

## The Impact of Learning Strategies (Values Clarification Technique and Social Science Inquiry) and Students' Cognitive Style on Tolerance

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### ABSTRACT

Citizenship Education requires developing learning strategies, namely the Values Clarification Technique (VCT) and social science inquiry. Another factor that impacts learning effectiveness is the cognitive style, which consists of field dependence (FD) and field independence (FI). The research aims: first, to find out the differences in the acquisition of tolerant values with the application of values clarification learning strategies and social science inquiry; Second, knowing the difference in the value of tolerance for those who have FD and FI; And third, knowing the interaction between the application of learning strategies and cognitive styles in the development of tolerance—experimental research with a quasi-experimental design. The research subjects were undergraduate-level students who were taking Civics courses. Four classes were selected as samples using cluster sampling, with 149 students who became respondents. Cognitive style test and tolerance test as instruments. Data analysis using MANOVA. Conclusion: first, there is a significant difference in the tolerant attitudes of students between classes that implement VCT and social science inquiry learning activities. The class that applied the VCT strategy got a posttest average tolerance attitude higher than the social science inquiry class. Second, there is no difference in the tolerant attitude of students with a significant cognitive style; third, there is interaction between learning strategies and cognitive styles in the development of tolerance. Overall, this research contributes to increasing tolerant attitudes, which end at the academic level, and students' attitudes.

**Keywords:** *Learning Strategies, Values Clarification Technique, Social Science Inquiry, Cognitive Style, Tolerance*



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### INTRODUCTION

In principle, education is an effort to improve the quality of human life in an individual and social environment. The educational process is carried out through learning activities involving several components, one of which is preparing students (such as teachers or lecturers) to learn. Students need to be prepared as early as possible to achieve effective acquisition. Factors that require careful consideration include the learning approach chosen according to the objectives of the learning activities and the characteristics of the subjects being taught. The learning approach can be interpreted as a plan involving a series of activities to achieve the desired educational goals. Two aspects that need to be considered are that the learning strategy manifests a treatment plan, which includes using methods and exploiting resources in learning activities. In addition, the approach to setting specific goals to be achieved. The purpose of decision-making in choosing a learning strategy is to achieve predetermined educational goals.

Achieving learning objectives cannot be separated from the role of educators in educating students to become human beings who always keep up with the times without abandoning their cultural roots (Mansur & Rafiudin, 2020).

Not all objectives of learning activities can be achieved by applying specific learning strategies. Each type of background learning activities, subject characteristics, and personality characteristics of students have different needs (National Center for Education Statistics, 2021). Therefore, students often conduct various research activities to find the strategy that best suits the objectives of learning activities to achieve the best results. Strategies and methods of learning activities play an essential role in learning activities and will continue to experience development. Future research on learning technology may focus on examining the interaction between learning conditions and learning objectives (Babyak & Mortenson, 2022). The same thing applies in choosing learning strategies for citizenship education courses because civics has different characteristics from other subjects (Clements, 2023). This dissimilarity lies in the goals to be achieved by Civics, which do not only focus on cognitive aspects like other subjects. Civics also places an equally important emphasis on the affective aspect, namely attitude.

### *Civics in Higher Education*

Civics in Higher Education is mandatory. The main goal of Civics in Higher Education is to become a source of value and a guide for conducting studies, to assist students in developing their personalities as citizens who play an active role in promoting democracy and civil society (Zaretskii & Nikolaevskaya, 2020). Civics courses are essential in preparing students before becoming national leaders and experts in various fields such as science, technology, arts, and culture. Through Civics, students are given appropriate personalities and correct insights about Indonesian nationality. Civics aims to create students who place a strong sense of nationality and love for the motherland, as well as place the values of democracy, civility, discipline, and active participation in building a peaceful life based on the Pancasila value system (Garanina et al., 2021). The results of civic learning activities are the knowledge, skills, and values required by influential active citizens. Conceptually-epistemologically, Civics is a multidimensional, integrated knowledge system that places the mission of growing and developing the potential of students in order to gain civic intelligence and civic participation as well as civic responsibility as Indonesian citizens in the context of the character and civilization of the Indonesian nation based on Pancasila values (Lid et al., 2023). Other countries also provide Citizenship Education material in the school curriculum, with the term civic education or citizenship with the aim of education for Citizenship according to the constitution and ideology of their respective countries (Lid et al., 2023). These are multidimensional character education vehicles (Altintas, 2022; Kreija-Gaikste & Katane, 2021; Reimers, 2020).

