of helping individuals understand, explore, and develop their values. In the context of moral development, value clarification plays an important role because it relates to how a person forms and strengthens his or her moral principles. This process allows individuals to consciously choose, assess, and clarify what is important to them in life, and how those values influence moral behavior and decisions.

Moral development in students is a critical component of education, influencing their behavior, decision-making, and overall character formation (Nucci, 2014). Traditionally, moral education has focused on direct instruction and normative frameworks. However, these methods often fail to engage students in meaningful ways, leading to a gap between moral knowledge and moral action.

3.2.2 The Influence of Locus of Control on Students' Moral Development

The findings of this study align with established theories of moral development, particularly those emphasizing the multifaceted nature of moral behavior. Moral behavior, as highlighted by Kornberg (2015), is influenced by various cognitive, emotional, personality, and situational factors, with moral stages serving as a robust but not exclusive predictor of moral actions. The results underscore the importance of locus of control, a concept intricately connected to personal responsibility and self-regulation, in shaping students' moral development. Students with a high internal locus of control are better equipped to evaluate their actions, anticipate consequences, and align their behavior with ethical standards, supporting the assertion that internal control fosters stronger moral reasoning (Kolmakova & Shalkov, 2021).

The theoretical frameworks proposed by Piaget (1932) and Kohlberg (1981) further contextualize these findings. Piaget's distinction between heteronomous and autonomous morality reflects a developmental shift from externally imposed rules to self-directed ethical reasoning, which resonates with the proactive moral responsibility observed in students with an internal locus of control. Similarly, Kohlberg's stages of moral development highlight the gradual progression from rule adherence (pre-conventional and conventional stages) to principles-based ethics (post-conventional stage), where internal values and locus of control play pivotal roles.

Recent studies reinforce the educational implications of these findings. Value clarification strategies, which facilitate the exploration and affirmation of personal values, complement the role of locus of control by encouraging reflective and autonomous moral reasoning (Tahrir et al., 2020; Guo et al., 2021). Moreover, the ability of students with an internal locus of control to consistently evaluate and refine their values suggests that targeted interventions emphasizing this trait can enhance moral development. Crider's perspective (in Sukisno, 2013) further validates this approach, indicating that individuals with internal locus of control are more resilient in maintaining ethical standards and taking

responsibility for their actions, compared to those with external locus of control who may attribute moral decisions to external influences such as authority or fate.

These findings extend beyond the classroom. Consistent application of locus of control in educational strategies has been shown to improve not only moral behavior but also related domains, such as financial responsibility (Yuniawati, 2024), social well-being (Devereux et al., 2021), and self-evaluation (Galvin et al., 2018). This underscores the necessity of integrating locus of control and value clarification into educational curricula to foster comprehensive moral and personal development. By addressing these factors simultaneously, educators can empower students to internalize ethical principles, take ownership of their moral decisions, and navigate complex social contexts with confidence and integrity.

4. CONCLUSION

The findings of this study demonstrate that Value Clarification Learning and locus of control significantly and positively influence students' moral development. Value Clarification Learning not only enhances students' enthusiasm for active learning but also encourages them to internalize values, engage in reflective decision-making, and confidently voice their opinions. This method effectively supports the development of moral judgment, decision-making skills, and respect for others. Similarly, a strong internal locus of control fosters greater self-awareness and accountability, enabling students to take responsibility for their moral actions. Furthermore, the study aligns with evidence suggesting that a high locus of control positively impacts broader behavioral domains, such as financial responsibility and well-being. These findings highlight the potential of integrating both approaches into educational strategies to promote comprehensive moral and personal growth among students.

However, this research has certain limitations, including its focus on a specific demographic of higher education students from two institutions, which may restrict the generalizability of the results to other contexts. Additionally, the study primarily relies on self-reported data, which may be subject to biases such as social desirability. Future research should explore the application of these methods across diverse educational and cultural settings to validate the findings. Longitudinal studies could provide deeper insights into the sustained impact of Value Clarification Learning and locus of control on moral development. Furthermore, integrating qualitative methods, such as interviews or focus groups, could enrich the understanding of how these approaches influence moral reasoning and behavior over time.

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