

Development of a Value-Clarification-Technique Learning Model Oriented toward Digital Technology Literacy to Foster National Values

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ABSTRACT

This research aimed to: 1) innovate learning models using the Value Clarification Technique (VCT) oriented toward improving students' digital literacy to foster national values at State Junior High School/SMPN 4 Sengkang, and 2) identify the problems in implementing this innovative learning model to promote digital literacy and national values at State Junior High School/SMPN 4 Sengkang. This study was a research and development study that used the Design-Based Research (DBR) approach. The approach included problem identification and analysis, solution design, iterative cycles of testing and refinement, and reflection to produce design principles and implementation guidelines. Data was collected through observation, interviews, documentation, and questionnaires. The data analysis used an interactive model, including data collection, reduction, presentation, and conclusion. The research showed that the innovative learning model based on the Value Clarification Technique successfully improved students' digital literacy and fostered national values. However, obstacles in implementing this innovative learning model, including inadequate student facilities for online learning at home, affected students' participation in online learning. In addition, the teachers, especially in group one, tended to focus only on sharing materials and assignments during online learning, which could make students feel bored.

Keywords:

Innovation; Learning Model; Digital Literacy; National Value.

ABSTRAK

Penelitian ini bertujuan untuk: 1) Menginovasi model pembelajaran menggunakan Value Clarification Technique (VCT) yang berorientasi pada peningkatan literasi digital siswa untuk menumbuhkan nilai-nilai kebangsaan di Sekolah Menengah Pertama Negeri/SMPN 4 Sengkang, dan 2) Mengidentifikasi kendala dalam penerapan model pembelajaran inovatif ini untuk mempromosikan literasi digital dan nilai-nilai kebangsaan di Sekolah Menengah Pertama Negeri/SMPN 4 Sengkang. Penelitian ini merupakan penelitian dan pengembangan yang menggunakan pendekatan Design-Based-Research (DBR). Pendekatan tersebut meliputi identifikasi dan analisis masalah, desain solusi, siklus pengujian dan penyempurnaan yang berulang, dan refleksi untuk menghasilkan prinsip-prinsip desain dan pedoman implementasi. Pengumpulan data dilakukan melalui observasi, wawancara, dokumentasi, dan kuesioner. Analisis data menggunakan model interaktif, yang meliputi pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan data. Hasil penelitian menunjukkan bahwa model pembelajaran inovatif berbasis Value Clarification Technique berhasil meningkatkan literasi digital siswa dan menumbuhkan nilai-nilai kebangsaan. Namun, terdapat kendala dalam penerapan model pembelajaran inovatif ini, termasuk fasilitas siswa yang kurang memadai untuk pembelajaran daring di rumah, yang memengaruhi partisipasi siswa dalam pembelajaran daring. Selain itu, para pendidik, terutama di kelompok satu, cenderung hanya fokus pada pembagian materi dan tugas selama pembelajaran daring, yang dapat menimbulkan kebosanan pada siswa.

Kata kunci:

Inovasi; Model Pembelajaran; Literasi Digital; Nilai Kebangsaan.

1. Introduction

Education is an effort to grow and develop an individual's physical and spiritual potential adjusted to social and cultural values (Hadijaya, Novita, & YUSDIANA, 2025). Education is also a process of growth that adapts to the environment, and good guidance given to children during their growth, and the formation of personality, ability, and character toward living a social life (Suparya, 2020). Meanwhile, instruction is defined as democratically, fairly, and non-discriminatory education by upholding human rights, religious values, cultural values, and national diversity. Learning and instruction are complex processes influenced by various factors, including culture, history, practical barriers, teachers' characteristics, students' characteristics, and the nature of learning and instruction processes.

