



Vake (Value and Knowledge) Approach to Enhance The Role of Professional Teachers and Achieving SDGS 4 at SIKK, Malaysia

Desika Putri Mardiani*, Rofik Jalal Rosyanafi, Widya Nusantara, Tri 'Ulya Qodriyati, Shobri Firman Susanto, Mustakim, Monica Widyaswari

Non-Formal Education Department, Faculty of Education,
Universitas Negeri Surabaya, Indonesia.

*Corresponding Author. Email: desikamardiani@unesa.ac.id

Abstract: This community service program aims to enhance the professional competence of SIKK teachers through VAKE-based training that integrates moral and knowledge dimensions in the teaching process. The training was attended by 32 teachers and implemented through collaborative learning. Pre-test, post-test, and ethical dilemma creation were used as analysis techniques. These data were analyzed descriptively to calculate mean scores, percentage increases, and N-gain values to determine improvements in participants' understanding of the VAKE approach. The results showed an increase in teachers' understanding of the integration of values and knowledge in learning, with an average score of 88.6, indicating an improvement of 8.6 points (43.5%) compared to the pre-test results. This finding suggests that participants' understanding improved significantly after receiving the training materials through the community service program. Participants also successfully designed ethical dilemmas as learning media to promote students' critical thinking. Overall, this community service program contributed to improving teachers' pedagogical competence, strengthening students' character, and supporting the achievement of Sustainable Development Goal (SDG) 4.

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Introduction

Quality education (SDG 4) can only be achieved if teachers have pedagogical competencies that are not only oriented towards knowledge transfer, but also requires the integration of moral, cultural, and religious values within the learning process. At Sekolah Indonesia Kota Kinabalu (SIKK) Malaysia, teachers face challenges in integrating moral, religious, and cultural values into learning because they are not yet accustomed to using value and knowledge-based learning models (Value and Knowledge / VaKe). Although issues such as inadequate infrastructure, learning facilities, and limited access to professional development exist, the core issue that directly affects the quality of learning is teachers' lack of ability to integrate values into knowledge instruction in a systematic and reflective manner.

Cultural differences between regions and countries influence the formation of character and social attitudes there. This factor has led to a decline in the values passed down by parents and previous generations. In Sabah and Sarawak, Malaysia, Indonesian migrant workers' children have difficulty accessing formal schools, so Sekolah Indonesia Kota Kinabalu (SIKK) serves as an alternative non-formal institution (Satwika Wijaya et al., n.d.).



SIKK Kota Kinabalu brings together communities from diverse backgrounds and regions. This means that most of the students at SIKK are migrants from various areas in Indonesia. This diversity presents both challenges and opportunities in education that are positively valued based on the knowledge provided by SIKK Kota Kinabalu. A major challenge in the SIKK education system is the limited number of educators with pedagogical competencies based on value-based education and knowledge-based teaching.

The VAKE (Value and Knowledge Approach) provides a relevant solution because it combines cognitive knowledge with moral reasoning and value reflection. It integrates moral, cultural, and religious values with knowledge mastery to create a holistic learning process. With VAKE, teachers not only transfer knowledge but also instill values that strengthen students' identities. Teachers at SIKK face limitations in their value- and knowledge-based pedagogical approach. Therefore, VAKE training for teachers at SIKK is considered important to enhance professionalism and the quality of education.

Some research showed that teachers in SIKK faced challenges and limitations in innovative teaching methods, access to teaching professional training, and also limitations in infrastructure to support quality learning (Abni et al., n.d.). In other hand, SIKK faced various challenges that affected the quality of education provided. One of the main problems was the limited educational facilities and infrastructure. Many SIKK had inadequate facilities, such as limited classrooms and a lack of teaching and learning equipment, which impacted the effectiveness of the learning process (Wong et al., 2021). Furthermore, the lack of integration of moral values and 21st-century skills in learning is an obstacle in shaping the character and competence of students in accordance with the objectives of Sustainable Development Goal (SDG) 4, namely quality and inclusive education for all (Unesco, 2017).

