

## **Development of the Value Inquiry Learning Model to Improve Conceptual Understanding and Social Attitudes in Thematic Learning**

**Ani Siti Anisah\***

\*Madrasah Ibtidaiyah Teacher Education Study Program,  
Faculty of Islamic Education and Teacher Training, Universitas Garut, Indonesia  
E-mail: [sitianisah@uniga.ac.id](mailto:sitianisah@uniga.ac.id)

**Sapriya\*\***

\*\*Basic Education Study Program, School of Postgraduates Studies,  
Universitas Pendidikan Indonesia Bandung, Indonesia  
E-mail: [sapriya@upi.edu](mailto:sapriya@upi.edu)

**Kama Abdul Hakam\*\*\***

\*\*\*Basic Education Study Program, School of Postgraduates Studies,  
Universitas Pendidikan Indonesia Bandung, Indonesia  
E-mail: [abdulhakam@upi.edu](mailto:abdulhakam@upi.edu)

**Ernawulan Syaodih\*\*\*\***

\*\*\*\*Basic Education Study Program, School of Postgraduates Studies,  
Universitas Pendidikan Indonesia Bandung, Indonesia  
E-mail: [ernawulan@upi.edu](mailto:ernawulan@upi.edu)

**Nordin bin Mamat\*\*\*\*\***

\*\*\*\*\*Department of Early Childhood Education, Faculty of Human Development,  
Universiti Pendidikan Sultan Idris, Malaysia  
E-mail: [nordin@fpm.upsi.edu.my](mailto:nordin@fpm.upsi.edu.my)

Received: November 27<sup>th</sup>, 2024. Accepted: June 04<sup>th</sup>, 2025. Published: June 29<sup>th</sup>, 2025.

### **Abstract**

School learning is seen as emphasizing the achievement of cognitive aspects, while affective aspects tend to be neglected. Thus causing imbalances in the formation of students' overall competence. To answer these challenges, a Value Inquiry learning model was developed that can balance cognitive and affective aspects integrated in thematic learning. This research used a modified Research & Development approach through three stages of implementation: preliminary study, model development, and model validation test. This research involved five elementary schools in Garut Regency. The instruments used included expert validation questionnaires, observation sheets, attitude questionnaires, and learning outcome tests. The limited and broad trials showed a significant increase in both concept understanding and students' social attitudes, it was shown by the results of the N-Gain analysis with an increase of 29.48% in the limited experimental class test with a low interpretation, 69.06% in the broad test phase I, 69.98% in phase II, and 70.10% in the validation test with a moderate interpretation. The effectiveness test results with a value of

0.701 which indicates that the Value Inquiry learning model is quite effective in improving students' concept understanding and social attitudes. Thus, this model is very relevant and practical to be applied.

**Keywords:** *learning models, value inquiry, social attitudes, characteristics of elementary school students.*

### **Abstrak**

Pembelajaran di sekolah dipandang lebih menekankan pada pencapaian aspek kognitif, sementara aspek afektif cenderung terabaikan. Sehingga menyebabkan ketimpangan dalam pembentukan kompetensi utuh siswa. Untuk menjawab tantangan tersebut dikembangkan model pembelajaran Value Inquiry yang dapat menyeimbangkan aspek kognitif dan aktif yang terintegrasi dalam pembelajaran tematik. Penelitian ini menggunakan pendekatan Research & Development yang dimodifikasi melalui tiga tahap pelaksanaan: studi pendahuluan, pengembangan model, dan uji validasi model. Penelitian ini melibatkan lima sekolah dasar di Kabupaten Garut. Instrumen yang digunakan meliputi angket validasi ahli, lembar observasi, angket sikap, dan tes hasil belajar. Pada uji coba terbatas dan luas menunjukkan peningkatan yang signifikan baik dalam pemahaman konsep maupun sikap sosial siswa, hal itu ditunjukkan oleh hasil analisis N-Gain dengan peningkatan sebesar 29,48% pada uji kelas eksperimen terbatas dengan interpretasi rendah, 69,06% pada uji luas tahap I, 69,98% pada tahap II, dan 70,10% pada uji validasi dengan interpretasi sedang. Hasil uji efektivitas dengan nilai 0,701 yang menunjukkan bahwa model pembelajaran Value Inquiry cukup efektif dalam meningkatkan pemahaman konsep dan sikap sosial peserta didik. Dengan demikian, model ini sangat relevan dan praktis untuk diterapkan.

**Kata kunci:** *model pembelajaran, value inquiry, sikap sosial, karakteristik siswa sekolah dasar.*

## **INTRODUCTION**

The development of character education models is crucial in education and teaching (Lase et al., 2022), serving as a framework for teachers, especially in shaping students' moral and ethical values (Manik & Tanasyah, 2020). The development of character education at the elementary school level aims to enhance knowledge and instill psychological, moral, or character traits in children, fostering human qualities such as mental flexibility, intellectual intelligence, physical agility, and self-awareness (Firdaus, 2022). Character learning not only develops cognitive and psychomotor aspects but also helps in the development of attitudes and social skills (Kholiq, 2022; Saputra et al., 2023; Purna et al., 2023), improving academic performance (Suralaga, 2021), preventing negative behaviors (Prihatmojo & Badawi, 2020), encouraging active communication in society (Ismail & Arnawa, 2018; Oktaviani, 2022; Irawati et al., 2022), understanding local and national cultural values (Saidah et al., 2020), and preparing individuals to compete in the era of Industry 4.0 (Suprayitno & Wahyudi, 2020).

The importance of character education in developing students' social and emotional skills has been emphasized (Siti Anisah et al., 2021). Character education has evolved from explicit integration into curricula to a more neutral stance, eventually embracing a values clarification approach that empowers students to explore and adopt personal values with teachers as facilitators (Berges Puyo, 2020). Character education is also expected to create responsible and empathetic individuals. This is particularly relevant in social environments,

where individuals with strong character and integrity exhibit qualities such as trustworthiness, reliability, and leadership, which are crucial for building a productive and positive organizational culture, especially beyond school settings (Hendriks et al., 2020). Therefore, character education is essential for developing well-rounded students (Rachman et al., 2023; Muslich, 2022) who can positively contribute to society. Indirectly, it equips students with the values and skills necessary for personal growth and professional success, ultimately leading to a fairer, more cohesive, and prosperous society.

