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Implementation of Value Clarification Technique to Build Students' Socio-Religious Character in Fiqh Learning at Ma'had Ibad Ar-Rahman Junior High School Surabaya

Muchammad Muwafa Azmi*, Muhammad Arfan Mu'ammar, Asrori
Muhammadiyah University of Surabaya; Surabaya, 60113, Indonesia

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* *Corresponding author:*

E-mail: minamaku31@gmail.com

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A B S T R A C T

Fiqh learning is not only oriented toward the understanding of Islamic legal principles but also plays a role in shaping students' socio-religious character. The subject of qurban in fiqh learning has considerable potential for internalizing values of sincerity and social concern. This study aims to describe the implementation of the Value Clarification Technique (VCT) in qurban fiqh learning and its contribution to the development of students' socio-religious character at Ma'had Ibad Ar-Rahman Surabaya. This research employed a qualitative approach using field research with a case study design. Data were collected through observation, interviews, and documentation, and were analyzed using the interactive model of Miles and Huberman. The findings indicate that the implementation of VCT through the stages of value stimulation and value clarification was able to enhance students' active participation, social awareness, and understanding of religious values. However, the value reflection stage was not optimally implemented, resulting in partial internalization of values. Therefore, strengthening the reflection stage is necessary to support a more comprehensive development of students' socio-religious character.

1. Introduction

Islamic education is essentially not only oriented towards achieving the cognitive aspects of students, but also directed at the formation of character that is reflected in daily attitudes and behaviors. Fiqh learning as part of Islamic Religious Education has a strategic role in instilling religious and social values, because the material taught not only regulates the legal aspects of worship, but is also loaded with moral and humanitarian messages (Purnami, 2021). One of the fiqh materials that has great potential in the formation of this character is the sacrificial worship. Qurbani worship is not only interpreted as an annual ritual on the momentum of Eid al-Adha, but contains the value of sincerity, gratitude, and social concern for others

(Sarkawi, 2022). These values are relevant to be instilled in students so that they are able to understand the relationship between religious teachings and social reality. Through fiqh learning, students are expected not only to know the provisions of sharia, but also to be able to internalize the meaning of sacrifice and social solidarity in daily life (Herniyanti et al., 2025; Permadi & Achadi, 2025).

However, the reality of learning in the field shows that fiqh learning still tends to be oriented towards delivering material theoretically through the lecture method. As a result, students' understanding of qurbani is often limited to legal and procedural aspects, while the socio-religious values contained in it have not been optimally internalized (Prasetiya & Saifuddin, 2020). This condition causes a gap between the religious knowledge that students have and the social and religious behaviors that they display in their daily lives. Efforts to internalize values in learning require the use of an approach that is able to actively involve students in the process of thinking, dialogue, and reflecting on the values learned. One of the approaches that is considered relevant for this purpose is Value Clarification Technical (VCT). Value Clarification Technical (VCT) is a learning approach that emphasizes the process of clarifying values through discussion, decision-making, and personal reflection, so that students can understand, choose, and live the values they believe in consciously (Dewi et al., 2025; Khoeriyah & Arif, 2024).

A number of previous studies have shown that the application of Value Clarification Technical (VCT) is effective in fostering students' awareness of values, moral attitudes, and critical thinking skills in various subjects (Febriany et al., 2021). However, studies that specifically examine the implementation of Value Clarification Technical (VCT) in fiqh learning, especially in qurbani materials with a focus on the formation of socio-religious character, is still relatively limited. In fact, the sacrificial material has a strong relevance to the values of sincerity, gratitude, and social concern which are an important part of Islamic character education. The socio-religious value framework in this study refers to the teachings of fiqh and the treasures of classical Islamic thought, one of which is the thought of Imam Al-Ghazali in Minhajul 'Abidin, which emphasizes the importance of sincerity and social concern in the implementation of worship. Based on these conditions, this study aims to describe the implementation of the Value Clarification Technique (VCT) in qh learning and its contribution in building the socio-religious character of students in Ma'had Ibad Ar-Rahman Surabaya.

2. Methodology

This study employed a qualitative approach with a field research design using a case study method. The qualitative approach was chosen because the study aimed to explore deeply the implementation of the Value Clarification Technique (VCT) in fiqh learning and its contribution to building students' socio-religious character at Ma'had Ibad Ar-Rahman Junior High School Surabaya. The case study design enabled the researcher to investigate learning activities in their natural setting and understand the interaction between learning processes and value internalization. The data sources in this study consisted of primary data and secondary data. Primary

data were obtained through interviews, observations, and documentation. The primary informants included one Islamic Religious Education (PAI) teacher and six eighth-grade students at Ma'had Ibad Ar-Rahman Junior High School Surabaya who were directly involved in qurban fiqh learning activities using the Value Clarification Technique (VCT). The interviews were conducted using semi-structured interview guidelines to obtain in-depth information regarding the implementation of VCT and its contribution to students' socio-religious character development. The interview questions used in this study are presented in Table 1.