The value and knowledge approach plays an important role in improving teachers' professional competence by integrating personal values with professional knowledge. This synergy promotes the holistic development of educators, enabling them to navigate the complexities of teaching effectively. Key aspects of the Value and Knowledge Approach include professional competency development, a competency-based approach to values, and the impact on teacher identity. Professional competency development involves a dynamic process related to professional competencies and is influenced by beliefs, practices, and supportive environments for teachers (Channa et al., 2024). In addition, professional competency development is also supported by ongoing training conducted through workshops to master educational technology and up-to-date teaching methods.

A values-based approach is important in teacher competency development. Through the integration of values and the formation of life values, emphasis is placed on aligning personal values with professional competencies, fostering a comprehensive educational experience (Hodovaniuk & Voznosymenko, 2022). The integration of personal moral and political values into teacher training enhances the autonomy and identity of trainees, leading to more engaged educators (Yanda et al., 2023). Aligning teacher education with school goals ensures that value-based professional knowledge develops in practical settings in educational environments.

The value approach emphasizes the importance of integrating moral and ethical values into the learning process. One of the methods used is the Value Clarification Technique (VCT), which helps students identify, analyze, and understand values that are relevant to their lives. Through VCT, students are trained to discover, select, analyze, and decide on their attitudes toward certain values, enabling them to adopt appropriate attitudes in various situations. A characteristic of this model is that the process of



instilling values is carried out through an analysis of the values already present in students, which are then aligned with the values to be instilled. Students are given the freedom to decide for themselves which values will guide their lives. A person's changes can be influenced by their experiences and development in society (Tyas & Mawardi, 2016). The implementation of VCT requires the ability to facilitate deep and reflective discussions, as well as create a learning environment that supports value exploration. This demands the development of strong pedagogical competencies and a deep understanding of classroom dynamics. Additionally, the implementation of this value-based approach is integrated with religious, social, cultural, and Eastern traditional values that are relevant to the current development of science.

The knowledge-based approach focuses on strengthening teachers' mastery of subject matter and pedagogical skills. Teachers are encouraged to continuously improve their competencies through training and professional development so that they can convey knowledge in a way that is effective and relevant to students. This improvement in competencies includes a deep understanding of the subject being taught and the ability to apply innovative teaching methods that are tailored to students' needs (Wilson Sitopu et al., 2023).

The integration of the value and knowledge approaches is achieved by combining these two approaches, enabling teachers to not only deliver lesson material effectively but also shape students' character through the instillation of positive values. For example, in Islamic Religious Education, the application of the value and knowledge approaches has proven effective in improving student learning outcomes, demonstrating that the integration of values in teaching can strengthen understanding and application of knowledge (Nalva, 2018).

Through VAKE (Value and Knowledge) Approach training, this community service explicitly aims to strengthen teachers' competence at SIKK Kota Kinabalu in integrating values and knowledge into the learning process. This approach not only aims to improve pedagogical professionalism but also equips teachers with innovative strategies to improve the quality of education for Indonesian migrant children in Malaysia. This training is designed for teachers at SIKK Kinabalu to enhance their professionalism by integrating a values- and knowledge-based approach into the learning process. Through this activity, teachers are expected to be able to design and implement lessons that integrate moral, cultural, and religious values with academic content, so that learning becomes meaningful, reflective, and aligned with students' real-life contexts.

This service program is directed to address the core problem at SIKK, namely the limited capacity of teachers to apply value-oriented pedagogy such as VAKE, by the end of the training, teachers are expected to: 1) understand the concept and framework of the VAKE approach; 2) develop lesson plans based on values and knowledge; and 3) practice classroom teaching that encourages moral reasoning, dialogue, and value clarification among students.

Method

This Community Service Activity (PKM) was implemented using blended training approach which combined online learning and collaborative learning strategies. The collaborative learning model was chosen because it has been proven effective in increasing teacher engagement, broadening experience, and fostering problem-solving skills through group discussions (Laal & Laal, 2012).