Research on developing the Value Clarification Technique (VCT) learning model oriented toward digital technology literacy to foster national values has received significant attention in the last five years. Several studies have shown that implementing VCT can improve students' motivation

and learning outcomes in social studies learning. Nurfurqon, Wardani, & Wulandari (2022) find that the VCT model can encourage students' motivation and learning outcomes in social studies classes. In addition, integrating digital literacy in the VCT learning model has proven effective in improving students' knowledge competencies in civic education. Wantari & Rati (2022) developed a VCT learning tool based on character values to improve students' knowledge competencies in civic education (PPKn) learning. Implementing the VCT model is also effective in improving students' character. Hidayati & Minsih (2023) show that the use of the VCT model can improve students' character after participating in PPKn learning, and Romadhoni (2023) in his research reveals that the implementation of the VCT model can increase students' awareness of democratic values in PPKn learning. Furthermore, the development of VCT-based digital teaching modules also positively contributes to improving students' digital literacy. Ratnaningsih & Jayanta (2023) developed an effective VCT-based digital teaching module to improve students' digital literacy in PPKn learning. These studies emphasize that implementing a VCT learning model oriented toward digital literacy can foster national values in students. This is in line with the needs of education in the digital era to create a generation that is not only technologically literate but also understands and appreciates the national values.

Improving the education quality in schools can be achieved through various ways, including by improving the initial preparation for new students, increasing teachers' competence, improving curriculum content, improving the quality of learning and assessment of student learning outcomes, providing adequate teaching materials, and providing learning facilities (Sumaryati, 2013). Indonesian language learning is one of the subjects used as a vehicle for developing and preserving noble and moral values rooted in Indonesian culture. According to Ali (2020), the Indonesian language subject aims to enable students to communicate effectively and efficiently, both orally and in writing, by complying with the applicable ethics. Students are expected to appreciate and feel proud of using Indonesian as the unifying language and state language, as well as understanding and using this language appropriately and creatively for various purposes. In addition, students are expected to improve their intellectual abilities, emotional maturity, and social maturity by using the Indonesian language. By enjoying and utilizing literary works, students are expected to broaden their insights, improve their character, and improve their knowledge and language skills. Students are also expected to appreciate and feel proud of Indonesian literature as part of the cultural and intellectual properties of the Indonesian people.

Achieving specific learning objectives requires a learning model, which is defined as a conceptual framework that describes the systemic procedures in organizing learning experiences and serves as a guideline for learning designers in implementing the teaching and learning processes. Faaradita (2017) explains that some popular and widely used affective learning models include the consideration, rational formation, value clarification, cognitive moral development, and non-directive models.

Parents and teachers are expected to be wise in selecting and determining the methods that will be used to instill moral values in children to ensure that the moral lessons they want to convey are

accepted and understood by students. The learning model that focuses on improving attitude is the value clarification technique (VCT) learning model. VCT is a teaching technique used to assist students in finding and determining a value that is considered good in facing a problem through analyzing the existing and already instilled values in students (Sulfemi & Mayasari, 2019). In particular, some problems related to unhealthy internet behavior that students face include calls for brawls, hatred of government officials due to hoaxes on social media, and others. This is likely caused by decreased comprehension and appreciation of the national values among the younger generation and their lack of Indonesian character. Efforts to foster national values are an educational process that comprises teaching good values to students because the sense of nationalism does not grow on its own but must be instilled through education.

State Junior High School 4 Sengkang (hereinafter referred to as SMP Negeri 4 Sengkang) is a boarding junior high school with a mission of an Islamic boarding school (pesantren). This mission includes carrying out religious education according to the pesantren's characteristics, forming students' habit of obligatory worship and voluntary worship, making students accustomed to reciting the Quran, and getting students used to dhikr. Pesantren education is a religious education in which students live in a continuous interaction process. However, from mid-March to July 2020, during the COVID-19 pandemic, schools were required to implement online learning. Meanwhile, the utilization and application of information and communication technology for school services remains limited to the use of social media. Most schools have a website, but updates on the latest school information are lacking. In addition, student participation in online learning cannot be optimized at the beginning of learning using digital literacy at school. The researchers are interested in investigating students' digital literacy during online learning in Islamic boarding schools. They will implement the VCT innovation oriented toward students' digital literacy to foster national values.

Therefore, the Value Clarification Technique (VCT) development is oriented toward digital technology literacy that aims to foster national values among students by integrating digital literacy skills and national values (Haris, 2013). This model involves the identification of national values using digital platforms for discussion and interaction, as well as collaborative activities that enable students to create a technology-based project which reflects the constructivism theory to support active learning and the social learning theory to emphasize the importance of interaction in collaborative learning (Aka & Sahari, 2017). Through reflection and evaluation, students increase their awareness of national values and develop their digital literacy skills that are crucial for the future, as well as their positive collaboration and communication skills.

