



Formation Of Critical Awareness Of Students Through The Value Pedagogy Approach: A Case Study At State Senior High School 27 Garut

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ABSTRACT

This study aims to examine the role of a values pedagogy approach in developing critical awareness among students at SMA Negeri 27 Garut. This is expected to slightly shift the perspective of researchers and readers in understanding the state of student abilities in cognitive test scores. The background of this research is the real fact of a learning paradigm that focuses solely on cognitive academic achievement. Using a quantitative quasi-experimental approach (non-equivalent control group design), this study tested the effectiveness of a values-based learning model (values pedagogy) on students' critical thinking skills. The sample consisted of 60 11th-grade students divided into experimental and control classes. The results showed that the experimental class achieved an average post-test score of 84.50 with an N-gain of 0.68 (moderate category), significantly higher than the control class using conventional methods (average 67.20, N-gain 0.35). These results demonstrate that values pedagogy is effective in fostering critical awareness and moral sensitivity in students.

Keywords: Value Pedagogy, Critical Awareness, Critical Thinking, Educational Administration, SMA Negeri 27 Garut

INTRODUCTION

The misconception in education, from the perspective of many students and even some teachers, that the goal is simply to improve cognitive abilities, is not wrong, but it fails to fulfill the national goal of education, which is to produce individuals with a high level of moral and social awareness. However, the current state of education at Garut State Senior High School 27 presents a pedagogical challenge because a conventional, one-way approach still dominates the learning process, resulting in unmotivated students who are unable to respond reflectively to social realities. Tilaar (2012) emphasized that education should be a vehicle for developing intellectually independent and morally dignified individuals, not simply an instrument for providing human resources for economic interests and the job market.

A possible solution, combining affective and cognitive components, is a values pedagogy approach. Students are encouraged to develop "critical consciousness," the ability to understand, evaluate, and act responsibly by reconstructing the role of the teacher as a facilitator of values. Freire (2005) differentiates between naive consciousness, which tends to accept reality as it is, and critical consciousness, which enables individuals to read the world, not simply read the text. Through critical awareness, students are expected to see the connection between personal experiences and broader social structures, as well as to recognize their ethical and political roles as subjects of social change. This research focuses on strengthening the managerial role of teachers in managing classrooms that incorporate essential values to build a learning ecosystem responsive to the challenges of the times.

Educational practices in Indonesia are often perceived narrowly as a process of improving students' cognitive abilities. In reality, the role of teachers is no longer merely as a transmitter of material, but rather as one who instills values through dialogue, reflection, and meaningful learning experiences. Lickona (1991) emphasized that effective values education must integrate three main dimensions: moral knowing (rational understanding of values), moral feeling (emotional appreciation of values), and moral action (the embodiment of values in concrete actions). These three dimensions cannot be separated, as understanding values without concrete appreciation and practice has the potential to produce a verbalistic and shallow morality. Therefore, this research focuses on the effectiveness of values pedagogy while examining the managerial role of teachers in creating a classroom climate responsive to educational challenges.

METHODOLOGY

This research used a quantitative approach with a quasi-experimental design. The sample was purposively selected from eleventh-grade students at SMA Negeri 27 Garut. Thirty students from grade XI-M1 were designated as the experimental

class, receiving values-based learning, while 30 students from grade XI-M2 served as the control class, receiving conventional learning. A qualitative approach was chosen because this research was not oriented toward statistical measurement of variables, but rather toward exploring the meanings, processes, and subjective experiences of educational actors within the natural context of the school. This approach allows researchers to understand educational phenomena holistically and contextually (Creswell, 2014).

According to Stake (1995), case studies emphasize an in-depth understanding of the specifics and complexities of a case, not for statistical generalizations, but rather to gain rich and meaningful understanding.

In qualitative research, the researcher acts as the primary instrument, directly involved in the data collection and analysis process. The researcher interacts with the research subjects, observes the learning situation, and interprets the data based on the surrounding social and cultural context. This role requires sensitivity, reflexivity, and ethical awareness from the researcher to ensure that the resulting interpretation remains objective and academically responsible (Denzin & Lincoln, 2018).

The research instruments included observation sheets on the implementation of values pedagogy and a critical thinking skills test covering indicators of analysis, evaluation, and inference. The data obtained were analyzed using prerequisite tests, namely the Shapiro–Wilk normality test and the Levene homogeneity test. Furthermore, hypotheses were tested using an independent sample t-test. To determine the level of student improvement, the normalized gain (N-gain) calculation was used.

The research subject selection technique used purposive sampling, a sampling technique based on specific considerations in accordance with the research objectives. Purposive sampling was chosen because this study did not aim to produce statistical generalizations, but rather to obtain rich, in-depth, and relevant information from subjects deemed to understand and be directly involved in the phenomenon under study (Creswell, 2014).