These modules were designed as practical teaching materials containing basic concepts, case studies, and guidelines for value- and knowledge-based learning practices. The training participants are 32 teachers from SIKK who teach at the Kejar Paket C (equivalent to senior secondary education) level. These teachers come from various subject areas such as Mathematics, Indonesian Language, Natural Sciences, Social Sciences, and Religious Education. Most participants have adequate teaching experience, ranging from 3 to over 10 years, demonstrating strong classroom management skills and a good understanding of student characteristics within the migrant learner context. However, they have limited exposure to pedagogical models that integrate values and knowledge, such as VAKE.

The training activities consisted of three main phases. First, the preparation phase, which included intensive coordination with the partner, Sekolah Indonesia Kota Kinabalu (SIKK), the preparation of an activity schedule, and the development of training modules integrated with the Value and Knowledge Approach (VAKE). Second, the implementation stage focused on providing interactive learning materials and experiences. The activities included: (1) presentation of the VAKE concept to strengthen teachers' understanding of the integration of values and knowledge; (2) workshops on knowledge-based learning strategies and inquiry-based learning that emphasized the development of critical thinking skills (Bell, 2010); (4) The practice creates ethical dilemmas. At the end of the session, participants also develop an action plan as a follow-up to the training.

Third, the evaluation stage was conducted using formative and summative approaches. Formative evaluation was carried out through pre-tests, individual reflections, and group discussions at the end of each session. Summative evaluation was carried out through post-tests, microteaching observations, and assessments of ethical dilemma designs created by teachers. The evaluation instruments used include a multiple-choice test consisting of 20 items, a written reflection sheet, and an ethical dilemma design document. Ethical dilemmas were chosen as an innovative instrument to measure teachers' ability to integrate values and knowledge into teaching practice, as recommended by (Oser et al. (1994) in the development of *Value-Based Education*. Data from the pre-test and post-test were analyzed quantitatively by comparing participants' scores before and after the training to measure the improvement in their conceptual understanding of the VAKE approach. Through this series of activities, teachers at SIKK not only gained theoretical understanding but also practical skills that can be directly implemented in the context of non-formal learning.

Result and Discussion

The steps of this community service:

1) Internal Discussion with the study program team

An internal meeting with the heads of the Community Service Program for the Non-Formal Education Program was held on July 15, 2025, at 7:30 PM West Indonesia Time, attended by the group leaders for each Community Service title. The meeting discussed the themes of each group, identified the objectives of the activities, and outlined the content to be presented in the Community Service. After being identified, the activity objectives were divided into two groups: Group 1 consists of teachers, facilitators, and program managers of non-formal education programs at Community Learning Center (CLC) within the SIKK area. Group 2 consists of adult learners enrolled in the C package program, as the content presented focuses on andragogy or adult education.

