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Blending Digital Teaching with Value-Based Learning to Enhance Values Education: Insight Appreciation of Ethic and Civilization

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Abstract

In line with the evolving pedagogical advancements aimed at producing holistic students, these advancements present challenges in instilling values among learners. Students face difficulties in visualizing the application of values in their lives, making it challenging to make decisions when addressing societal issues. Therefore, this paper aims to discuss the value-based elements within the e-P.E.P (Electronic *Penghayatan Etika dan Peradaban*) application as a learning tool for the Ethics and Civilization Appreciation course and to evaluate the effectiveness of the application in facilitating learning for the same course. This study employs a quantitative approach, involving 188 students enrolled in the Ethics and Civilization Appreciation course at the diploma and undergraduate levels. Data were collected through a survey at two stages: pre-application and post-application implemented. The collected data were analyzed using correlation to assess the effectiveness of the e-P.E.P application. The findings indicate a significant impact of using e-P.E.P as a learning support tool for students. Thus, this paper demonstrates that affective value-based teaching can be integrated with advancements in educational technology. In the future, this study can be expanded to include other university courses to further evaluate its effectiveness.

Keywords: Teaching, Value-Based, Ethic, Civilization

Introduction

In today's rapidly changing educational landscape, universities face the challenge of not only imparting academic knowledge but also inculcating essential values in students. With an increasing focus on holistic development, it has become crucial to embed value-based learning within university curricula. However, teaching values in an academic setting can be challenging, especially with the advent of technology-driven learning environments. This article explores the role of value-based education at the university level, the challenges it

faces, and the innovative solutions provided by tools like e-P.E.P (Electronic *Penghayatan Etika dan Peradaban*/Apreciation of Ethic and Civilization) application in teaching ethics and civilization.

Values form the bedrock of personal and professional life. In higher education, these values—ranging from ethics, integrity, and respect for others—are crucial in shaping well-rounded graduates. Unlike technical skills, which are often quantifiable, values influence students' character, decision-making abilities, and their contributions to society. Universities have a responsibility to cultivate these aspects, ensuring that graduates are not only skilled professionals but also responsible citizens.

Problem Statement

Teaching and learning practices are undergoing significant transformation in tandem with global modernization. Contemporary education increasingly integrates new media literacy to cultivate students with strong social skills, effective communication abilities, and critical and innovative thinking (Andew & Willingham, 2009). While modern pedagogical advancements aim to develop holistic learners, certain challenges persist, particularly in instilling values in students through learning processes. The measurement of value internalization in teaching and learning (T&L) is challenging when students struggle to make impactful involvement on societal issues. Thus, this study seeks to evaluate the appreciation of ethical values through self-directed learning, reflection, and simulations using the gamification.

The use of advanced technologies, rooted in intellectual approaches, has revolutionized the teaching and learning environment by making it more modern and engaging compared to traditional methods. The demand for innovation and multimedia provides diverse perspectives on learning activities, making them more accessible and convenient for students. This aligns with the progression towards the Industrial Revolution 4.0 (Lubis & Taib, 2022).

Azahari and Rahimi (2022), highlight the critical need for innovation in education, particularly in learning methodologies. This necessity aligns with the rapid and transformative shifts in teaching and learning that require educators to demonstrate professionalism. Blended learning practices are among the most effective approaches for ensuring that the delivery of educational content is engaging and impactful. Furthermore, the integration of multimedia and innovation introduces a new dimension to learning, referred to as open learning. The combination of existing courses with computer-based "courseware" represents a meaningful integration of technology and innovation in the teaching and learning context (Keffli et al., 2020).

Teaching values presents several challenges, especially in large and diverse student populations. One key challenge is the difficulty in measuring the acquisition of values. Unlike cognitive skills, the internalization of values like empathy or responsibility is not always visible or easily assessed. Moreover, engaging students in value-based courses can be difficult if the content does not resonate with their personal experiences. Courses such as "Ethics and Civilization" often struggle to maintain relevance in students' minds, particularly when they perceive these subjects as disconnected from their career goals.