The research results indicate a growing emphasis on character and moral development within the academic paradigm despite social changes such as the COVID-19 pandemic (Sihaloho et al., 2023; Faiz, 2021). The main trends being developed refer to the values of virtue ethics or Aristotelian ethics, which emphasize the cultivation of practical wisdom (phronesis) and moral exemplarity. This reflects a shift towards integrating classical moral philosophy into contemporary character education (Chen et al., 2023). In other countries, the focus on character development is initiated by programs like The Oxford Global Leadership Initiative (GLI), which emphasizes character development while training youth leadership. This program advocates a holistic approach, integrating values of virtue, similar to the Kalfi Lead program in the Philippines, which also uses an Aristotelian framework to foster students' character by integrating a structured curriculum and comprehensive mentoring (Contreras, 2023).

Social attitude problems among students have become a significant concern in global education, especially post-COVID-19 pandemic. Research by De Souza, M., & McLean, K. (2012) and Zolkoski et al. (2016) revealed that in the learning process, teachers are often confronted with various social issues among students such as bullying, gadget addiction, and acts of violence between students in schools, which have become a classic phenomenon in the education world across different parts of the globe (Verdasca & Baillien, 2021; Umar et al., 2025). UNESCO (2019) and UNICEF (2021) reported that more than 30% of students are victims of bullying in the school environment (O'Higgins Norman, 2020). The impact of bullying leads to a decline in academic performance and results in mental health disorders among students. Various acts of violence frequently occur among students in school environments, such as exclusion, rejection, neglect, humiliation, spreading rumors, lies, mockery, insults, threats, and psychological punishment. Sexual violence is also widely experienced by students, ranging from sexual intimidation, harassment, to unwanted touching carried out by schoolmates or classmates (Carlile, 2020; Gabrielli et al., 2021). These social problems experienced by students are one of the factors affecting their learning outcomes in schools, which must be the primary focus in the learning process at various educational levels, and require teachers and educational institutions to explore various approaches in organizing more inclusive and accommodative learning that emphasizes the development of student's social and emotional character in the school environment (Pradana et al., 2021).

Character education has been developed in the United States to address the nation's moral decline (Pradana et al., 2021). The National Schools of Character program explains that many schools have developed 11 Principles to foster moral ethics, social responsibility, and strong social action among students. According to the Character.org website (<https://character.org/press-release-2023-nsoc/>). This program is expected to have a broad and long-term impact, influencing students and school communities more widely to promote core

values and create a supportive educational environment. Overall, the studies and programs by Character.org highlight the importance of structured and intentional character education efforts that combine theoretical frameworks with practical applications. They also emphasize the significant positive impact of these programs on students' social and moral development, contributing to stronger communities and better educational outcomes (Vidić, 2024). Birhan (2021) and Aningsih (2022) recommend that educational institutions worldwide integrate character education into the school curriculum (Birhan et al., 2021; Aningsih et al., 2022). Support for school initiatives in preparing students with basic skills, including social-emotional capabilities, is crucial for lifelong learning and adaptability in an ever-changing world (Caires et al., 2023).

Along with the increasing attention given by global education stakeholders to character education, several gaps have been identified in its implementation in schools worldwide. Learners acquire social attitudes predominantly through habituation, modeling, and conditioning (Hakam, 2018; Siti Anisah, Hakam, et al., 2022; Siti Anisah et al., 2022). Moreover, not all teachers adopt value-based or critical discussion approaches, and many are not adequately trained to facilitate value-based teaching or discussions. This study aims to enable students to develop skills in value clarification, demonstrate empathy, tolerance, and cooperation in their daily lives, and actively participate in classroom discussions on social issues. Additionally, it seeks to enhance teachers' competencies, enabling them to effectively implement the Value Inquiry model, facilitate the exploration of social values in the classroom, and foster collaborative, student-centered discussions with social values as the primary focus.

The value-based inquiry learning model is crucial as a solution to improving students' social attitudes because this approach allows students to actively engage in the learning process, emphasizing the search for understanding, problem-solving, and self-reflection. In this model, students are encouraged to think critically and make decisions based on deep social values, enabling them to understand and appreciate others' perspectives and interact in more positive and empathetic ways. This value-based inquiry learning model can enhance students' social and emotional competencies, including their ability to work in teams, communicate effectively, and demonstrate responsible behavior. Lickona (2019) emphasizes that character education, often associated with the value-based inquiry model, can help cultivate deep moral values in students, improving their ability to make wise decisions in social contexts. This model also serves as an intervention to support the development of better social skills, such as empathy and cooperation, which are vital aspects in enhancing students' social attitudes at school (Lavy, 2020; Vila et al., 2021). Research by Mamat et al. (2021) explains that cooperative behavior taught to students early will help develop their social skills (Mamat et al., 2021). The value inquiry model can also improve student well-being, as it integrates empathy and self-compassion training (Truong et al., 2025).