Therefore, this research is important for addressing the growing need of students to develop both digital literacy skills and national values in an increasingly digitalized world. As digital technology becomes integral to education and daily life, students are often exposed to a wide range of digital content, making it important to equip them with the skills to evaluate information and navigate the digital landscape responsibly and critically. Simultaneously, fostering national values such as unity, tolerance, and patriotism is essential to ensure students can preserve their cultural identity and contribute to social harmony in a diverse society. By integrating the Value Clarification

Technique (VCT) with digital literacy education, this study aims to create a learning model that will improve students' ability to engage with technology and help them instill national values that will prepare them to thrive in the digital and real world.

The significance of this study is its potential to fill the gap in education by offering a practical approach to teaching digital literacy and value-based education simultaneously. Previous research mostly discusses these topics separately, but the model in this study aims to reduce the gap by providing a framework for teachers to foster both skills in students. This study provides a solution to the problems in implementing this integrated model and offers practical guidelines for teachers. It aims to contribute to educational practices, curriculum development, and policymaking in Indonesia to ensure that students are not only technology savvy but also grounded in the core values that define their national identity.

2. Methods

2.1 Research Design

Research needs a study design to allow the research activities to be directed and conducted systematically. The research method used in this study was the research and development (R&D) method with a DBR (Design-Based Research) approach. This study used DBR as a product development model based on needs (Sari, 2018) to develop a VCT (Value Clarification Technique) learning model. Implementing this educational research and development required the data to be processed into the desired information, such as teachers' understanding of learning models, implementation of the VCT learning model by teachers, and instruments in the digital literacy-oriented learning model. This study's data sources included information obtained through informants, from the fields, and by document analyses. The document used was the Online Lesson Plan (RPP) of the Indonesian language subject for grade VIII of SMP Negeri 4 Sengkang.

2.2 Data Sources

Data sources are the places where the data to be studied are found. One type of research data source is respondents, who were also involved as the data source in this research. The respondents in this research were the principal and teaching committee of the Indonesian language subject for grade VIII of SMP Negeri 4 Sengkang.

2.3 Techniques of Collecting Data

A research instrument is a tool to obtain the required data or information. The research instruments used by the researchers were observations and interviews. The collection techniques in this research included observations, interviews, and documentation. The first data set was analyzed using interviews, observations, and questionnaires, while the second analysis involved product trial, trial subjects, and trial implementation. The data analysis technique included data reduction, data presentation, and extracting a conclusion or verification. The research procedures consisted of

identifying and analyzing the problem, designing a solution, conducting iterative testing cycles, refining the design, and reflection to produce design and implementation principles.

2.4 Respondents

Teachers and students were the source of data in this research. The respondents in this study consisted of the principal, teaching committee, and students of the Indonesian Language subject for grade VIII of SMP Negeri 4 Sengkang.

2.5 Techniques of Data Analysis

The data analysis in this study employed a mixed-method approach in line with the stages of the Borg and Gall development model, which includes preliminary research, planning, product development, expert validation, revision, and field testing. The qualitative data were gathered through interviews, observations, and documentation, and analyzed using Miles and Huberman's interactive model, consisting of data reduction, data display, and conclusion drawing/verification. Meanwhile, the quantitative data from questionnaires and pretest-posttest instruments were analyzed using descriptive statistics (mean, percentage, standard deviation) and inferential statistics, such as a t-test, to determine the significance of differences between the control and experimental groups. The instrument validity was tested using the Pearson correlation, and the reliability was measured using Cronbach's Alpha. The feasibility and effectiveness of the Value Clarification Technique learning model oriented toward digital technology literacy were evaluated through expert judgment, limited trials, and field implementation, focusing on improving students' digital literacy and internalizing national values (Wiradewi, Asri, & Manuaba, 2020; Febriany, Risdiany, Dewi, & Furnamasari, 2021).

3. Results and Discussion

3.1 Development of Value-Clarification-Technique Learning Model Oriented toward Digital Technology Literacy to Foster National Values

This study used the research and development method with a DBR (Design-Based Research) approach to develop a VCT-based learning model for digital literacy. There were four general stages in the DBR method, explained as follows.