### *Values Clarification Technique (VCT)*

The school's responsibility in implementing Civics learning activities is to create individuals with understanding, behavior, and citizenship skills to play a role in intelligent and good citizenship. Schools and the public are responsible for expecting the state represented by educational institutions or schools to contribute to values education. The public's expectation that schools become places where children receive support for the formation of values is explained by (Ed. Nucci, L. P. & Navaez, D., 2021; Nucci et al., 2014) such as honesty (97%), respect for others (94%), democracy (93%), respect for various races and backgrounds (93%) choosing strategies for learning activities to instill national values carried out by Civics educators. This is done to obtain an efficient and effective way to impart knowledge about state life and internalize national values and morals. Many value education strategies and methods have been developed in Civics courses, such as the Values Clarification Technique (VCT) learning strategy with the characters Louis Rath, Merrill Harmin, and Sidney Simon.

The results of the research showing the advantages of implementing the VCT strategy include research by (Ima et al., 2023; Nirmayani & Yudiana, 2023; Yusrizal & Hariati, 2022) which concluded that the VCT learning activity strategy can evoke an understanding of the value of appreciating hero service. The results of experimental research (Asikin et al., 2021; Dewantoro & Sartono, 2019; Ula et al., 2020) show the VCT method's superiority over conventional methods, which concludes that the VCT model can improve student character. Research (Merian et al., 2019) concluded that various VCT methods can develop students' moral knowledge, behavior, and independence. The advantage of VCT is that students can clarify their values and strengthen their commitment to implementing these values. The results of research conducted by (Fitriyah et al. 2023; Kirven & Edwards, 2019; Nelson & Tarabochia, 2020) show that applying value clarification strategies effectively reduces frustration and misunderstandings. The study's results (Yusrizal & Hariati, 2022) show that the application of VCT can reduce bad social behavior that is unwanted by society. The study's results (Forsyth & Rizert, 2018) explained that VCT can reduce thoughts and decisions about dropping out of school.

The educator's way of thinking on the VCT strategy invites students to explore the values that live in society and structure them into values that can be shared; an inductive thinking process occurs in students' thinking processes. The value clarification strategy focuses on the active involvement of students working together in cooperative learning activities; as explained by Fullan and Stiegelbauer "these cooperative learning techniques are significant for teaching values clarification". Students seek and determine which values are chosen to be implemented in everyday life. Educators (teachers and lecturers) may not participate in finding or advising, let alone indoctrinating. The educator's task in the strategy of value clarification learning activities is to guide and guide students in determining value choices. The role of the educator in the VCT strategy is based on the idea that the teacher or lecturer is a tool in the framework of value transformation (García-Moriyón et al., 2020; Reimers, 2020).

The VCT learning activity strategy is suitable for Citizenship Education learning activities with learning outcomes for all aspects (cognitive, affective, and psychomotor). According to (Paavola et al., 2023), it has several advantages: first, being able to form and internalize moral values personally; Second, being able to explain and convey messages of moral values clearly; Third, being skilled at clarifying and evaluating the quality of moral values in everyday life; Four, proficient in inviting, involving, fostering, and developing students' potential, especially the emotional aspects; Five, proficient in providing students' experiences through various life situations; Six, being able to oppose, eliminate, intervene, and change the naïve moral values that exist in one's value and moral system; And seven, guiding and motivating a high moral and proper life.

The research compares VCT learning strategies with social science inquiry in Civics courses, which are rarely found. Research that is often done compares VCT learning activity strategies with conventional learning activities. The selection of social science inquiry learning activity strategies applied to Civics courses is the right choice because Civics is a social science family. The social science inquiry strategy, according to (Drastisianti & Alighiri, 2021; Kulikovskaya & Kulikovskaya, 2020) is a learning approach that focuses on critical and analytical understanding in a series of learning activities where students are motivated to be independent in exploring and reaching solutions to the problems posed. The selection of the social science inquiry strategy to be applied to Civics courses is also felt to be needed because Civics requires intellectual (cognitive), emotional (affective), and social (psychomotor) involvement from students so that learning activities with this strategy are more meaningful.