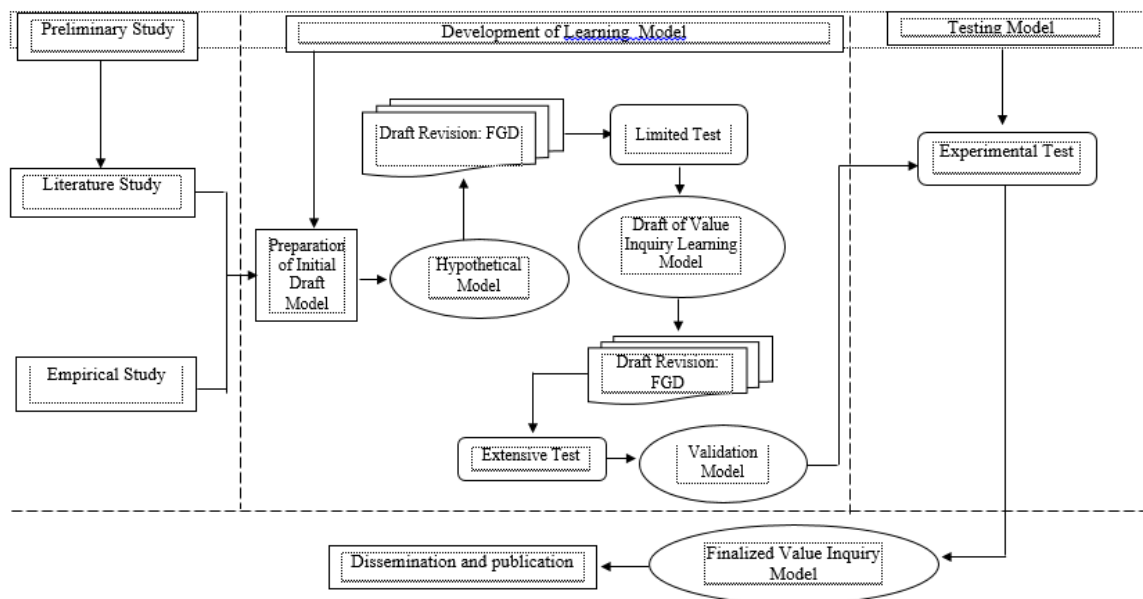
This study aims to identify the differences between the ongoing research and previous studies in terms of approach, methodology, and findings. Previous research has focused chiefly on applying traditional learning models or more structured academic curricula, with very few explicitly investigating the use of the value-based inquiry model in improving students' social attitudes. Moreover, while some studies discuss the development of social skills through character education, there is limited discussion regarding the impact of the

value-based inquiry model in a broader social context, especially in addressing 21st-century social challenges. This study is expected to fill this gap by exploring in depth how the Value Inquiry learning model can provide practical solutions in developing students' character, integrated into subjects such as Citizenship Education, Social Studies to explore cultural and social values, and Indonesian Language to discuss moral values in stories, in order to express values creatively. The significance of this approach lies in its ability to provide a more relevant and practical framework for students to understand and internalize social values within their specific contexts, while expanding the application of this model to teach social attitudes through diverse pedagogical approaches.

## METHODS

The research uses the Research and Development (R&D) approach. Borg & Gall (1983) state: "Educational research and development, R & D, is a process used to develop and validate educational products" (Silalahi, 2018). In the context of this research, the researcher uses a modification of the 10-step Borg & Gall (2003) model, simplified by Sukmadinata (2010) into three steps: (1) Preliminary Study, (2) Model Development and Planning, (3) Model Validation (Saputro, 2017; Putri et al., 2023).

Here is the Research & Development design adopted from Sukmadinata (2010) for this study:



Graph 1. Research & Development Flow modified by Sukmadinata (2010)

The research procedure can be delineated into three stages, beginning with the preliminary study. The initial study involves both a literature review and an empirical analysis. According to Creswell (2015), a literature review encompasses examining sources such as articles, journals, books, and other documents that describe theories and information from the past and present, subsequently organized into relevant topics (Siti Anisah, 2022). The field study is conducted to obtain factual information about the implementation of character education in each school and to ensure the readiness of schools that will be the subjects and

objects of the research. The schools selected for the empirical study are Elementary Schools A and B.

The second phase, the model development process, begins with drafting an initial version of the model, resulting in a hypothetical prototype. Feedback from expert teams is obtained through a Focus Group Discussion (FGD) to refine the model for limited trials. These trials are conducted in two schools, starting with a preliminary study at two elementary schools. Broader trials are then carried out in the same schools but with different student groups, and the final phase involves evaluating the model's effectiveness at five elementary schools.

The research instruments used in this study include interview guides, observation sheets, test tools, attitude scales, and moral dilemma worksheets. The interview guide is designed to gather in-depth information regarding the participants' perspectives and experiences in developing and implementing the learning model. The observation sheet record students' behaviors and interactions during the learning activities. In contrast, the test tools measure students' cognitive abilities before and after the model implementation. The attitude scales and moral dilemma worksheets are designed to assess students' social and moral attitudes and explore how they handle the moral dilemmas presented within the learning context.

The data collection methods used in this study include interviews, observations, documentation, cognitive assessments, and attitude evaluations. Interviews are conducted with various participants, including teachers, students, and experts, to gather comprehensive perspectives on the effectiveness of the learning model. Observations are carried out during the learning process to obtain direct data on how the model is applied and how students respond. Documentation involves recording and collecting materials or notes related to the implementation of the model and the results achieved. Cognitive assessments measure students' understanding and progress regarding the taught content. At the same time, attitude evaluations aim to identify changes in students' social attitudes during the model's application.

Data analysis in this study employs both qualitative descriptive and quantitative experimental approaches. The qualitative descriptive approach is used to analyze the data obtained from interviews and observations. It aims to provide a detailed description of how the learning model is applied and how students interact with it. Qualitative data is analyzed by identifying key themes and patterns that emerge from participants' responses. On the other hand, the quantitative experimental approach is used to analyze the data obtained through test tools and attitude scales, with the goal of measuring significant changes in students' cognitive understanding and social attitudes before and after the implementation of the model. The results from both approaches are combined to provide a more comprehensive understanding of the effectiveness of the learning model.

## **RESULTS AND DISCUSSION**

The findings of this study are described based on the research question: How is the process of developing the Value Inquiry learning model to enhance students' social attitudes in elementary schools? The development of the Value Inquiry learning model was conducted using a Research and Development (R&D) approach. This design aimed to produce a learning model that is valid, practical, and effective in improving students' social attitudes. The

development process followed systematic steps, including needs analysis, design, validation, trials, and refinement. The stages of model development are outlined following the research question as follows:

### **Factual Conditions of the Social Attitude Development Process in Schools**

The study identified several challenges in teaching social attitudes in elementary schools: insufficient use of value-based approaches, limited teacher competence in teaching social values, minimal integration of social values in curricula, a focus on cognitive achievements over character development, lack of supporting resources, and a disconnect between classroom learning and students' real-life experiences.