As universities embrace the fourth industrial revolution, technology has become an integral part of modern pedagogy. The use of digital tools and online platforms has opened new avenues for enhancing value-based education. Interactive learning, multimedia presentations, and virtual simulations provide students with dynamic environments in which they can explore and reflect on ethical dilemmas. These technological innovations help bridge the gap between theoretical concepts and real-world applications, making value-based education more engaging and accessible.

Objectives

This paper aims

1. To discuss the value-based elements within the e-P.E.P application as a learning tool for the *Ethics and Civilization Appreciation* course.
2. To evaluating the effectiveness of the application in facilitating learning for the *Ethics and Civilization Appreciation* course.

Methology

The instrument used in this study was adapted from the study by Shear et al. (2010). The effectiveness of self-directed learning, reflection, and simulation for the subject Appreciation of Ethic and Civilization *(Penghayatan Etika dan Peradaban*, PEP) will be measured by summing all the scores on each scale. This study employs a 5-point Likert Scale to measure the effectiveness of teaching and learning using innovations and multimedia. The collected data will be analyzed using descriptive and inferential analyses (frequency, percentage, mean, and standard deviation).

These four dimensions are associated with the integration of moral values in an affective form. The integration of affective moral values is divided into two categories: emotional and spiritual. For emotional values, 13 codes have been categorized, including kindness, independence, responsibility, respect, compassion, fairness, honesty, cooperation, awareness, communicativeness, guidance, and community spirit. Meanwhile, six values have been categorized as spiritual, including ethics, trustworthiness, religiosity, freedom, physical and mental cleanliness, and gratitude.

According to Saharia (2015), emotional and spiritual development can be linked to affective values, which concern feelings and inner self. From the survey findings, the application of affective moral values in the emotional category involves dimensions of critical thinking, communication, collaboration, and problem-solving, particularly in lectures involving students from diverse backgrounds. The reflective skills dimension refers to value internalization to foster disciplined attitudes. Meanwhile, the information technology and creativity and innovation dimensions refer to initiatives and tools that students utilize to complete course assignments. Table 1 shows the assessment dimension reflects continuous learning to guide students toward improvement.

Table 1
Values Dimension

Emotional Values	**Spiritual Values**	**Teaching & Learning Initiatives/Tools**	**Continuous Learning**
Critical Thinking Dimension	Reflective Skills Dimension	Information Technology Dimension	Assessment Dimension
Communication Dimension	Creativity and Innovation Dimension		
Collaboration Skills Dimension	Problem-Solving Dimension		

The study focuses on 188 students enrolled in the Appreciation of Ethic and Civilization (Penghayatan Etika dan Peradaban, PEP) course, encompassing both diploma and bachelor's degree students. This course involves 100% continuous assessment, incorporating activities within teaching practices. The teaching and learning methods for e-PEP include self-directed learning, reflection, and simulation.

Accordingly, the e-PEP teaching method will be implemented for both diploma and bachelor's degree students. Through this method, students can engage in independent activities, and their feedback on e-PEP will provide insights into their reflections on ethical value internalization. The study will involve all students enrolled in MPU 21022 and MPU 31072 courses. Teaching activities will be divided into three activities aligned with the course's CLOs. All students will participate in these three activities to measure the effectiveness of self-directed learning, reflection, and simulation. This effectiveness will be assessed using the e-PEP application, which emphasizes the appreciation of ethical values through video games designed to engage students.

Data analysis will be performed using the Statistical Package for the Social Sciences (SPSS) version 23. Descriptive analysis is used to examine the mean and percentage values of items in the respondents' demographic section. Items such as the level of study (diploma/ bachelor's degree) and faculty will be obtained from this analysis. Table 2 shows the interpretation of mean scores used in this study.

Table 2
Interpretation of Mean Scores

Mean Score	Standard Deviation
1.00 to 1.66	Low
1.67 to 3.33	Moderate
3.34 to 5.00	High

This test is used to assess the relationship between the constructs studied to measure the effectiveness of the e-P.E.P application in teaching and learning. Table 3 shows the strength levels of the correlation coefficient values.