### *Social Sciences*

A systematic social science inquiry strategy of six steps guides students' way of thinking. The first step begins with orientation, formulating the problem, making conjectures, collecting data, testing conjectures, and making conclusions. The mindset of students starts from formulating a general problem, then collecting data and exploring matters related to the problem, so this way of thinking has a pattern of deductive thinking. This strategy emphasizes the process of seeking and finding. Subject matter is not given directly. In this approach, students actively seek and uncover subject matter independently, while the teacher acts as a facilitator and guide for students in learning activities. The inquiry learning activity approach is an arrangement of learning activities that emphasizes the ability to think critically and analytically to seek and find solutions to the problems posed independently. The thinking process in the social science inquiry strategy is carried out through debriefing between the teacher and students. The social science inquiry strategy requires a unique role of intellectual abilities to understand and draw conclusions from investigations. This strategy was first used for the Natural Sciences family, but research developments are now also used in social sciences, including Civics learning activities.

The superiority of the social science inquiry strategy is stated in the results of research (Khairunisa & Damayanti, 2023; Sundawa & Dahliyana, 2022) in the Citizenship education project associated with globalization, imperialism, and the role of government organizations and the problems students can solve by applying jurisprudential and social inquiry. Social inquiry learning activity strategies are very effective for PLS students to strengthen reasoning and logical thinking and develop character values, honesty, openness, tolerance, cooperation in discussions, courage to debate to find the truth, responsibility in solving problems, and positive future-oriented behavior, and happy to work hard at problem-solving.

Civics learning activities using these two strategies place several equivalences, including first, centered on educators, tasked with guiding discussions; Second, emphasis on critical and analytical thinking activities in learning activities can independently explore and express answers to the problems posed; Third, the process of understanding usually occurs through question and answer interactions between teachers and students; Four, the material content raises actual social issues; Five, interaction in active discussion from all participants; And six, Both of these strategies simultaneously implement democratic learning activities, accept each other's opinions and look for solutions together if social problems occur so that both are used as strategies for knowledge (cognitive) learning activities as well as can be used to measure student behavior as learning outcomes. In discussions on value clarification and social inquiry strategies, students give each other opinions, accept opinions, and be open to creating a democratic atmosphere.

### *Cognitive Style*

In addition to selecting learning activity strategies, learning outcomes are also determined by the state of students, one of which is cognitive style. (Haidu, 2021; Msuur et al., 2022) Explained that cognitive style refers to various typical ways individuals process information based on their intellectual abilities in perceptual and intellectual activities, suggested that cognitive style refers to aspects of learning that reflect relatively stable behavior habits in terms of receiving, processing, exploring solutions to problems, and storing information in a person. Cognitive style is part of learning, which is approaching the task of learning activities and managing information in specific ways (Elliot, 2023; Slavin, 2018). Cognitive style as part of the way of learning is part of the characteristics of students. The characteristics of students, part of the conditions of learning activities, determine the use of methods or strategies for learning activities in increasing learning outcomes (Nugroho & dkk, 2018).

The characteristics of the two cognitive styles, namely Field Dependence (FD) and Field Independence (FI). The FD cognitive style, when processing information, understands a phenomenon as a whole and has difficulty separating certain aspects of a situation or pattern. They tend to be more people and social relationship-oriented, perform better at recalling social information such as conversations and relationships, work best in groups, and prefer social, historical, and literary subject matters. Meanwhile, when processing information, the FI cognitive style is better able to see the parts that form a large pattern. They are likelier to perform well in numerical, natural science and problem-solving tasks. Many studies related to the two types of cognitive styles FD and FI have been carried out, including: (Amin et al., 2023; Anggrawan, Nuraini, et al., 2021; Anggrawan, Satria, et al., 2021; Batubara, 2023; Bonavita et al., 2023; Campanaro et al., 2023; Campanaro & Vladescu, 2023; Chang & Yang, 2023; Cheng, 2023; Dasen, 2022; Kafipour & Khoshnood, 2023; Tambi et al., 2021; Zubaidah R et al., 2023). Based on research conducted by researchers, there are generally different variations in learning outcomes between individuals with the FD cognitive style and individuals with the FI cognitive style. In addition, there is also an interaction between the types of cognitive styles with various learning activity strategies.