### **Model Design Stage**




This stage was conducted as a follow-up to the findings of the preliminary study, supported by a theoretical review, resulting in an initial draft. The instruments prepared during this stage include the following: (a) design of the value inquiry learning model: structured to enhance the social attitudes of elementary school students; (b) teacher observation sheet on model implementation: to assess how effectively the model is applied; (c) teacher observation sheet on model feasibility: to evaluate the appropriateness of the model in classroom settings; (d) lesson plans: designed to guide the teaching process aligned with the value inquiry model; (e) learning materials: stimulus materials are used to facilitate discussions and activities during lessons; (f) student activity sheets: tools for guiding students through learning tasks during the implementation of the model; (g) learning material evaluation sheets: instruments for assessing students' conceptual understanding of the topics taught; and (h) attitude scales: designed to measure improvements in students' social attitudes following the application of the value inquiry model.

Once fully developed, these instruments were compiled into a "hypothetical model." A Focus Group Discussion (FGD) was then conducted to validate the initial design, determining whether the model was appropriately developed or required further refinement. Following revisions based on the FGD results, the model underwent limited trials at two schools. A second FGD was subsequently conducted to reassess the feasibility of the developed model, leading to broader trials for validation. The finalized value inquiry learning model was then deemed valid and ready for broad application.

The following is a conclusion from the preliminary study review, starting from the empirical study, and literature review, and culminating in the development of a hypothetical model, which will lead to the final model draft as the result of the development process. Below is an overview of the model development, starting from the empirical model as Model I, the ideal model based on theoretical studies as Model II, the hypothetical model as Model III, and the validated model as the result of the development process, designated as Model IV:

Table 1. Description of Model Development

<b>Empirical Model (Model I)</b>		<b>Ideal (Theoretical) Model (Model II)</b>		<b>Hypothetical Model (Model III)</b>		<b>Validated Model (Model IV)</b>
School Elementary Implementing Ministry	Profile: Schools the of	Approaches internalization, socialization, transmission	such as value facilitate the	Approaches Internalization, Socialization, Value Transmission::	to and ::	The validation process is carried out through an experimental design

Education Curriculum Challenges in Character Development:	development of social attitudes. Ideally, a constructivist approach should be implemented through habituation, conditioning, modeling, and rewards and punishments. This study will apply the constructivist approach by developing the Value Inquiry model (Benninga, 1996; Hakam, 2018).	1. Habituation 2. Conditioning 3. Modeling 4. Reward & Punishment  The Value Inquiry model can improve the social attitudes of elementary school students.  The development of the Value Inquiry learning model is integrated with thematic subjects.	test: Pretest-Post-test Group Design.  The results of the experimental test will validate the hypothesis, demonstrating that the developed model is effective and validated.
1. Limited Value-Based Learning Approaches 2. Teacher Competency Gaps 3. Minimal Integration of Social Values in the Curriculum 4. Overemphasis on Cognitive Aspects 5. Inadequate Facilities and Learning Resources 6. Disconnect Between School and Everyday Life			

## Model Trial Stage

The hypothetical model draft that has been developed is then discussed through a Focus Group Discussion (FGD) involving experts, school principals, and teachers. So that the drafted model receives guidance, direction, and improvements from the FGD participants. The model draft, which has been analyzed for feasibility through the FGD, is then proceeded to the feasibility testing stage by experts through expert judgment. This study involves three experts. The results of the experts judgment can be concluded as follows:

Table 2. Experts Judgment Result

No.	Validated Instrument	Expert Judgment Result			Average Score	Conclusion of Assessment Results
		1	2	3		
1	Learning Model Design	3,6	3,9	4	3,83	Usable
2	Learning Tools	4	4	4	4	Usable
3	Thematic Teaching Materials (Indonesian Language, Social Studies, Civics, and Arts)	4	4	4	4	Usable
4	Student Worksheets	3,8	4	4	3,93	Usable
5	Teacher Activity Observation Instrument	3,8	3,8	3,8	3,8	Usable
6	Student Activity Observation Instrument	3,8	3,8	3,8	3,8	Usable
7	Student Response Instrument	3,8	3,8	4	3,86	Usable
8	Attitude Assessment Instrument	3,8	4	4	3,93	Usable
9	Concept Understanding Assessment Instrument	3,8	4	4	3,93	Usable



The limited trial began with a pretest to assess students' initial attitudes and knowledge as preparation for learning. The instruments used to collect data during both the limited and broader trials included (1) the design of the value inquiry learning model; (2) a thematic lesson plan developed in alignment with the stages of value inquiry; (3) an attitude scale instrument consisting of 30 statements; (4) a concept understanding test comprising 30 items derived from thematic teaching materials to evaluate students' conceptual comprehension; and (5) student worksheets.

The attitude scale instrument comprises 30 statements derived from six social attitude indicators based on Hurlock (2013): cooperation, positive competition, empathy, good social acceptance, positive dependency on others, and strong attachment. After conducting validity and reliability tests on a sample of 25 students, five items in the concept understanding test (items 1, 2, 25, 28, and 29) were found invalid, resulting in a total variance of 26.13 and a reliability coefficient ( $r_{11}$ ) of 0.7606, interpreted as high. Similarly, seven items in the attitude scale (items 3, 7, 8, 21, 24, 27, and 29) were invalid, yielding a total variance of 25.54 and a reliability coefficient of 0.7209, also interpreted as high. Invalid items from both instruments were excluded, leaving 25 valid items in the concept understanding test and 23 statements in the attitude scale. To evaluate the model, these validated and reliable instruments were subsequently used for pretests and posttests in limited, broad trial phases I and II.