Table 1. Interview Questions Guidelines

No	Informant	Interview Questions
1	Teacher	How is the implementation of Value Clarification Technique (VCT) in qurban fiqh learning at Ma'had Ibad Ar-Rahman Junior High School?
2	Teacher	What strategies are used to instill socio-religious values in students through VCT learning?
3	Teacher	What challenges are faced during the implementation of VCT in fiqh learning?
4	Student	How do you understand qurban material after participating in VCT-based learning?
5	Student	What socio-religious values do you gain from the VCT learning process?
6	Student	How do you apply the values learned from qurban fiqh material in your daily life?

The interview results indicated that students became more active in classroom discussions and demonstrated better understanding of socio-religious values such as sincerity, empathy, responsibility, and social concern. The teacher also explained that the implementation of VCT encouraged students to express their opinions openly and reflect on moral values contextually, although the reflection stage had not been carried out consistently. Observations were conducted during the learning process to examine student participation, classroom interaction, and the implementation stages of VCT in fiqh learning. Documentation data included lesson plans, learning materials, students' assignments, and school archives related to Islamic Religious Education activities.

Secondary data were obtained from relevant scientific literature related to Value Clarification Technique (VCT), fiqh learning, character education, and socio-religious values. This study used 16 scientific references consisting of journal articles and methodological reference books published between 2015–2025. The references were sourced from Google Scholar, Journal of Educational Sciences, Jurnal Basicedu, Tarbiyatuna, Al-Ta'dib, and other academic journals relevant to the research topic. Data analysis was carried out using the Miles and Huberman interactive analysis model, which consisted of data collection, data condensation, data display, and conclusion drawing and verification. To ensure the validity and credibility of the findings, this study applied source triangulation and method triangulation by comparing interview, observation, and documentation data.

3. Results and Discussion

Implementation of Value Clarification Technique (VCT) in Qurbani Fiqh Learning at Ma'had Ibad Ar-Rahman Junior High School

This study involved one Islamic Religious Education (PAI) teacher and eighth-grade students of Ma'had Ibad Ar-Rahman Junior High School Surabaya who actively participated in qurbani fiqh learning. The students came from diverse academic and social backgrounds, with varying levels of understanding regarding socio-religious values such as empathy, sincerity, and social responsibility. The teacher selected as the main informant had experience in implementing student-centered learning approaches, particularly the Value Clarification Technique (VCT). The condition of students generally showed a moderate level of understanding of fiqh concepts; however, the internalization of socio-religious values such as sincerity, empathy, and social concern had not been optimally developed. Therefore, the implementation of VCT was considered relevant to bridge cognitive understanding and value internalization. This research was conducted through several stages, namely: (1) preparation, (2) data collection, (3) data analysis, and (4) interpretation. Data collection was carried out through interviews, observations, and documentation. The interviews were conducted semi-structurally to allow flexibility in exploring participants' experiences and perspectives regarding the implementation of VCT in fiqh learning. Each interview was conducted directly in the school environment and focused on students' responses, value understanding, and behavioral changes after participating in the learning activities. The interview guidelines used in this study are presented in Table 2.

Table 2. Interview Questions Guidelines

No	Informant	Interview Questions
1	Teacher	How is the implementation of VCT in qurbani fiqh learning?
2	Teacher	What strategies are used to instill socio-religious values?
3	Teacher	What challenges are faced during the implementation?
4	Student	How do you understand qurbani material after using VCT?
5	Student	What values do you gain from the learning process?
6	Student	How do you apply these values in daily life?

Implementation Value Technical Clarification (VCT) in learning fiqh at Ma'had Ibad Ar-Rahman Junior High School is carried out systematically following the main stages Value Clarification Technical (VCT), namely value identification, value exploration, personal reflection, and follow-up and evaluation. This approach is used to integrate the understanding of fiqh with the process of internalizing the socio-religious values of students, as the main goal Value Clarification Technical (VCT) in value-based learning (Destari et al., 2023).

a. Identification of Values in Qurban Fiqh Materials

At the value identification stage, teachers associate qurbani material with social phenomena that are close to students' lives, such as the practice of distributing qurbani meat, concern for the underprivileged, and the meaning of sincerity in worship. The presentation of this contextual issue is carried out through triggering questions and illustrations of simple cases that contain value conflicts. This step is in line with the principle Value Clarification Technical (VCT) which emphasizes the importance of selecting moral issues that are relevant to students' experiences so that grades can be understood meaningfully (Febriany et al., 2021). Contextual issues have been proven to increase student involvement in the value learning process and encourage the emergence of early moral awareness.