### *Tolerance*

Characteristics of Civics courses, which include knowledge, skills, and personality dispositions or, in Bloom's terms, the cognitive, affective, and psychomotor aspects, are comprehensive and balanced so that they become functional citizens. A critical component of Civics material is knowledge so that civic intelligence can be developed. But Civics' learning outcomes are not only cognitive but also behavioral. One expected behavior in the national perspective is tolerance or appreciation for diversity in social, national, and state life. The Indonesian nation, which consists of several kinds of religions, ethnicities, cultures, customs, and social strata, requires the tolerant attitude of its citizens for the integrity of this nation and state, because diversity can make the nation's strength as well as a dividing factor if tolerance is not maintained or absent.

The results of Civics learning activities should include balanced cognitive, affective, and psychomotor aspects. However, in reality, the implementation of Civics learning activities is still far from these expectations. Educators prioritize only cognitive aspects, while affective and psychomotor aspects are ignored. This is caused by using learning activity strategies that only focus on the lecture method and the lack of effort in evaluating behavior because it is considered difficult to measure. Preliminary observation results show that lecturers in Civics courses still use conventional strategies focusing on direct material explanation. Students tend to be passive and only listen and take notes. Some Civics learning activities also use a discussion approach, but these discussions tend not to vary and occur in less attractive classroom contexts. Therefore, innovation is needed in Civics learning activities that are more interesting and challenging for students. Weaknesses in Civics learning activities so far have been in the position of learning activities that have not been maximized and are stuck in rote learning patterns, which only affect the development of low-level understanding, while high-level understanding is still not well worked out.

The lack of Civics learning activities is corroborated by the perspectives of (Khalil et al., 2022; LaPlant et al., 2023; Miyachi et al., 2021), which suggest the limitations of Civics learning activities, namely the low level of student initiative, limited student independence in learning, and lack of joyful learning, and still having a text bookish pattern. The teachers are not ready to teach contextually, which results in the process of internalizing Pancasila values as the basis of

the state and the nation's outlook on life not being optimal. This resulted in Civics' less attractive learning activities, so they were not optimal in shaping student behavior and character.

## METHODS

This research is an experimental research using a quasi-experimental design. Two groups received treatment. The first group, the experimental group, received treatment of learning activities with a value clarification strategy, and the control group was treated with social science inquiry learning activity strategies. These groups were not randomized, namely the class as it was, but only the determination of the random assignment to treatment. The research hypothesis is formulated as follows: *first*, there is a difference in the tolerant attitude of students who are taught using the values clarification technique and social science inquiry learning strategies; *Second*, there are differences in the tolerant attitudes of students who have field dependency and field independence cognitive styles; And *third*, there is an interaction between learning strategies and cognitive styles in developing students' tolerant attitudes.

The population is all research subjects conducted at Universitas Negeri Malang, Jalan Semarang 5 Malang, East Java, and undergraduate students taking civics courses. The research subjects are already in the form of intact groups, and the policy of the higher education leadership does not allow for the change of systemized groups. The sampling technique was carried out using the Cluster Sampling technique and randomly selecting research subjects. The sample of research subjects totaling four (4) parallel classes can be seen in Table 1.

*Table 1. Samples from Research Subjects*

Treatment	Class	Number of Students
Values clarification technique learning strategy in the experimental class	A	46
	B	46
	C	43
Social Science Inquiry Learning Strategy in the Control Class	D	42
	Total	177

Data on students' cognitive styles were collected using an instrument known as the Group Embedded Figure Test (GEFT). The developer of this cognitive style measurement tool is (Haidu, 2021; Msuur et al., 2022). The process of identifying the cognitive style of students as research subjects was carried out through the following procedures for preparing materials: first, question paper (GEFT); Second, adequate classrooms, with desks, and chairs that can be used to do the questions well; Third, a time measuring device (stopwatch or watch); Four, ready-to-use pencils and erasers for several test takers; Five, additional stationery is provided if there are participants who need it. This test is in the form of pictures, consisting of three parts: the first part includes seven pictures, and the second and third parts each consist of nine pictures. The first part is for practice, so the results are not considered as cognitive style. Test questions are done at a set time, all participant answers are checked and given a score according to GEFT provisions, where a correct answer gets a score of 1, and an incorrect answer gets a score of 0. The maximum score is 18, and the minimum score is 0. Students who fall into the FD group or FI are determined based on the total score obtained. If the total score is in the range 0-8 then the student is categorized in the FD group and if the total score is in the range 10-18 then the student is categorized in the FI group, while students who get a score of 9 are categorized as neutral (Anggrawan, Nuraini, et al., 2021; Anggrawan, Satria, et al., 2021; Forsyth & Rizert, 2018). In this research activity, research subjects who placed cognitive styles in the neutral category were not considered in data analysis.