The limited trial was conducted at Elementary School B, and the results can be seen in the following table:

Table 3. Recapitulation of N-Gain Scores for Pretest and Post-test  
of Social Attitudes in the Limited Trial

<b>Data for Class</b>		<b>N-Gain</b>	<b>N-Gain Concept</b>	<b>Remarks</b>
<b>Elementary School B</b>	<b>N</b>	<b>Social Attitudes (%)</b>	<b>Understanding (%)</b>	
Experiment class	25	29,48	34, 73	Low Category
Control class	25	2,72	8,33	Low Category

The data analysis from the control and experimental classes indicates that the improvement in students' social attitudes remains in the low category. This is attributed to students' limited understanding and engagement with the Value Inquiry model during the learning process. Observations show that students' participation in the learning activities was not optimal, as evidenced by their poor responses during the lessons. As a result, the limited trial concludes that the average normalized N-Gain score for the pretest and posttest social attitudes in the control class falls under the low category, with an N-Gain of 0.027 and a low effectiveness rate of 2.72%. Meanwhile, the experimental class showed a normalized N-Gain of 0.2948 (29.48%), reflecting moderate improvement.

The results of the concept understanding assessment, which supports this study, show that of the 30 items in the concept understanding test, 25 items were retained with a reliability score of 0.7606, indicating a high level of reliability. The normalized average N-Gain score for the pretest and posttest in the control class was categorized as low, with an N-Gain of 0.083 and a low effectiveness rate of 8.33%. In contrast, the experimental class showed a moderate N-Gain of 0.347, with an effectiveness rate of 34.73%, which, while still considered low, indicates a greater improvement than the control group.

After conducting the limited trial at Elementary School B, the next phase, the broad trial I, was carried out. The recapitulation of pretest and posttest data from broad trial I is presented in the table below:

Table 4. Recapitulation of N-Gain Scores for Pretest and Post-test  
of Social Attitudes in Broad Trial I

Data for class	N	N-Gain	N-Gain Concept	
Elementary School C		Social Attitudes (%)	Understanding (%)	Remarks
Experiment class	26	69,06	58,23	moderate
Control class	27	29,68	28,69	moderate

The results from broad trial I indicate the following: Social Attitudes. The average normalized N-Gain score for the pretest and posttest in the control class was categorized as low, with an N-Gain of 0.297 and a low effectiveness rate of 29.68%. On the other hand, the experimental class achieved a moderate or fairly effective result, with a normalized N-Gain of 0.691 (69.06%).

Concept Understanding: The average normalized N-Gain score for the pretest and posttest in the control class was categorized as low, with an N-Gain of 0.287 and a low effectiveness rate of 28.69%. In contrast, the experimental class achieved a moderate result, with an N-Gain of 0.5823 and a moderate effectiveness rate of 58.23%. These findings show that the experimental group demonstrated a higher level of effectiveness in both social attitudes and concept understanding than the control group.

The second broad trial was conducted at Elementary School D. The recapitulation of the N-Gain scores from the pretest and posttest for social attitudes in this trial is shown in the following table:

Table 5. Recapitulation of N-Gain Scores for Pretest and Post-test  
of Social Attitudes in Broad Trial II

Data for class	N	N-Gain	N-Gain Concept	
Elementary School D		Social Attitudes (%)	Understanding (%)	Remarks
Experiment class	28	69,98	63,64	moderate
Control class	27	30,14	35,52	moderate

The improvement in students' social attitudes during broad trial II can be summarized as follows: The average normalized N-Gain score for the pretest and posttest in the control class was categorized as moderate, with an N-Gain of 0.301 and a low effectiveness rate of 30.14%, which is considered ineffective. In contrast, the experimental class had an average normalized N-Gain score of 0.700 (69.98%), which was categorized as moderate or fairly effective.

Regarding concept understanding, the average normalized N-Gain score for the pretest and posttest in the control class was categorized as low, with an N-Gain of 0.355 and a moderate effectiveness rate of 35.52%. On the other hand, the experimental class demonstrated a moderate N-Gain of 0.636, with an effectiveness rate of 63.64%, which is considered moderately effective.

### Final Model Development Stage through Model Effectiveness Testing

The results of the manual calculations indicate that the homogeneity test of the pretest on students' social attitudes in the experimental and control classes is declared homogeneous. This is illustrated in the following table:

Table 6. Homogeneity Test Results of Social Attitude Pretest  
between the Experimental Class and Control Class

Effectiveness Test of the Model at Elementary School E	(N)	Average	Value	T <sub>Table</sub>
Experiment class	32	14.41	0.1277	1.9990
Control class	33	17.81	0.0090	1.9977

The calculated t-value for the experimental and control classes falls within the acceptance region of  $H_0$ ; therefore, reject  $H_1$  and accept  $H_0$ , meaning There is no significant difference in the understanding of concepts between Class A and Class B when performing the pretest and posttest at a 95% significance level. For the correlated two-sample test: The calculated t-value is  $0.1277 < t\text{-table } 1.9990$ . Decision: There is no difference between the pretest and posttest results for social attitudes in the experimental class. For the correlated two-sample test: The calculated t-value is  $0.0090 < t\text{-table } 1.9977$ . Decision: There is no difference between the pretest and posttest results for social attitudes in the control class.

Table 7. Results of the Homogeneity Test for Post-test Social Attitudes  
between the Experimental Class and the Control Class.

School Name	Class	(N)	Average	value	T <sub>Table</sub>
Elementary School D	Experiment Class	32	17.81	39.6808	1.9990
	Control Class	33	15.36	0.0090	1.9983

The results for the correlated two-sample test are as follows: The calculated t-value is  $0.0090 < t\text{-table } 1.9983$ . Decision: No significant difference exists between the control class's pretest and posttest social attitudes. For the correlated two-sample test, the calculated t-value is  $39.6808 > t\text{-table } 1.9990$ . Therefore, based on the manual data analysis, the decision is: "There is a difference between the pretest social attitudes of the experimental class and the control class."

After conducting the test in both the experimental and control classes and obtaining the results from the hypothesis test indicating a significant difference between the two classes, the improvement in the social attitudes of students in both the experimental and control classes can be described as follows:

Table 8. Recapitulation of N-Gain Scores of Pretest and Post-test  
for Social Attitudes in the Validation Test for Experimental and Control Classes

Data Class	N	N-Gain Social Attitudes (%)	N-Gain Concept Understanding (%)	Remarks
Experiment class	32	70,10	65,81	moderate
Control class	33	31,09	36,89	moderate

The improvement in students' social attitudes in this validation test can be concluded as follows: the average normalized N-Gain score for the pretest and posttest social attitudes in

the control class is categorized as moderate, with an N-Gain of 0.311, indicating a low level of effectiveness or ineffective at a % N-Gain of 31.09%. This is classified as ineffective. In contrast, the average normalized N-Gain score for the pretest and posttest social attitudes in the experimental class is categorized as moderate, with a percentage of 70.10%, and a “quite effective” interpretation. The effectiveness score of 0.701 or an effectiveness value of  $<1$ , based on the decision-making criteria of the value inquiry learning model, indicates that it is pretty effective in improving the social attitudes of elementary school students.