3.1.1 Identification and Analysis of the Problem

SMP Negeri 4 Sengkang has implemented the learning models available for Indonesian language learning, including discovery learning, inquiry learning, case-based learning, and document study learning, as an effort deliberately made by the teachers to transfer knowledge, internalize values, as well as organize and create an environmental system with methods that allow students to do the learning activities effectively and efficiently to obtain the most optimum results.

The affective learning model at SMP Negeri 4 Sengkang uses character personality studies, historical document studies, and field studies, per the affective learning model, exposing students to situations that contain conflicts or problematic situations. The procedure for developing the learning models at SMP Negeri 4 Sengkang includes considering the learning objectives, learning materials,

and availability of school facilities. Based on the considerations in selecting the model design, Eni Fahyuni (Muljani & Purnomo, 2022) explains that such considerations include those related to achieving the learning objectives, learning materials, students' points of view, and non-technical considerations.

The indicators of digital literacy in schools are described in the national literacy movement from the Ministry of Education and Culture Desi (2020) based on the grades/classes at SMP Negeri 4 Sengkang showed that (1) the level of understanding owned by the principal, teachers, and educational staff of SMP Negeri 4 Sengkang in using digital media and the internet was adequate, active, and creative for online learning, and (2) the intensity of the application and utilization of digital literacy in internet learning activities at SMP Negeri 4 Sengkang was occasional and minimal, especially during classroom learning.

3.1.2 Solution Design

The design stage in the research of learning model innovation oriented toward students' digital literacy was done by designing solutions to achieve the specified research objectives. The innovative design of the Value Clarification Technique learning model, oriented toward students' digital literacy, was implemented as an Online Lesson Plan (RPP).

The interview data used as a reference for the preparation of the solution design were related to the learning model innovation, where certain procedures should be considered when developing a learning model, including the learning objectives, learning materials, and the availability of school facilities. This was explained by the Indonesian language teacher informant as follows:

“Yes, there are, like learning objectives and the nature of learning materials, including the realm of attitude, knowledge, or skills, then aspects of the characteristics of students' abilities, available time allocation, learning resources, and learning media, and the availability of facilities or infrastructure.” (excerpt of interview 1, September 19, 2023).

In addition, this finding was corroborated by the statement of the principal as follows:

“There is; paying more attention to the condition of the school and students, whether the school facilities are complete, or the students who will be the object of the model implementation can follow the lesson. So, it is adjusted to the condition of school facilities and students' abilities.” (excerpt of interview 2, September 21, 2023).

Based on the above statement, it was found that there were certain procedures for developing a learning model, including paying attention to the learning objectives, learning materials, and school facilities.

The observation data were obtained to support the preparation of solution design, including the online learning process at school and the learning through the social media WhatsApp and Google Form, as well as the learning materials provided by the school in the form of video broadcasts on YouTube. Therefore, in preparing the solution design, paying attention to the school conditions and students is necessary while considering the learning objectives, learning materials, and school facilities.

The results of the documentation study of the online lesson plan for grade VIII of SMP Negeri 4

Sengkang were in accordance with the circular letter from the Ministry of Education and Culture Number 14 of 2019 concerning the Simplification of Lesson Plan for the Indonesian language subject for grade VIII of junior high school or equivalent.

The following are the steps to plan the Online Lesson Plan with the innovation of the Value Clarification Technique learning model oriented toward students' digital literacy in the Indonesian language subject for grade VIII in the speech text writing material: (a) Identity of the Lesson Plan, including school name, subject, academic year, class/semester, time allocation, basic competencies, and core materials; (b) Learning Objectives (Audience, Behavior, Condition, and Degree): (1) students can explain a speech and prepare a speech related to national values, (2) students can describe national values after participating in the learning to make students understand national values; (c) Teaching and Learning Activities: (1) opening the lesson through WhatsApp group chat learning media, (2) launching the stimulus that has been designed through Google Form, (3) performing a dialogue through teacher's questions in Google Form, (4) determining arguments to clarify the stance through Google Form, (5) making conclusions in the form of charts through Google Form; (d) Learning Assessment; and (e) Following the efficient, effective, and student-oriented principles.