Instruments for tolerance of students were developed in the form of pretests and posttests with rating scales with a total of fifteen (15) questions. The stages of preparing this test include: first, identifying behavioral indicators; Second, determining the objectives of learning activities;

Third, making connections between behavioral indicators and learning activity objectives; Four, compiling an integrated grid of questions; Five, determining criteria assessment; Six, making test items; Seven, expert test; Eight, revision of item items; Nine, field test; And ten, analysis of field test results. The learning outcomes instrument is the dependent variable is the tolerant attitude of students. In the form of an objective (optional) test with a predetermined variation of Civics material. Before being used, the two instruments were tested for validity and reliability.

Data analysis techniques were carried out through the stages of data description and research hypothesis testing. Analysis was performed on all research variables. Descriptive data is carried out on moderator variables and dependent variables, along with their categorization. Data description is done using descriptive statistics with the help of SPSS 25 for Windows. The data analysis technique used to determine differences in the use of value clarification strategies and social science inquiry strategies towards the tolerant attitudes of students with different cognitive styles used the MANOVA statistical analysis technique assisted by SPSS 25 software for Windows. This statistical analysis technique is also used to explain the interaction between variables. The criterion for deciding on the presence of dissimilarity is based on an error level of 5%. Likewise, in decision making, whether there is interaction between variables.

## RESULTS AND DISCUSSION

### Results

Students' tolerant attitude has a corrected item-total correlation ( $r$ ) value  $> 0.3$ . This means that all the question items for the pretest and posttest are suitable for use. It can be interpreted that all instrument items for the dependent variable of student tolerance are declared valid. The reliability test results of the student tolerance attitude instrument have a Cronbach's Alpha ( $r_{\text{Alpha}}$ ) coefficient of 0.852. All the test items are declared reliable because the Cronbach's Alpha coefficient is  $0.852 > 0.70$ .

The primary effect analysis directly focuses on the variables of learning strategies and cognitive styles and confirms the interactions between variables. This study examines whether there are differences in individual learning strategies for understanding Civics concepts and tolerance, and this study also examines whether there are differences in individual cognitive styles for understanding Civics concepts and tolerance. In addition to testing the interaction between variables in the study. The results of the analysis can be seen in Table 2.

*Table 2. Interaction of Learning Strategies and Cognitive Style in the Development of Tolerance*

Source	Dependent variable	Type III sum of squares	Df	Mean square	F	Sig.
Corrected model	Tolerance	465.918 <sup>b</sup>	3	155.306	7.542	.000
Intercept	Tolerance	728038.736	1	728038.736	355355.409	.000
Learning strategies	Tolerance	375.606	1	375.606	18.240	.000
Cognitive style	Tolerance	2.850	1	2.850	.138	.710
Learning strategies * cognitive style	Tolerance	106.600	1	106.600	5.117	.024
Error	Tolerance	2985.841	145	20.592		
Total	Tolerance	734392.000	149			
Corrected total	Tolerance	3451.758	148			

### Discussion

#### *The Impact of Learning Strategies in the Development of Tolerance*

The descriptive statistical analysis results of the class treated with the value clarification learning strategy obtained a higher posttest average result than the class treated with the social

science inquiry learning strategy. This is evidenced by the results of the posttest calculation of students' tolerant attitudes with the value clarification learning activity strategy of 70.55, the social science inquiry learning activity strategy of 68.88. An analysis of the dissimilarity of the tolerant attitudes of students who were taught with a value clarification learning activity strategy and social science inquiry was found to be significant at the 0.000 level, meaning that  $H_0$  was rejected and  $H_1$  was accepted. These results indicate differences in the tolerant attitude of students who are taught using the strategy of value clarification learning activities and social science inquiry. Learning strategies or models are very effective and can improve student learning outcomes (Hanik, 2020; Wandu et al., 2023).

The diversity of students' tolerance increases after learning activities with the VCT approach and social science inquiry, showing better results in the VCT strategy learning activities. According to (Kumar Basak et al., 2018; Wright, 2023) view, learning is an activity in which individuals develop several abilities, skills, and diverse actions. Learning is a transformation in human characteristics or potential that occurs over some time and is not simply the result of natural development. This transformation refers to the modification of human behavior that arises after adopting positive values and is directed at good choices. This can be prioritized by comparing human behavior before being conditioned in learning situations with the behavior and behavior that is shown after treatment (Kumar Basak et al., 2018; Wright, 2023).