The results of the conceptual understanding acquisition in the learning material as a supporting factor show that the average normalized N-Gain score for the pretest and posttest of conceptual understanding in the control class is categorized as low, with an N-Gain of 0.369, indicating a moderate or ineffective level of effectiveness at a % N-Gain of 36.89%. Meanwhile, the average normalized N-Gain score for the pretest and posttest of conceptual understanding in the experimental class is categorized as moderate, with an N-Gain of 0.658, indicating a moderate level of effectiveness or effectiveness at 65.81%.

The development of the Value Inquiry learning model has proven effective in encouraging active student engagement through inquiry, reflection, and critical thinking, as well as in building a deeper understanding of values and improving students’ social attitudes. The main strength of this model lies in its student-centered approach, which is supported by foundational theories such as Constructivism, Humanistic theory, and Experiential and Social Learning theories. Constructivist theory (Piaget and Vygotsky) emphasizes the importance of experience and social interaction in constructing knowledge (Kouicem, 2020; Triantafyllou, 2022), while Humanistic theory (Maslow and Rogers) underscores the importance of addressing students’ psychological and emotional needs to help them reach their potential (Kumari, 2024). Furthermore, Kolb’s Experiential Learning theory and Bandura’s Social Learning theory support the development of students’ skills through direct experience, reflection, and social interaction, encouraging critical thinking and real-world application of knowledge (Morris, 2020; Firmansyah & Saepuloh, 2022; Sumianto et al., 2024).

The Value Inquiry model holds significant potential to create engaging, value-driven learning experiences, supporting both academic achievement and character development. Research by Puspitasari et al. (2021) explains that emotional, moral, and intellectual intelligence influences the speed at which one’s character is shaped (Puspitasari et al., 2022). This learning model teaches students to think critically and reflect on internalizing social attitudes. This model develops students’ intellectual and moral competencies (Wagner et al., 2020). It also enhances moral cognition, social-emotional skills, self-efficacy, and critical thinking abilities, effectively equipping students to address personal and societal challenges (Nucci, 2019; Thomas et al., 2022). In the context of character education, this model supports the development of individuals who can contribute positively to society (Lavy, 2020). Teachers play a crucial role in internalizing values of goodness within the learning process, as character education cannot be replaced by technology or artificial intelligence (Nieuważny et al., 2021).

One of the significant successes of this model is its ability to seamlessly integrate social and moral values into the curriculum, making it particularly relevant for subjects such as Social Studies, Civics Education, and language arts, where developing social attitudes and ethical behavior is essential. The success of this model also heavily depends on the teachers’

competence in facilitating more reflective discussions. This research demonstrates that the Value Inquiry learning model supports previous studies on helping students recognize and clarify their character values. This aligns with the fundamental principles of Value Inquiry that encourage students to actively participate in understanding social values through reflection and discussion. Similarly, the moral reasoning approach developed by Kohlberg aligns with Value Inquiry, as this model emphasizes the importance of critical and reflective thinking in making ethical decisions (Small & Lew, 2021). In the context of character development, the Value Inquiry model supports character formation through conditioning, where consistent application of rules and habits can help build better social attitudes in the classroom, ensuring that students understand and apply social values in their daily lives. Thus, character development in the context of social attitudes can proceed holistically and sustainably through applying these various strategies in learning. The Value Inquiry model complements other value internalization strategies, such as modeling and habituation, as proposed by Hakam (2018a; 2018b). Through the modeling strategy, students can emulate positive behaviors demonstrated by teachers or other role models, while habituation allows students to continually practice and internalize good behaviors. Therefore, modeling, habituation, and conditioning strategies are inseparable in efforts to internalize character values in students through the learning process.

## CONCLUSION

The value inquiry learning model can be effectively implemented to improve academic abilities and students' conceptual understanding, and critical thinking skills through activities requiring reflective thinking. These activities include identifying values, comparing values, exploring feelings, and analyzing value conflicts within the problems they encounter, thereby training students to reason. Social interaction with peers through discussion will enhance moral reasoning and develop good, directed communication skills. Social interaction activities in the classroom will foster positive attitudes such as cooperation, empathy, positive competition, positive interdependence, and even attachment to peers. During the learning activities, understanding instructional material that encompasses good social values will enhance knowledge and positively impact the development of good attitudes in their social lives. The process of self-development occurs automatically, allowing the students' inherent goodness to be directed and honed, enabling them to think creatively.

## REFERENCES

- Aningsih, Zulela, M. S., Neolaka, A., Iasha, V., & Setiawan, B. (2022). How is the Education Character Implemented? The Case Study in Indonesian Elementary School. *Journal of Educational and Social Research*, 12(1), 371–380. <https://doi.org/10.36941/jesr-2022-0029>
- Berges Puyo, J. G. (2020). A Value and Character Educational Model: Repercussions for Students, Teachers, and Families. *Journal of Culture and Values in Education*, 4(1), 100–115. <https://doi.org/10.46303/jcve.2020.7>
- Birhan, W., Shiferaw, G., Amsalu, A., Tamiru, M., & Tiruye, H. (2021). Exploring the