Table 1. Learning Activities

Activity	Description of Activity	Apps and Features
Introduction	The teacher opens the class through a WhatsApp chat group and asks students to fill in the attendance list. The teacher gives information about competencies, such as learning objectives and basic competencies, learning scenarios, and assessment aspects.	WhatsApp Group
Core activities	Students listen to the material delivered through YouTube.	YouTube Link: sample speech related to national values. https://www.youtube.com/watch?v=Q4_ILKu9dMQ

	The teacher asks students to draw a chart, take a photo, and upload it to Google Form.	Google Form: http://bit.ly/mulaitansoalbelasviii
	The teacher asks students to do the assignment, which consists of dialogue through the teacher's questions, delivering arguments, and making conclusions using charts.	
Closing	The teacher gives feedback and assessment through Google Classroom.	WhatsApp and Google Form http://bit.ly/instrumentpenelitianpembelajaranquestionnaire

Table 2. Assessment of Learning

Attitude	Evaluation Instrument - Online Questionnaire
Knowledge	Assignment
Skills	Observation During Online Learning

3.1.3 Iterative Cycles of Testing

Iterative testing cycles are carried out to produce the best final design. The observation data obtained to support the iterative cycles of testing in this study included the online learning process at the school for the first cycle testing, after which the condition of student participation in online learning was used for the second cycle in the iterative testing. The first cycle testing was implementing innovative steps of the VCT learning model by paying attention to online learning through WhatsApp and Google Form on social media. The second cycle testing questionnaire focused on student participation in online learning. All were needed to conclude from the results and evaluation of the innovation.

The interview data that supported the stages of the iterative testing cycles in the first and second cycle tests were as follows. The VCT (Value Clarification Technique) learning model, which was an affective competency learning model, was applied at SMP Negeri 4 Sengkang to foster national values. The opinion of the principal was as follows:

“Very good for students’ awareness of good values.” (Excerpt from Interview 1, September 19, 2023).

Furthermore, the statement from the Indonesian language teacher was as follows:

“It’s very good because students have more learning experiences, and it’s not monotonous like when the teacher only explains.” (Excerpt from Interview 2, September 21, 2023).

Based on the above statement, informants one and two agreed that the VCT (Value Clarification Technique) learning model was an effective competency learning model. This would support the innovation link to the learning model, namely the VCT (Value Clarification Technique), oriented toward students’ digital literacy to foster national values.

The innovation of the learning model had some factors that affected the development of the model. The Indonesian language teacher argued as follows:

“Learning objectives, characteristics of students’ abilities, and availability of facilities/infrastructure.” (Excerpt from Interview 1, September 19, 2023).

Furthermore, the statement of the principal was as follows:

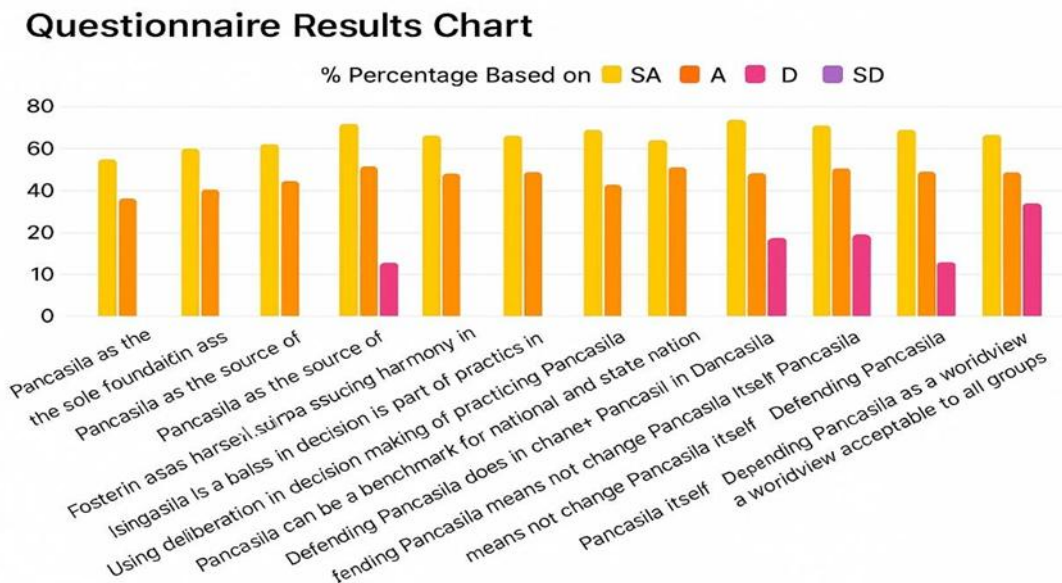
“School facilities, student ability, teacher ability.” (Excerpt from Interview 2, September 21, 2023).