Significant dissimilarities between classes taught using the value clarification approach and social science inquiry show that the type of learning activity strategy influences tolerance used even though they are given the same material, the same test questions, and get the same facilities. The dissimilarity in the growth of tolerance of students is due to different treatment, in the form of applying the value clarification learning activity approach with social science inquiry, so that the results of the analysis show class superiority with the treatment of value clarification learning activity strategies compared to the class with the treatment of social science inquiry learning activity strategies.

Asikin et al., 2021; Dewantoro & Sartono, 2019; Ula et al., 2020); the results of his experimental research show the superiority of the VCT strategy compared to conventional methods, concluding that the VCT strategy can improve student character, learning activities with a value clarification strategy with illustrated story media can enlarge student learning outcomes, arouse student participation in discussions on Islamic religious subjects. According to research by (Forsyth & Rizert, 2018), implementing a value clarification strategy can reduce thoughts and decisions about dropping out of school. Teacher and student assessment of learning activities that use value clarification, both teachers and students really appreciate value clarification as an effective and better learning activity strategy and can motivate learning as a fun learning activity of values and morals rather than traditional learning activity strategies. In line with the results of research (Pratama et al., 2017), VCT learning activities with the development of analytical techniques can help students understand local wisdom and find its value. VCT functions to clarify the values that exist in local wisdom, and as a means to create student character.

As a strategy for learning activities designed to obtain optimal learning outcomes, a value clarification strategy must be student-centered while the teacher or lecturer is only a facilitator. The VCT strategy focuses on the active involvement of students in finding and determining which values to choose for later implementation. Learners must look for it themselves, teachers/lecturers may not come to find or advise, let alone indoctrinate. The main task of the lecturer in the value clarification strategy is to guide and guide students in determining their value choices.

The full involvement of students in determining which values are chosen and explaining the reasons for selecting these values is in an atmosphere of free learning activities. Thus, students will have freedom in choosing what values and morality to take and the reasons will be



actualized or implemented in their lives. The hope is that the chosen values and morality develop into habits that eventually become patterned into a culture. Through a value clarification strategy, behavioral, moral and values education is expected to instill a culture rooted in noble and virtuous values and morality. The value clarification strategy is used in the implementation of learning with the aim of affective aspects, either in the form of behavior or morals, of course, the selection of these values is obtained from good values that live in society, not new values. The process of selecting values by stating the reasons is an activity of students to explore, find and find out the advantages of the values they choose. Students are aware of the values underlying their attitudes and behavior. So with full understanding and pride I have chosen these values.

VCT learning activities to cultivate a tolerant attitude in students showed that the descriptive statistical analysis results obtained a pretest score of 66.39 and a posttest of 70.55, experiencing a very significant increase of 1.67. While the tolerant attitude of students with social science inquiry learning activities at the pretest was 68.11 and the posttest results were 68.88, only experiencing an increase of 0.77. This shows that the acquisition of learning outcomes is greatly increased in classes with value clarification learning activity strategies. Implementation of learning with the VCT strategy in theory and based on research that has been done now and previously is a learning activity strategy that is used to achieve cognitive, affective or behavioral aspects of learning outcomes and psychomotor aspects can also be used. The value clarification strategy is used for learning activities where it is hoped that the learning outcomes will be in the form of affective, moral, and good values in society. The VCT application helps students explore, find, and know the advantages of the values they choose. Students are proud to choose with full understanding of the values underlying their attitudes and behavior. Students respect differences of opinion and other people's privacy (Saputra & Salim, 2020).

The dominant factor in the formation of tolerance is the factor of the accuracy of the implementation of the learning activity strategy, namely the value clarification learning activity strategy. In line with the results of research (Nirmayani & Yudiana, 2023), the VCT strategy can reduce social behavior that is not good that society does not want. (Merian et al., 2019) In his research, he concluded that value clarification strategies with various variations can increase students' understanding of morals, behavior, and independence. Research by (Ima et al., 2023; Nirmayani & Yudiana, 2023; Yusrizal & Hariati, 2022), concluded that VCT learning activities can strengthen the behavior of understanding the value of appreciating the contributions of heroes. Behavior is influenced by the learning process, one of which is the educator. Both teachers and lecturers are dominant factors in the attitude or character education of students (Ed. Nucci, L. P. & Navaez, D., 2021), reminding us that "character is related to the way other people (the teacher) perceive and treat other people. Other authors conclude that the teacher's character is the core of the moral form of education. Ethical knowledge is rooted in the sensibility and moral character of teachers in everyday life at school.