- context of teaching character education to children in preprimary and primary schools. *Social Sciences & Humanities Open*, 4(1), 100171. <https://doi.org/10.1016/j.ssaho.2021.100171>
- Caires, S., Alves, R., Martins, Ângela, Magalhães, P., & Valente, S. (2023). Promoting Socio-emotional Skills in Initial Teacher Training: An Emotional Educational Programme. *International Journal of Emotional Education*, 15(1), 21–33. <https://doi.org/10.56300/VCJW9231>
- Carlile, A. (2020). Teacher experiences of LGBTQ- inclusive education in primary schools serving faith communities in England, UK. *Pedagogy, Culture and Society*, 28(4), 625–644. <https://doi.org/10.1080/14681366.2019.1681496>
- Chen, J., Liu, Y., Dai, J., & Wang, C. (2023). Development and status of moral education research: Visual analysis based on knowledge graph. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1079955>
- Contreras, E. (2023). Cultivating character in female student leaders: Case of a leadership program of an NGO in the Philippines. *International Journal of Ethics Education*, 8(1), 29–47. <https://doi.org/10.1007/s40889-022-00159-1>
- Faiz, A. (2021). Tinjauan Analisis Kritis Terhadap Faktor Penghambat Pendidikan Karakter Di Indonesia. *Jurnal Penelitian Bidang Pendidikan*, 27(2), 82. <https://doi.org/10.24114/jpbp.v27i2.24205>
- Firdaus, S. (2022). The Nature of Prophetic Genes in Tafsir Perspective: Relation of Primary School Children's Character Education. *Al Ibtida: Jurnal Pendidikan Guru MI*, 9(1), 234. <https://doi.org/10.24235/al.ibtida.snj.v9i1.11589>
- Firmansyah, D., & Saepuloh, D. (2022). Social Learning Theory: Cognitive and Behavioral Approaches. *Jurnal Ilmiah Pendidikan Holistik (JIPH)*, 1(3), 297–324. <https://journal.formosapublisher.org/index.php/jiph/index>
- Gabrielli, S., Rizzi, S., Carbone, S., & Piras, E. M. (2021). School interventions for bullying–cyberbullying prevention in adolescents: Insights from the UPRIGHT and CREEP projects. *International Journal of Environmental Research and Public Health*, 18(21), 11697.
- Hakam, K. A. (2018). Tradition of value education implementation in indonesian primary schools. *Journal of Social Studies Education Research*, 9(4), 295–318. <https://doi.org/10.17499/jsser.98315>
- Hendriks, M., Burger, M., Rijsenbilt, A., Pleeging, E., & Commandeur, H. (2020). Virtuous leadership: a source of employee well-being and trust. *Management Research Review*, 43(8), 951–970. <https://doi.org/10.1108/MRR-07-2019-0326>
- Irawati, D., Iqbal, A. M., Hasanah, A., & Arifin, B. S. (2022). Profil Pelajar Pancasila Sebagai Upaya Mewujudkan Karakter Bangsa. *Edumaspul: Jurnal Pendidikan*, 6(1), 1224–1238. <https://doi.org/10.33487/edumaspul.v6i1.3622>
- Ismail, R. N., & Arnawa, I. M. (2018). *Improving Students` Reasoning and*

*Communication Mathematical Ability by Applying Contextual Approach of The 21st Century at A Junior High School In Padang. XIII(11), 76–88.*  
<https://doi.org/10.2991/icm2e-18.2018.34>

- Kholiq, A. (2022). Strengthening Anticorruption Character at Elementary Schools in Indonesia: Study on Instructional Practices by In-Service Islamic Education Teachers. *Al Ibtida: Jurnal Pendidikan Guru MI*, 9(2), 355. <https://doi.org/10.24235/al.ibtida.snj.v9i2.11579>
- Kouicem, K. (2020). Constructivist Theories of Piaget and Vygotsky: Implications for Pedagogical Practices. *Psychological & Educational Studies*, 13(3), 359–372.
- Kumari, S. (2024). *International Journal of Research Publication and Reviews Humanism in Education : Fostering Student-Centered Learning Through Maslow ' s and Rogers ' Theories*. 5, 2447–2452.
- Lase, F., Nirwana, H., Neviyarni, S., & Marjohan, M. P. (2022). *Model Pembelajaran Pendidikan Karakter Cerdas*. Nas Media Pustaka.
- Mamat, N., Hamdan, A. R., Mohamed Hashim, A. T., Hamdan, A. R., & Awang, M. M. (2021). Cooperative Behaviour in Peer Interactions During Child's Initiated Activities. *International Journal of Academic Research in Progressive Education and Development*, 10(2), 402–409. <https://doi.org/10.6007/ijarped/v10-i2/9094>
- Manik, N. D. Y., & Tanasyah, Y. (2020). Pendidikan Karakter Dalam Perkembangan Moral Peserta Didik. *Didache: Jurnal Teologi Dan Pendidikan Kristiani*, 2(1), 50–62. <https://doi.org/10.55076/didache.v2i1.41>
- Morris, T. H. (2020). Experiential learning—a systematic review and revision of Kolb's model. *Interactive Learning Environments*, 28(8), 1064–1077. <https://doi.org/10.1080/10494820.2019.1570279>
- Muslich, M. (2022). *Pendidikan karakter: menjawab tantangan krisis multidimensional*. Bumi Aksara.
- Nucci, L. (2019). Character: A Developmental System. *Child Development Perspectives*, 13(2), 73–78. <https://doi.org/10.1111/cdep.12313>
- O'Higgins Norman, J. (2020). Tackling Bullying from the Inside Out: Shifting Paradigms in Bullying Research and Interventions: UNESCO Chair on Tackling Bullying in Schools and Cyberspace, Inaugural Lecture delivered on 7th October 2019 at Dublin City University. *International Journal of Bullying Prevention*, 2(3), 161–169. <https://doi.org/10.1007/s42380-020-00076-1>
- Oktaviani, A. M. (2022). Pendidikan Karakter Melalui Pembelajaran IPS SD. *Jurnal Holistika*, 6(2), 101. <https://doi.org/10.24853/holistika.6.2.101-107>
- Pradana, D. A., Mahfud, M., Hermawan, C., & Susanti, H. D. (2021). Nasionalism: Character Education Orientation in Learning Development. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(4), 4026–4034. <https://doi.org/10.33258/birci.v3i4.1501>