Based on the above statement, some factors affected the development of the learning model, including the learning objectives, characteristics of students and teachers’ abilities, and the availability of facilities/infrastructure.

Meanwhile, the documentation study data was used as a reference in planning the first cycle testing, namely the online lesson plan for the innovative VCT learning model oriented toward students’ digital literacy while paying attention to the learning objectives, school facilities, and student conditions.

The iterative cycles of testing the innovative digital literacy-oriented VCT learning model for students were carried out in two stages to produce a step of innovation in the digital literacy-oriented learning model at SMP Negeri 4 Sengkang. The iterative cycles of testing were created after the design of the solution. The first stage of the cycle was the steps to implement the VCT (Value Clarification Technique) learning model oriented toward students’ digital literacy skills.

The second cycle stage could be carried out if the first cycle stage had been completed. The second cycle stage was the assessment with a questionnaire instrument as a form of follow-up and evaluation of the first cycle stage. The following are the questionnaire results from implementing a digital literacy-oriented learning model innovation for the Indonesian language subject for junior high school grade VIII.



Picture 1. Questionnaire Results

The questionnaire results in Picture 1 showed that most students chose to agree rather than strongly agree. From implementing a digital literacy-oriented learning model innovation, the students were included in the “good” criterion, with an average score from the questionnaire instrument data of 70.625. The record of student participation related to the innovative digital literacy-oriented learning model for students was not in accordance with the expectation of 34 students, with the participants in the first cycle consisting of 26 students. In comparison, the participants were 12 students in the second cycle stage. In addition, the online learning used a WhatsApp group chat due to some affecting factors.

3.1.4 Reflection

The fourth step was a Reflection to produce design principles or research design. At this stage, the researchers discussed or evaluated with the teacher after implementing the innovative VCT (*Value Clarification Technique*) learning model oriented toward students’ digital literacy.

The results of observation on digital literacy at the school showed that there was a policy that students were not allowed to bring gadgets to school, and the school facilities for teachers to conduct online learning were adequate, with the human resources comprising young teachers. However, it was reported that student participation was not optimum during online learning, forcing the school to start face-to-face learning again in August with complete health protocols. The interview data that supported the reflection stage included the following. The interview data obtained from SMP Negeri 4 Sengkang related to students’ digital literacy showed that during learning, they were required to do assignments with the help of gadgets and the internet to obtain information.

The Indonesian language teacher revealed the following:

“The students’ attitude shows good responsibility in receiving material and doing assignments.”
(Excerpt from Interview 1, September 19, 2023).

Furthermore, the statement from a student informant revealed the following:

"Not all students like it if assignments are done with the help of gadgets because of the economic constraint that makes their families lack facilities, possibly causing the students to be left behind compared to the others if gadgets are used continuously. And with the internet, teachers have broader insights, not just racing against books". (Excerpt from Interview 1, September 21, 2023).

Based on the above statement, only some students could use gadgets for online learning due to several factors, including the lack of facilities to support online learning at SMP Negeri 4 Sengkang.

Students’ digital literacy could be improved with school policies, one of which was related to students bringing gadgets. During the implementation of online learning, there were obstacles found in SMP Negeri 4 Sengkang. In this regard, student 1 revealed the following:

“We’re not allowed to bring gadgets, and related to the problem, students don’t always have their own gadgets because there is only one smartphone belonging to the parents. And there is a problem with the internet connection.” (Excerpt from Interview 1, September 21, 2023).