#### *Impact of Cognitive Style on Tolerance*

The findings of this study indicate that different cognitive styles do not affect students' tolerant attitudes. Attitudes as learning outcomes are obtained through the learning process and cognitive, affective and psychomotor learning outcomes. The process of forming behavior is not genetic or hereditary, but as a result of learning, of course it takes place in stages, so it is only natural that the results of this study are obtained, cognitive style as an individual trait does not significantly influence tolerance. The posttest average score of students with the FD cognitive style was 70.97, while the FI was 68.63 and the dissimilarity of the tolerant attitude of

students with the FD and FI cognitive styles was not significant at the 0.710 level. These results indicate that there is no dissimilarity in the tolerant attitude of students with FD and FI cognitive styles. Even though the results of the posttest FD were higher than those of FI students,

Some of the results of research on the relationship between cognitive style and behavior in learning activities that can be used as a reference in this discussion are Research from (Balti et al., 2023; Wang et al., 2023) state that in general, there is no relationship between learning methods and behavior towards learning activities. Cognitive style is part of the way of learning. (Choudhry, 2022; Sankgond & Narayanappa, 2020) stated that online learning activities have no diversity in cognitive and behavioral styles. The study's results (Shih, 1998) stated that there is no difference between cognitive and behavioral styles in web-based learning activities. Individual innate circumstances do not determine behavior; behavior is formed from three components.

Three components of behavior that support each other (Azwar, 2013) namely: first, the cognitive component is a representation of what the individual owner of the attitude believes, contains one's beliefs about what applies or what is right for the object of behavior. Once the belief has been formed, it will become someone's basis for what can be expected from a particular object; Second, the affective component is the individual's feelings towards something, which involves the emotional aspect. This emotional aspect is usually the most deeply rooted as a component of behavior and is the aspect that is most resistant to influences that can change one's behavior; And third, the conative component is the behavioral component, which is an aspect of the tendency to behave or a certain tendency to act according to the attitude one has. Behavior change can be in the form of adding, diverting or modifying one or more of these three components with the possibility that one or two of the behavior components change but the other components remain.

While the factors that influence behavior are: first, individual personal experience, either that has happened or is happening; Second, the influence of other people, especially people who are considered important, for example parents, teachers, friends, etc., this second influence can be included as a learning process. Educators (teachers or lecturers) can influence students to acquire a tolerant attitude for the sake of national unity and integrity; Third, the influence of culture, especially the culture in the individual environment as a habit of the local community; Four, the mass media plays an increasingly important role at this time, with developments that cannot be controlled so quickly and advances in information and communication technology can change individual behavior. According to (Ardiansyah, 2021; Hertavi, 2020; Mahatmi, 2018; Muna & Aziz, 2021; Saputra & Salim, 2020; Winarti, 2021; Wowor & Putri, 2021) stated that the use of information and communication technology currently plays a critical role in teaching and learning activities. The existence of new information about something forms a cognitive basis for the formation of behavior. Five, educational institutions and religious institutions lay the cognitive foundations of individuals in the formation of behavior. The learning process is provided by educational institutions and religious institutions, both formal and non-formal, as a basis for attitude knowledge; And six, emotional factors, as individual internal factors that are not influenced by external factors. For example, attitude as channeling good wishes, or because of frustration, or as a form of ego defense mechanism.

Individual external factors in the form of experience are dominant in shaping behavior. In line with the results of research (Liu, 2023; Seeley, 2023; Taber, 2023) most attitudes formed through experience, observation, and persuasion, so innate factors do not affect but most behaviors are formed through experience, observation, and persuasion. Research shows persuasive messages and arguments can promote attitude change (Landau et al., 2018). Persuasive messages include a number of written, spoken or video materials such as newspapers, articles, books, television programs, speeches, and websites. All of these materials

promote behavior change. Attitudes are also influenced by other people or institutions that give awards. Citizen behavior will be realized in behavior to participate in social and state life including tolerant behavior or appreciating inequality (Joris & Agirdag, 2019; Malak-Minkiewicz & Torney-Purta, 2021).