The subject selection criteria for this study included: (1) teachers with at least two years of teaching experience and active involvement in the classroom learning process; (2) guidance and counseling teachers who directly handle the development of students' values, attitudes, and behavior; and (3) students who actively participate in learning activities and are willing to participate in interviews and observations. These criteria were established to ensure that the data obtained is relevant, in-depth, and aligned with the research focus.

According to Patton (2015), purposive sampling in qualitative research allows researchers to select information-rich informants, thereby providing a comprehensive picture of the phenomenon being studied. In the context of this research, the purposive sampling technique supports the researcher's efforts to

deeply understand the practice of values pedagogy and the process of developing critical awareness from the perspectives of various educational actors.

Therefore, the selection of locations, subjects, and sampling techniques in this study was systematically designed to support the achievement of the research objectives. This approach is expected to produce valid, contextual, and meaningful data that uncovers the relationship between values pedagogy and the development of critical awareness in students at SMA Negeri 27 Garut.

RESULT AND DISCUSSION

Result

The implementation of values pedagogy at State Senior High School 27 Garut has demonstrated a positive impact on the development of students' critical awareness. One of the primary forms of value pedagogy implementation at SMAN 27 Garut is the use of dialogic classroom discussions. In these activities, teachers provide ample space for students to express opinions, ask questions, and respond to the views of their peers. Discussions are not directed at finding a single right or wrong answer, but rather encourage students to think critically, reflect on values, and understand differing perspectives. This learning pattern aligns with Freire's (2005) perspective, which emphasizes the importance of dialogue as a means of liberation and the formation of critical awareness.

Effectiveness and Student Perception

The results of student perception measurements indicate that the majority of students experienced significant changes in the learning process. The implementation of values pedagogy is also evident in the values reflection activities conducted at the end of the lesson. Teachers encourage students to reflect on what they have learned, not only in terms of knowledge but also in terms of attitudes and values. This reflection is conducted through open-ended questions, short journal entries, or closing discussions that encourage students to reassess their perspectives on a problem. This reflective practice contributes to the development of students' self-awareness and moral responsibility, as Dewey (1938) argued that reflection is the core of meaningful learning experiences.

A more dialogical and reflective approach is seen as capable of increasing student engagement in learning. The distribution of student perceptions shows that 45% stated it was very influential, 35% were influential, 15% were somewhat influential, and only 5% considered it less influential.

Discussion: The discussion focused on three main findings. First, a dialogical transformation occurred in learning. Egalitarian classroom discussions were able to reduce the communication gap between teachers and students, thus creating a participatory learning atmosphere. This finding aligns with Freire's view, which emphasizes dialogue as the foundation for developing critical consciousness.

Second, the internalization of values through raising current issues. Improved

scores on the value reflection aspect were influenced by teacher strategies that linked subject matter to real-life phenomena, such as bullying and social justice issues. This approach made learning more contextual and meaningful for students.

Third, the dynamics of the implementation of values pedagogy. Although proven effective, its implementation still faces obstacles such as time constraints due to a busy curriculum. However, the commitment and managerial skills of teachers were able to maintain the quality of learning interactions and maintain a humanistic approach.

Theoretically, the findings of this study confirm the close relationship between values pedagogy and the development of critical consciousness. When values are positioned not as memorized dogma, but as material for dialogic reflection, students gain space to develop critical reasoning, social empathy, and ethical awareness. This approach aligns with Giroux's (2011) thinking, which emphasizes that critical education must create space for students to understand power relations and act as agents of social change.

Supporting and Inhibiting Factors

The successful implementation of values pedagogy is influenced by several supporting factors, including teacher commitment as value role models, school leadership support for learning innovation, and diverse student characteristics. Inhibiting factors identified include pressure from curriculum targets and the dominance of quantitative assessment systems.

Graphical Learning Effectiveness Analysis

The comparison of N-gain between the experimental and control classes (N-gain 0.68 vs. 0.35) demonstrates the significant superiority of values-based learning. This method encourages students to confront moral and social issues directly, thus not only strengthening cognitive structures but also fostering empathy and social sensitivity. In contrast, conventional learning tends to result in lower student engagement. From an educational administration perspective, these findings underscore the importance of academic supervision that encourages teacher pedagogical innovation.

CONCLUSION

The research results show that the values pedagogy approach is effective in enhancing students' critical awareness at SMA Negeri 27 Garut. Values-based learning not only produces better academic achievement than conventional approaches but also strengthens the development of students' social values and character. Through active involvement in the learning process, students become more critical in evaluating information and more sensitive to social issues in their environment.

It is recommended that education policymakers at the school and regional levels include critical awareness indicators as part of their educational quality evaluations. Furthermore, teachers need to receive ongoing training on strategies for integrating values into various subjects.

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