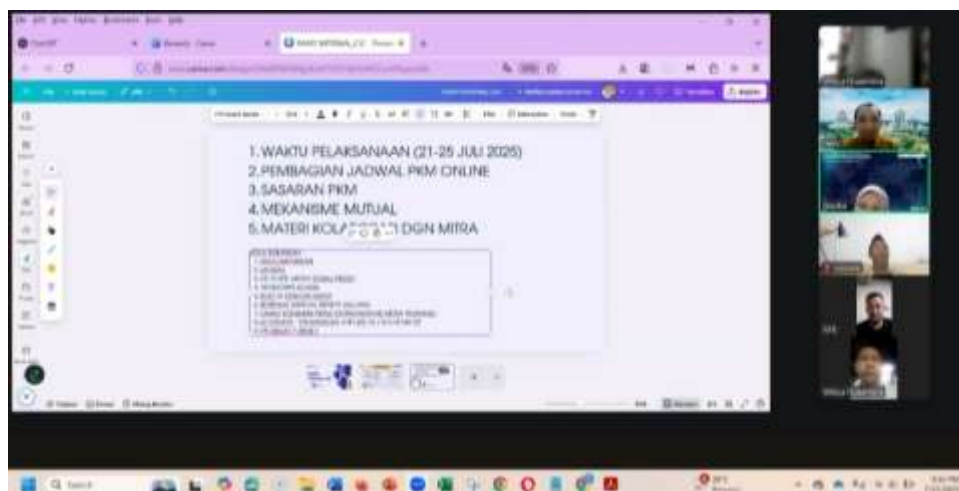


Figure 1. Internal discussion

2) Joint Meeting with the Indonesian School in Kota Kinabalu

The next agenda item was a joint meeting with SIKK on , which was monitored by Mr. Yuki and Ms. Shelya as the organizing committee for community service nonformal education, Unesa with SIKK. The agenda included the identification of PKM titles, objectives, and activity schedules. Next, a rundown of activities was agreed upon. The activities are planned to take place from July 21, 2025, to July 25, 2025, with the agreed time being 1:00 PM until completion. However, the schedule will be adjusted according to the availability of the activity participants. Further information will be communicated through the WhatsApp group with SIKK.

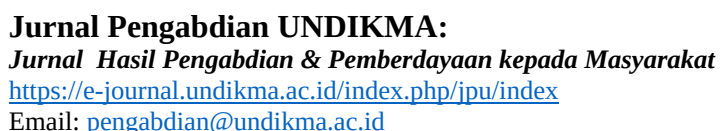
The community service group for the Non-Formal Education Program consists of six groups, each with its own community service materials. To ensure the community service runs efficiently, schedules are divided according to needs. On a single day, community service activities are conducted by two groups with the same target group identification and related materials. This is expected to enhance understanding in line with shared expectations.

3) Schedule Preparation and Agreement

After a meeting between the PLS study program and its partner, SIKK, Malaysia, a PKM activity schedule was prepared and agreed upon by all activity participants and presenters, starting on July 22, 2025, at 1:00 p.m. Western Indonesian Time.

4) Implementation of Community Service

The Community Service activity was carried out under the title VaKe (Value and Knowledge) Approach to Enhance the Role of Professional Teachers and Achieving SDGs 4 on Monday, July 28, 2025. Preparations included the provision of flyers as an introduction to the activity, a Zoom link accessible to all participants and presenters, an attendance link, and participant certificates. The following is the flyer that has been distributed to the activity participants:



This agenda took place at 13.00 PM until 15.30 PM, and live on the Non Formal Education Study Program's YouTube platform with the link https://www.youtube.com/watch?v=6ZG2KERO6_4, and for the The attendance link is available at the following link: <https://forms.gle/JrKfvWnUmYTae8FdA>. Overall, there were 25 enthusiastic participants, marked by their punctual attendance and active participation in asking questions.



Before starting the activity, the agenda began with a pre-test using the following link: <https://forms.gle/k5xNtzcRGaEzvoSU9>, which was completed one week before the PKM was held. The results obtained from the post-test include the following: the post-test was completed by 32 participants, with a total of 20 questions; each question scored 5 points if answered correctly and 0 points if answered incorrectly. After the PKM was conducted according to schedule on July 28, 2025, participants were asked to complete the Google Form link with the following address: <https://forms.gle/rVk8k2sub9w5BwgR8>, and it was completed by all community service participants properly.

The participants of the activity have completed the pre-test and post-test links to the fullest extent, and it was concluded that the Community Service can improve teachers' professional understanding and skills in providing active classrooms, particularly in utilizing the Value and Knowledge approach to stimulate critical thinking among students. Some studies explained that pre-test is not only an evaluation, but also has a learning effect (Gupta



et al., 2024; Pan & Carpenter, 2023). The results obtained from the post-test include the following: the post-test was completed by 32 participants, with a total of 20 questions, each of which was scored 5 points if answered correctly and 0 points if answered incorrectly. The results of the pre-test and post-test are illustrated in the following graph:

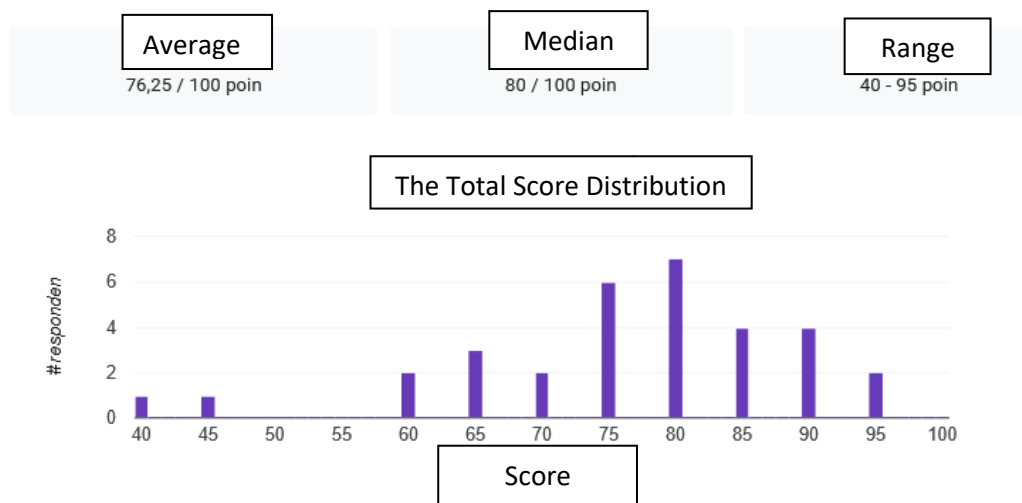


Figure 4. Pre-test Result

From the evaluation chart above, showed a significant improvement in teachers' understanding of VAKE Approach. From the result, the lowest community service participant score was 40, while the highest score was 95. There was one participant with the lowest score, and two participants with a score of 95. The average participant score was 80. This indicates that, prior to the training, participants had a moderate level of understanding of value-integrated pedagogy.

To assess participants' proficiency in understanding the value and knowledge approach, a chart of post-community service activity test scores was used. This is useful for ensuring that participants have a clear understanding of the content shared during the Zoom meeting. The following are the post-test scores of participants from SIKK:



Figure 5. Post-Test Score Chart



The highest post-test score achieved by participants was the maximum score of 100. The lowest score was 50, and only one person achieved this score. The average score of the participants is 88.6, indicating an increase of 8.6 points (43,5%) in the average score. This suggests that participants' understanding improved after receiving the material through the community service program. When comparing the pre-test and post-test scores of the participants, as shown in Figure 11 below, the chart reveals a significant increase in scores between before and after participating in the community service program.