#### *Interaction of Learning Strategies and Cognitive Style in the Development of Tolerance*

This study's findings indicate an interaction between learning strategies of value clarification and social inquiry and FD and FI cognitive styles in tolerance. The interaction between learning activity strategies as independent variables and cognitive style as moderator variables is to find a way that fits certain students' characteristics to improve tolerance. The analysis results in this study explain that there is an interaction between the learning activity approach and cognitive style in increasing tolerance. have an FD or FI cognitive style. The treatment given was in the form of implementing a value clarification learning activity strategy and social science inquiry in order to develop a tolerant attitude with the characteristics of students who have FD and FI cognitive styles, it turns out that it is more suitable for one particular type of cognitive style.

The results of the pretest tolerance of students who have the cognitive style of FD is 67.27. The results of the posttest tolerance attitude of FD students was 70.97 so that the score increased by 3.70. Students with the FI cognitive style get a tolerant pretest score of 67.20. The posttest results for students' tolerant attitudes were 68.63, increasing to 1.43. Both types of cognitive styles have an increased tolerance attitude but the highest increase is in students with the FD cognitive style. Table 1 shows the results of the MANOVA analysis, which obtained a significance of 0.024, which is less than 0.05, meaning that there is an interaction between learning activity strategies and cognitive style. The description above explains that this interaction implies that the learning activity strategy implemented is suitable for certain cognitive styles, namely students with an FD cognitive style, compared to students with an FI cognitive style.

Table 1 describes the tolerant attitudes of students who were taught the strategy of value clarification learning activities and social science inquiry, which obtained  $F=18.240$  and  $sig=0.000$ . The value of  $Sig.=0.000<0.05$  so that  $H_1$  is accepted, meaning that there is a significant difference in the tolerant attitude of students who are taught by value clarification strategies and social science inquiry. The average posttest score of the tolerant attitude of students who studied with the VCT learning activity strategy was 70.55. In contrast, students who studied with the social science inquiry learning strategy obtained an average post-test score of 68.88. The tolerant attitude of the students taught with the strategy of learning activities of clarifying values was higher than those who studied with the social science inquiry strategy.

The interpretation is that the VCT learning activity strategy is suitable or appropriate, especially for students with the FD cognitive style in cultivating a tolerant attitude. The results of the analysis are following the characteristics of students with the FD cognitive style, namely, more interested in observing the framework of social situations, understanding other people, interested in verbal messages with social content, taking more into account external social conditions as feelings in behaving. In certain social situations, people with FD tend to be more kind, including being warm, sociable, friendly, responsive. Whereas someone who has the FI cognitive style tends to be less interested in social phenomena and prefers abstract ideas and principles, less warm in interpersonal relationships.

Proposes that the principles of learning activities place conditional variables and learning activity methods as givens, and provide the results of learning activities as observed variables.

The conditions of learning activities impact the effectiveness and efficiency of learning activity approaches, and are also influenced by the conditions of students. One characteristic that cannot be changed is cognitive style. When there is a match between learning activity strategies and cognitive styles, students will feel motivated and achieve faster learning outcomes (Hanik, 2020; Wijaya et al., 2021). Cognitive style has essential implications that remind teachers to vary learning activity strategies according to the characteristics of students' cognitive styles, because not only one learning activity strategy is liked by all students (Khan, 2023; Munfa'ati et al., 2020; Spurlock, 2023).

## CONCLUSION

Based on the findings, it can be concluded that the attitude of tolerance in the class using the value clarification learning strategy is significantly different from the class using the social science inquiry learning strategy. Classes that apply the value clarification learning strategy have learning outcomes that, on average, have higher tolerance than the social science inquiry learning strategy. There is no difference between the FD and FI cognitive styles of students' tolerance. Cognitive style has no impact on students' tolerance. Learning strategies and cognitive styles interact in forming an attitude of tolerance. Using values clarification learning activities and social science inquiry approaches turned out to be more effective or following certain cognitive styles. These namely students have the FD cognitive style. Students with the FD cognitive style experienced a significant tolerance increase compared to students with the FI cognitive style. This study's findings indicate that for each Civics learning objective, the same learning strategy cannot be applied. In the research findings regarding higher understanding of the concept of social science inquiry strategy learning outcomes. As for the learning objectives of tolerance, the value clarification learning strategy significantly increases.

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