b. Value Exploration through Guided Discussions

Once the grades are identified, the teacher facilitates the exploration of the grades through group discussions and class dialogues. Students are given the opportunity to express their opinions, compare points of view, and relate the fiqh material to their personal experiences and social environment. In this stage, the teacher plays the role of a facilitator who keeps the discussion atmosphere open and dialogical. Exploration of value through discussion is a key characteristic Value Clarification Technical (VCT) which aims to develop students' critical thinking skills and social empathy (Widiana, 2022). Through this process, students not only understand the law of qurbani normatively, but also begin to interpret the values of sincerity, gratitude, and social concern contained in it (Putri et al., 2024).

c. Personal Reflection on The Value of Qurban

The stage of personal reflection is carried out by directing students to re-evaluate their personal attitudes and views on the values of qurbani. Reflection is carried out orally or in writing, for example through a statement of attitude or a brief writing about how the value of qurbani can be applied in daily life. Personal reflection is at the heart of the approach Value Clarification Technical (VCT) because it functions as a means of clarifying values internally and consciously (Khoeriyah & Arif, 2024). Through this reflection, students not only know their values cognitively, but also begin to build a moral commitment to the values they believe, so that the process of internalizing values becomes more profound (Sriyanto et al., 2024).

d. Follow-up and Evaluation of Value Implementation

As the final stage, teachers follow up by observing the application of qurbani values in student behavior, both in the classroom and in the school environment. The evaluation was carried out qualitatively through attitude observation, teacher feedback, and follow-up reflective discussions. The follow-up and evaluation stage confirms that the successful implementation of Value Clarification Technical (VCT) is not only measured from the mastery of fiqh material, but also from changes in the socio-religious attitudes and behaviors of students (Destari et al., 2023; Hasan & Inayati, 2025). Thus, VCT acts as an approach that bridges the

understanding of values with real practice in students' social lives (Febriany et al., 2021; Saputra & Hafidz, 2025).

The Contribution of Value Clarification Technique in Building Students' Socio-Religious Character in Qurbani Fiqh Learning at Ma'had Ibad AR-Rahman Junior High School

Application Value Clarification Technical (VCT) in learning fiqh at Ma'had Ibad Ar-Rahman Junior High School Surabaya makes a positive contribution to the development of students' socio-religious character. The results of observations and interviews show that there is an increase in students' active participation in the learning process, especially in discussion and opinion delivery activities. Through the presentation of value stimulus and value clarification, students not only understand the provisions of qurbani normatively, but also begin to interpret the values of sincerity, social concern, and social responsibility as part of worship practices. These findings are in line with the view Sarkawi (2022) which emphasizes that qurbani worship has a strong social dimension and plays a role in fostering concern for others.

In addition, the application of Value Clarification Technical (VCT) encourages the development of empathy, openness, and courage for students in expressing moral and religious views. This contribution shows that value-clarification-based learning is able to bridge cognitive understanding with the formation of students' attitudes and character. This is in line with the results of the research Sriyanto et al. (2024) which states that Value Clarification Technical (VCT) is effective in increasing students' awareness of values and social-religious skills through active and dialogical learning. Nevertheless, the contribution Value Clarification Technical (VCT) in building the socio-religious character of students at Ma'had Ibad Ar-Rahman is still partial, because the value reflection stage has not been carried out systematically and continuously. This condition corroborates the findings Prasetiya & Saifuddin (2020) that the internalization of values in the learning of Islamic Religious Education requires a consistent reflection process so that the values learned can be realized in the real behavior of students.

4. Conclusion

Based on the results and discussion, fiqh learning at Ma'had Ibad Ar-Rahman Junior High School Surabaya demonstrates strong potential to develop students' socio-religious character when implemented through a value-based approach. The application of the Value Clarification Technique (VCT) enhances students' active participation, social awareness, and understanding of key religious values such as sincerity, responsibility, and social solidarity. This indicates that VCT effectively integrates cognitive understanding of fiqh with character formation. The implementation of VCT through value stimulation and clarification stages has proven effective in connecting fiqh material with students' real-life social contexts. However, the reflection stage has not been conducted systematically or continuously, resulting in suboptimal internalization of socio-religious values.

Therefore, consistent and comprehensive application of all VCT stages is essential to optimize character development. To improve future practice, Islamic Religious Education teachers are encouraged to strengthen the value reflection stage through written reflections, guided discussions, and ongoing monitoring of students' attitudes and behaviors. This ensures that learned values are not limited to conceptual understanding but are practiced in daily life. Additionally, schools should provide institutional support by reinforcing value-based learning strategies and fostering a conducive learning environment. For future research, this study can serve as a foundation to explore the application of VCT in other areas of Islamic Religious Education or through varied research designs, enabling a more comprehensive understanding of its role in students' character formation.

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