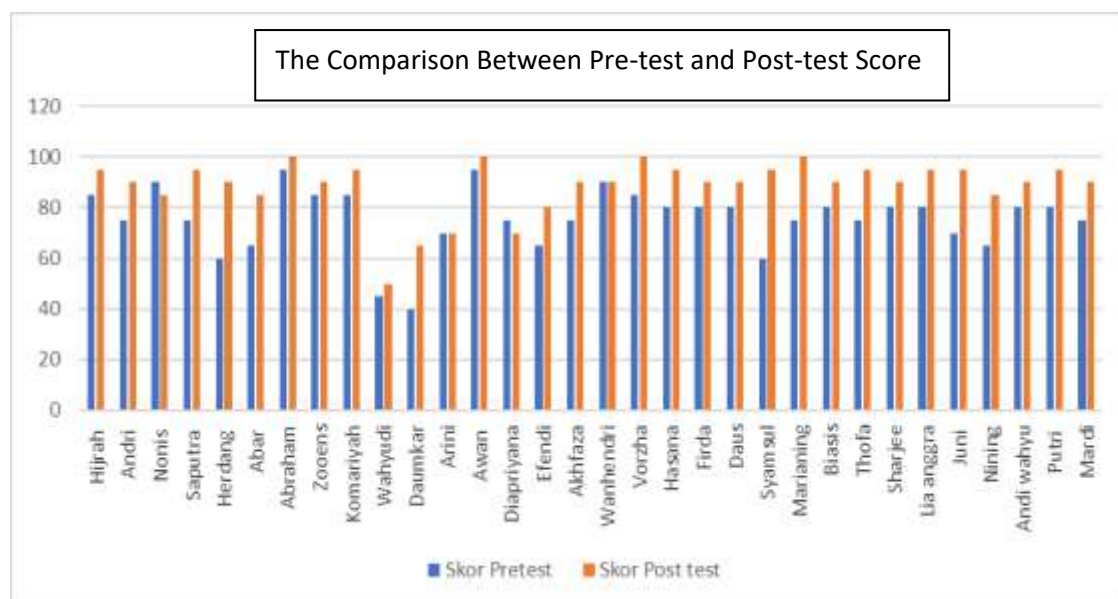


Figure 6. The comparison chart between pre-test and post-test

Pretest and posttest are very common to be used in behavioral and educational research to measure changes, although there is a limitation (Sheeber et al., 1996). Participants were also asked to practice creating ethical dilemmas as teaching materials using a value and knowledge approach. Ethical dilemmas are narratives or situations of value conflict in which two or more moral principles conflict with each other, and no solution is completely right or wrong. In an educational context, students are encouraged to discuss, argue, and find solutions based on the values and knowledge they possess or have learned. A narrative or situation of conflicting values where two or more moral principles are in opposition, and no solution is entirely right or wrong. In the context of education, students are encouraged to discuss, argue, and seek solutions based on the values and knowledge they possess or have learned. Ethical dilemmas are beneficial for developing students' moral awareness; enhancing value literacy and scientific knowledge; fostering critical, argumentative, and dialogic thinking; and shaping teachers or students who are not only knowledgeable but also caring and proactive.

The participants were also facilitated to make an ethical dilemma for their delivery of materials practice in the classroom using the Value and Knowledge Approach. Here are they are:

Ethical Dilemma Title

During the exam... The child is already quite old... However, due to various factors, the child is still unable to read well and fluently... This has left the teacher confused... Should the child be promoted to the next grade or remain in the same class?



Environmental pollution, question: An agricultural pharmaceutical company is developing a new formula to eradicate certain insect species, but the results of trials and research on this formula have the potential to cause environmental pollution. However, farmers need this formula because it is the only one capable of eradicating the pests currently attacking agricultural crops. If this formula is not used, the potential for crop failure reaches 70%. What do you think? Should the formula be marketed?

Bayu is a 9th-grade student who strongly disagrees with his school's new rule: all students must leave their phones at home. He believes that having a phone is important in case of emergencies, especially because his parents work far away. However, he also sees many of his friends using phones during lessons to play games or chat.

If you were Bayu, would you speak up in the student council meeting to ask the school to change the rule, knowing that your reason is personal and not everyone uses the phone responsibly? Why or why not?"*

In the students' neighborhoods, there are still many children who do not continue their education because their motivation to study is still low. In addition, there are still many adults in the students' neighborhoods who normalize romantic relationships among teenagers. Do you think this is something we should preserve? Are there any efforts that can be made to keep your neighborhood a positive environment for you?

A poor family in a village depends on illegally cutting down trees to sell as firewood for their livelihood. If they stop, they will not be able to eat. But if they continue, the forest will be destroyed and have a negative impact on the environment. What choice would you make if you were a member of that family? Why?

My favorite topic in this case can be illustrated by the example of a child's favorite food. The question that will be asked to the child is, when faced with a situation where he has something he likes, would he be willing to share it with his friend who has no food?

gossip and tabayyun (wisdom in social media), creation of the universe, Religious Education subject

The opening of palm oil plantations to meet global cooking oil demand, but the opening of palm oil plantations can disrupt the balance of the world's forest ecosystems.

There is a child who has to train intensively to participate in a badminton competition, but at the same time he also has to go to school. What should be done..?

Is it right to report a friend who smokes secretly at school to the teacher, even though it could ruin the friendship?

Dilemma question: Does a person have the right to share personal information about another person on social media without that person's permission?

Learning Topic: Climate Change and Human Responsibility (Subject: Social Studies / Geography / Integrated Science – Junior High School/High School level Ethical Dilemma Question: "A large company provides many jobs in your area, but they also cause air and water pollution. If you were the local leader, would you close the company to protect the environment, or allow it to continue operating for the sake of the community's economy?"