Table 3
Strength Levels of Correlation Coefficient Values

Correlation Coefficient Size (r)	Strength of Correlation
0.91 to 1.00 or -0.91 to -1.00	Very Strong
0.71 to 0.90 or -0.71 to -0.90	Strong
0.51 to 0.70 or -0.51 to -0.70	Moderate
0.31 to 0.50 or -0.31 to -0.50	Weak
0.10 to 0.30 or -0.10 to -0.30	Very Weak
0.00	No Correlation

Finding and Discussion

The E-P.E.P Innovation: An Overview

One such technological innovation is the e-P.E.P, designed to support the teaching of ethics and civilization at Universiti Sultan Zainal Abidin (UniSZA). This application aims to promote the understanding and internalization of ethical values by immersing students in simulated real-life scenarios. Through interactive exercises, e-P.E.P allows students to reflect on their decisions and observe the consequences of their actions, helping them better grasp complex ethical concepts.

E-P.E.P is grounded in the concept of blended learning, which combines traditional face-to-face teaching with online learning tools. This approach aligns with the "fluid curriculum" model, emphasizing flexibility and adaptability in education. As outlined in the research, this model encourages critical thinking and self-directed learning, key components in the internalization of values. Furthermore, e-P.E.P integrates elements of the 21st-century teaching model, emphasizing creativity, collaboration, communication, and critical thinking, collectively.

The strength of e-P.E.P lies in its use of self-reflection and simulation based on situation based learning. By placing students in lifelike situations, the application allows them to engage with ethical challenges that require careful thought and analysis. For example, students may be presented with a scenario in which they must decide between personal gain and the well-being of others. Through such exercises, students learn to reflect on the ethical dimensions of their choices, helping them internalize the values being taught.

Research conducted at UniSZA demonstrates that e-P.E.P significantly improves students' understanding of ethics and their ability to apply ethical principles in real-world contexts. Surveys and feedback show that students who use e-P.E.P report a deeper engagement with the course material and a greater appreciation of the relevance of values in their daily lives. By actively participating in simulated ethical dilemmas, students develop a stronger sense of personal responsibility and ethical awareness.

The Value-Based Elements within The E-P.E.P Application as a Learning Tool for The Ethics And Civilization Appreciation Course

The affective domain in learning focuses on values, attitudes, empathy, and positive character development, which can lead to personal transformation. Therefore, alternative assessment methods, distinct from conventional approaches, are necessary to evaluate the formation of this domain. Alternative assessments, such as performance-based, authentic, and portfolio

assessments, are effective tools that emphasize students' development from the beginning to the end of their learning process. These methods enhance educational quality by promoting learning skills and academic performance. Continuous assessment, as a systematic process, involves collecting, analyzing, and interpreting data on students' achievements to meet the course learning objectives (Akmar, 2020).

Value-based learning in university courses or General Studies (MPU) aims to install noble values in students, fostering a balance between cognitive and psychomotor development. Cognitive values often receive more emphasis than affective values. The National Education Philosophy (Falsafah Pendidikan Kebangsaan, FPK) identifies 16 noble values within the affective domain that are suitable for integration into value education in MPU courses. These values are designed to nurture well-rounded character development that integrates religious beliefs, moral values, and essential skills in producing competent human capital (Soh et al., 2022). Additionally, situational-based learning offers a practical approach by placing students in real-world scenarios to merge the knowledge and values in order to solve the problem. This method promotes constructive learning by encouraging students to explore, question, and seek alternatives through critical thinking, while lecturers facilitate problem-solving skills and provide necessary knowledge (Ramdan et al., 2019).

Evaluating the e-P.E.P Application's Role in Helping Students Understand Teaching and Learning Related to Ethical Values in the Appreciation of Ethic and Civilization

Hypothesis 1: There is a positive relationship between the e-P.E.P application and value-based learning in the Appreciation of Ethic and Civilization.