Furthermore, the statement of student informant 2 revealed the following:

"The school confiscates gadgets because the rules apply, prohibiting students from bringing gadgets. Related to the problems of the limitation of electronic devices used at home, it has caused delayed learning time and limited parents’ knowledge of technology.” (Excerpt from Interview 2, September 21, 2023).

The students’ digital literacy was related to not being allowed to bring gadgets to school. During the implementation of online learning, the obstacle found was that not all students had gadgets. In other words, the facilities at each student’s home were different.

The documentation study data was used as a material for reflection discussion with the Indonesian language teacher because it referred to the lesson plan (online RPP) for the innovative VCT learning model oriented toward students’ digital literacy by paying attention to the learning objectives, school facilities, and student conditions.

Implementing the innovative digital literacy-oriented learning model for students was included in the “good” criterion, with an average score from the questionnaire instrument data reaching 70.625. The record of student participation related to the innovation of a digital literacy-oriented learning model for students in the first cycle reached 26 students. In comparison, the participants were 12 students in the second cycle stage. The online learning used the WhatsApp group chat by considering factors that affected it.

The various statements above led to a conclusion that the innovative Value- Clarification-Technique Learning Model Oriented toward Students’ Digital Literacy to Foster National Values required (a) the creation of a Lesson Plan by paying attention to the learning objectives, learning steps, learning assessment, and other complementary components and conduction it with the efficient, effective, and student-oriented principles; (b) the provision of an innovative Value Clarification Technique learning model oriented toward students’ digital literacy to foster national values, which

was implemented with the following steps: (1) opening the learning activities through WhatsApp group chat learning media, (2) stimulating by using the stimulus that had been designed on Google Form, (3) performing a dialogue through teacher's questions on Google Form, (4) determining the arguments for clarifying the stance through Google Form, and (5) making conclusions in the form of a chart through Google Form; (c) the evaluation of the Innovative Value Clarification Technique Learning Model Oriented toward Students' Digital Literacy to Foster National Values through an assessment with a questionnaire instrument to measure students' affective competence.

3.2 Obstacles in the Implementation of Innovative Value Clarification Technique Learning Model Oriented toward Students' Digital Literacy to Foster National Values at SMP Negeri 4 Sengkang

The VCT learning model innovation oriented toward students' digital literacy was conducted in two cycle stages, including the first cycle stage of applying the learning model innovation and the second cycle stage of assessment with a questionnaire instrument.

The first stage of implementing learning model innovation needs to consider some aspects. The national values should be inspired by the Indonesian nation and by Indonesian citizens, including students who are the nation's next generation. The learning model, especially affective competence, is a procedure to foster national values in schools. The following is the interview data on implementing the Value Clarification Technique Learning Model Oriented toward Students' Digital Literacy to Foster National Values.

3.3 Suitable Learning Model to Foster National Values among Students of SMP Negeri 4 Sengkang

The Indonesian language teacher informant revealed the following: "Methods of historical documentation study and character study." (Excerpt from Interview 1, September 19, 2023). Furthermore, the statement of the Indonesian language teacher further revealed the following:

"In my opinion, what is suitable for students is to go directly into the field to know the condition of our nation and country, and from the lessons that can be taken, students will have a broader insight to apply the national values." (Excerpt from Interview 2, September 21, 2023).

Based on the results of the interview above, the learning model at SMP Negeri 4 Sengkang was to foster national values in students by using the method of studying historical documentation, studying figure characters, and involving students directly in the community.

3.4 VCT (Value Clarification Technique) Learning Model as an Affective Competency Learning Model Applied to Foster National Values

The opinion of the principal was as follows:

"Very good for students' awareness of good values." (Excerpt from Interview 1, September 19, 2023).

Furthermore, the Indonesian language teacher informant revealed as follows:

"It's very good because students have more learning experience, and it's not monotonous like when the teacher only explains." (Excerpt from Interview 2, September 21, 2023).

Based on the above statement, informants one and two agreed that the VCT (Value Clarification Technique) learning model was an effective competency learning model. This supported the relevance of learning model innovation, namely the VCT (Value Clarification Technique), oriented

toward students' digital literacy to foster national values.