In the student council president election, you know that your friend is irresponsible and rarely attends class. Meanwhile, the other candidate is very active and cares about



the students. But your friend asks you to vote for him and campaign for him in order to win.

A judge must decide on the punishment for a thief, whether to impose a severe punishment in accordance with the law or to take into consideration the thief's economic circumstances.

How should students set an example in their environment in accordance with the norms and principles of Pancasila when their social environment is unable to set an appropriate example?

The above are some of the results of the training on creating ethical dilemmas in the PKM Value and Knowledge Approach that the participants designed to be presented in class. The participants have understood the concept of this approach and how to apply it to their students.

The improvement in teacher competence is consistent with Oser et al. (1994), who argue that value-based teaching requires structured exposure to moral dilemmas and reflective dialogue to develop ethical decision-making skills. Similarly, Hodovaniuk and Voznosymenko (2022) emphasize that integrating values into teacher education strengthens teacher identity, moral sensitivity, and professional responsibility. In this program, teachers were not only assessed through knowledge-based tests but also through the development of ethical dilemmas as teaching materials. These dilemmas are narratives that present conflicts between moral principles, where no single solution is entirely right or wrong. Through this activity, teachers demonstrated their ability to combine moral reasoning with subject knowledge, an essential skill within the VaKE framework (Kohlberg, L., 1981). Relevant with (Seichner, K. & Liston, D., 2013) who explain that teachers' critical reflection on personal and professional values is at the heart of values-based learning.

This finding supports previous research showing that ethical dilemma pedagogy enhances moral awareness, promotes value literacy, and develops critical, argumentative, and dialogic thinking among teachers (Halstead, J. M., & Taylor, M. J., 2000). Thus, the results of this community service program are not merely practical outcomes, but also contribute to academic discourse on value-oriented teacher development (Weinberger, et al., 2016), particularly in multicultural and non-formal educational contexts such as SIKK Malaysia.

Additionally, a Microteaching and Feedback Session was conducted in which teachers practiced the VAKE-based lesson plans they had developed. During this session, participants received constructive feedback from both facilitators and peers. This peer feedback played a critical role in enhancing reflective teaching practices. Through collegial dialogue, teachers were encouraged to identify their strengths, recognize instructional gaps, and refine their strategies for integrating values and knowledge. Such reflective interaction aligns with (Beijaard, Meijer, and Verloop, 2004), who emphasized that professional identity is shaped by the interplay between personal values, social expectations, and teaching experience. When peers provided feedback, it not only fostered mutual learning but also strengthened teachers' confidence and sense of professional community.

Following the microteaching session, teachers participated in Action Plan Development, where they outlined concrete steps for implementing the VAKE approach in their classrooms. They also wrote personal commitments and formed peer support groups to ensure accountability and sustainable practice after the training. This collaborative commitment mechanism facilitated continuous reflection, collective problem-solving, and long-term professional growth. Consistent with (Zeichner and Liston, 2013), peer-supported



reflection helps teachers move from technical implementation to deeper pedagogical understanding, shaping not only what they teach, but also *who they become* as educators.

Conclusion

The results of the community service showed an increase in teachers' understanding of the integration of values and knowledge in learning, with the average score of the participants is 88.6, indicating an increase of 8.6 points (43,5%) in the average score. This suggests that participants' understanding improved after receiving the material through the community service program. Participants also successfully designed ethical dilemmas as learning media to train students' critical thinking. This Community Service contributed to improving teachers' pedagogical competencies, strengthening students' character, and achieving SDG 4.

Recommendation

Future research is recommended to further examine the effectiveness of the Value and Knowledge (VAKE) approach in both formal and non-formal education, including longitudinal and mixed-method studies that evaluate not only teachers' professional growth but also student outcomes, character development, and critical thinking. As a follow-up at the community service site, teachers are encouraged to consistently apply VAKE in classroom practice, join peer reflection groups, and develop shared teaching resources, while school leaders are advised to institutionalize this approach by providing continuous mentoring, integrating VAKE into school policies and teacher evaluations, and facilitating collaboration with external educational institutions to ensure sustainability.

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