Table 3 evaluates whether the e-P.E.P application aids students in understanding teaching and learning related to ethical values in the *Penghayatan Etika dan Peradaban* course. The correlation analysis results indicate a positive and significant relationship between the e-P.E.P application and value-based learning in the MPU *Penghayatan Etika dan Peradaban* course. The correlation coefficient for the variable pair of the e-P.E.P application and value-based learning is moderate (Chua, 2014), ranging from 0.532 to 1.00, with a Pearson Correlation (r) = 0.532**, and a significance value of 0.000 ($P < 0.05$).

Therefore, the alternative hypothesis (H1a) is accepted, as there is a relationship between the two variables. This demonstrates that the e-P.E.P application variable and value-based learning variable have a positive correlation of 0.532, with the variance of the variables accounting for 28.3 percent.

Table 3
Correlation

		Values Learning	e-P.E.P Application
Values Learning	Pearson Correlation	1	0. 532**
	Sig. (2-tailed)		0.000
	N	245	245
E-P.E.P Application	Pearson Correlation	0. 532**	1
	Sig. (2-tailed)	0.000	
	N	245	245

**. Correlation is significant at the 0.01 level (2-tailed).

The Effectiveness of Value-Based Learning on Ethics Through the Assistance of the e-P.E.P Application

Hypothesis 2: There is a significant difference in the effectiveness of value-based learning on ethics with the assistance of the e-P.E.P application.

Table 4 presents the Paired Sample Statistics for the mean values of the two study groups. The mean score for the pre-study group is 4.22, while the mean score for the post-study group is 4.40.

Table 4
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-study	4.22	245	0.435
	Post-study	4.40	245	0.588

Referring to Table 5 for the Paired Samples Test, the significance value (P) is 0.000, which is smaller than the alpha value (α) of 0.05. This analysis indicates that there is a statistically significant difference in the mean scores between the two groups (pre-study and post-study) regarding the effectiveness of value-based learning on ethics with the assistance of the e-P.E.P application. The t-statistic value is -3.648 (P = 0.000). As a result, the study accepts the alternative hypothesis (H2a), confirming the existence of a significant difference between the two variables in terms of the effectiveness of value-based learning on ethics through the e-P.E.P application.

Table 5
Paired Samples Test

Paired Differences		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-study Mean – Post-study Mean	-0.174	0.747	0.048	-0.268	-0.080	-3.648	244	

In conclusion, the e-P.E.P innovation demonstrates a positive significance in enhancing the effectiveness of value-based learning, thereby promoting the development of affective values among students. The effectiveness of delivering value-based learning through online platforms has often been a subject of debate. However, these findings highlight the potential for integrating teaching and learning with applications designed to support affective learning.

Value-based education equips students with the ethical framework necessary to navigate the complexities of modern life. In the long term, graduates who have been exposed to value-based curricula are better prepared to handle professional challenges that require moral judgment and ethical decision-making. Employers increasingly seek graduates who not only possess technical skills but also demonstrate integrity, empathy, and social responsibility—qualities that value-based education aims to install.

To maximize the effectiveness of value-based learning, it is essential to continue refining tools like e-P.E.P. Expanding the range of scenarios included in the application can help cater to a broader range of student experiences and ethical challenges. Additionally, incorporating feedback from students and educators into future updates will ensure that the application remains relevant and impactful.

As the educational landscape continues to evolve, universities must stay at the forefront of innovation in value-based education. Integrating more advanced technologies, such as artificial intelligence and augmented reality, could provide even more immersive learning experiences. Continuous curriculum updates will also be necessary to ensure that value-based education reflects the changing social and professional environments students will encounter.

Conclusion

In conclusion, value-based learning plays a critical role in shaping responsible, ethical students. As universities increasingly adopt innovative tools like e-P.E.P, the challenges of teaching values in modern, technology-driven environments can be overcome. By engaging students through real-life simulations and reflective learning, tools like e-P.E.P make value-based education more effective, relevant, and impactful.

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