- Prihatmojo, A., & Badawi, B. (2020). Pendidikan Karakter di Sekolah Dasar Mencegah Degradasi Moral di Era 4.0. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 4(1), 142. <https://doi.org/10.20961/jdc.v4i1.41129>
- Purna, T. H., Prakoso, C. V., & Ratna Sari Dewi. (2023). Pentingnya Karakter Untuk Pembelajaran Dalam Meningkatkan Kualitas Pendidikan Di Era Digital. *Populer - Jurnal Penelitian Mahasiswa*, 2(1), 192–202. <https://doi.org/https://doi.org/10.58192/populer.v2i1.614>
- Putri, S. N., Anak Agung Gede Agung, & I Kadek Suartama. (2023). E-module with the Borg and Gall Model with a Contextual Approach to Thematic Learning. *Journal for Lesson and Learning Studies*, 6(1), 27–34. <https://doi.org/10.23887/jlls.v6i1.57482>
- Rachman, E. A., Humaeroh, D., Sari, D. Y., & Mulyanto, A. (2023). Kepemimpinan Visioner Dalam Pendidikan Karakter. *Jurnal Educatio FKIP UNMA*, 9(2), 1024–1033. <https://doi.org/10.31949/educatio.v9i2.5053>
- Saidah, K., Aka, K. A., & Damariswara, R. (2020). *Nilai-Nilai Kearifan Lokal Dan Implementasinya Dalam Pendidikan Sekolah Dasar*. LPPM Institut Agama Islam Ibrahimy Genteng Banyuwangi.
- Saputra, A. M. A., Huriati, N., Lahiya, A., Bahansubu, A., Rofi'i, A., & Taupiq, T. (2023). Pendidikan Karakter Melalui Pembelajaran Hybrid Berbasis Kearifan Lokal Untuk Mengembangkan Potensi Siswa. *Journal on Education*, 6(1), 1102–1110. <https://doi.org/10.31004/joe.v6i1.3050>
- Saputro, B. (2017). *Manajemen penelitian pengembangan (research & development) bagi penyusun tesis dan disertasi*. Aswaja Presindo.
- Sihaloho, W., Tanjung, D. R., Harahap, S. A., Barus, A., Ningsih, S. P., & Rohali, A. (2023). Pendidikan dan Perubahan Sosial. *Jurnal Dirosah Islamiyah*, 5(3), 829–841. <https://doi.org/10.47467/jdi.v5i3.4270>
- Silalahi, A. (2018). Development Research (Penelitian Pengembangan) dan Research & Development (Penelitian & Pengembangan) Dalam Bidang Pendidikan/Pembelajaran. *Research Gate, July*, 1–13. <https://doi.org/10.13140/RG.2.2.13429.88803/1>
- Siti Anisah, A. (2022). *Pengembangan Model Pembelajaran Value Inquiry Untuk Meningkatkan Sikap Sosial Peserta Didik Sekolah Dasar (Doctoral Dissertation)*. Universitas Pendidikan Indonesia.
- Siti Anisah, A., Hakam, K. A., Syaodih, E., Pendidikan, U. S., & Ppk, P. K. (2022). *Model Pengembangan Kompetensi Sikap Sosial Pada Siswa Sekolah Dasar*. 7(1), 1340–1348. <https://doi.org/10.35568/naturalistic.v7i1.1836>
- Siti Anisah, A., Sapriya, Hakam, K. A., & Syaodih, E. (2021). Perkembangan Sosial, Emosi, Moral Anak dan Implikasinya Terhadap Pembentukan Sikap Sosial Siswa Sekolah Dasar. *JUDIKDAS: Jurnal Ilmu Pendidikan Dasar Indonesia*, 1(1), 69–80. <https://doi.org/10.51574/judikdas.v1i1.262>
- Siti Anisah, A., Sapriya, S., Hakam, K. A., & Syaodih, E. (2022). Strategi Pengembangan



- Sikap Sosial Peserta Didik Dalam Pembelajaran Tematik Di Sekolah Dasar. *Jurnal Cakrawala Pendas*, 8(2), 490–502. <https://doi.org/10.31949/jcp.v8i2.2193>
- Sumianto, Admoko, A., & Indra Dewi, R. S. (2024). Pembelajaran Sosial Kognitif di Sekolah Dasar: Implementasi Teori Albert Bandura. *Indonesian Research Journal on Education*, 4(4), 102–109. <https://doi.org/10.31004/irje.v4i4.1015>
- Suprayitno, A., & Wahyudi, W. (2020). *Pendidikan karakter di era milenial*. Deepublish.
- Thomas, K. J., da Cunha, J., & Santo, J. B. (2022). Changes in Character Virtues are Driven by Classroom Relationships: A Longitudinal Study of Elementary School Children. *School Mental Health*, 0123456789. <https://doi.org/10.1007/s12310-022-09511-8>
- Triantafyllou, S. A. (2022). *Constructivist Learning Environments*. August. <https://doi.org/10.33422/5th.icate.2022.04.10>
- Umar, Jayanti, M. I., Kadir, A., Firdaus, A. Y., Retnoningsih, & Rafiuddin. (2025). Mapping Trends in Research on the Enhancement of Students' Social Skills and Prosocial Behavior: A Systematic Literature Review. *Educational Process: International Journal*, 14. <https://doi.org/10.22521/edupij.2025.14.70>
- Verdasca, A., & Baillien, E. (2021). Workplace Bullying in the Portuguese Banking Sector: Incidence Levels and Risk Groups. *Journal of Interpersonal Violence*, 36(21–22), NP12360–NP12387. <https://doi.org/10.1177/0886260519889929>
- Vidić, T. (2024). Primary School Students' Perceptions of Social Support, School Satisfaction and Life Satisfaction. *International Journal of Emotional Education*, 16(1), 125–139. <https://doi.org/10.56300/QCBN1811>
- Wagner, L., Holenstein, M., Wepf, H., & Ruch, W. (2020). Character Strengths Are Related to Students' Achievement, Flow Experiences, and Enjoyment in Teacher-Centered Learning, Individual, and Group Work Beyond Cognitive Ability. *Frontiers in Psychology*, 11(July), 1–13. <https://doi.org/10.3389/fpsyg.2020.01324>