3.5 Learning Model Innovation: Factors That Can Affect the Development of the Learning Model

The Indonesian language teacher informant argued as follows:

“Learning objectives, characteristics of students' abilities, and availability of facilities/infrastructure.” (Excerpt from Interview 1, September 19, 2023).

Furthermore, the principal argued as follows:

“School facilities, student ability, teacher ability.” (Excerpt from Interview 2, September 21, 2023).

Based on the above statement, some factors affected the development of the learning model, including the learning objectives, characteristics of students and teachers' abilities, and the availability of facilities/infrastructure.

Therefore, the learning model at SMP Negeri 4 Sengkang aimed to foster national values in students, including the method of historical documentation studies, figure character studies, and students directly involved in the community. Meanwhile, the VCT (Value Clarification Technique) learning model was an effective competency learning model. Some factors affected the development of the learning model, including the learning objectives, characteristics of students' and teachers' abilities, and the availability of facilities/infrastructure. The observation data were collected to support the iterative testing cycles, including the school's online learning process for the first testing cycle. The condition of student participation in online learning was also observed for the second cycle in the iterative cycles of testing. In the first cycle, the test implemented innovative steps of the VCT learning model by paying attention to online learning with WhatsApp and Google Form as the social media. The second cycle testing was a questionnaire focusing on student participation in online learning to support the conclusion of the results and evaluation of the innovation.

The documentation study data was used as a reference in planning the first cycle testing, namely the online lesson plan (RPP) with an innovative VCT learning model oriented toward students' digital literacy and paying attention to the learning objectives, school facilities, and student conditions. After the primary data related to the condition of the school and the presentation from the Indonesian language teacher were obtained, the first stage of the cycle began with the preparation of the steps by paying attention to the main factors abovementioned. Therefore, the steps for the innovative digital literacy-oriented learning model could be created.

The following is the interview data with indicators of the obstacles in implementing the Innovative Value Clarification Technique Learning Model Oriented toward Students' Digital Literacy to Foster National Values.

3.6 There Are Always Obstacles in Fostering National Values; At SMP Negeri 4 Sengkang, The Obstacles in Fostering National Values Were the Lack of Understanding of Sacrifice And Struggle Values, As Well As Hoaxes and Globalization Issues

The Indonesian language teacher explained as follows:

“Lack of understanding of the values of sacrifice and struggle of heroes.” (Excerpt from Interview 1, September 19, 2023).

Furthermore, the statement of the student informant revealed as following:

“The many hoaxes and globalization issues cause students to lose respect for learning national values.” (Excerpt from Interview 2, September 21, 2023).

Based on the above statement, the obstacles in fostering national values included a lack of understanding of the values of sacrifice and struggle, and issues of globalization that could affect students.

3.7 The Interview Data at SMP Negeri 4 Sengkang Related to Students' Digital Literacy Showed That When Learning, Students Were Required to Do Assignments with the Help of Gadgets and the Internet to Obtain Information

The Indonesian teacher informant revealed the following:

“The students' attitude shows they are responsible for understanding the material and assignments.” (Excerpt from Interview 1, September 19, 2023).

Based on Wibowo et al. describing the Value Clarification Technique (VCT) learning model to improve students' attitudes of responsibility and independence (N. Z. Wibowo, Lyesmaya, & Nurasih, 2022; A. Wibowo, 2015; Rohmah, Zainuddin, & Untari, 2020). Furthermore, the statement of student informant 1 revealed as follows:

“Not all students like it if assignments are done with the help of gadgets because of the economic constraint that makes their families lack facilities; so, some students may be left behind compared to their other friends if they have to use gadgets continuously; and with the internet, teachers can have broader insights, not only racing with books.” (Excerpt from Interview 2, September 21, 2023).

Based on the above statement, only some students could use gadgets for online learning due to several factors, including a lack of facilities to support online learning at SMP N 4 Sengkang.

3.8 The school policies could improve Students' digital literacy, one of which was related to students bringing gadgets to school. During the implementation of online learning, there were obstacles found at SMP Negeri 4 Sengkang

In this regard, the student one informants revealed the following:

“Not allowed to bring gadgets, and related to the problem, not all students have gadgets because the smartphone belongs to one parent; besides, there is an internet connection problem.” (Excerpt from Interview 1, September 19, 2023).

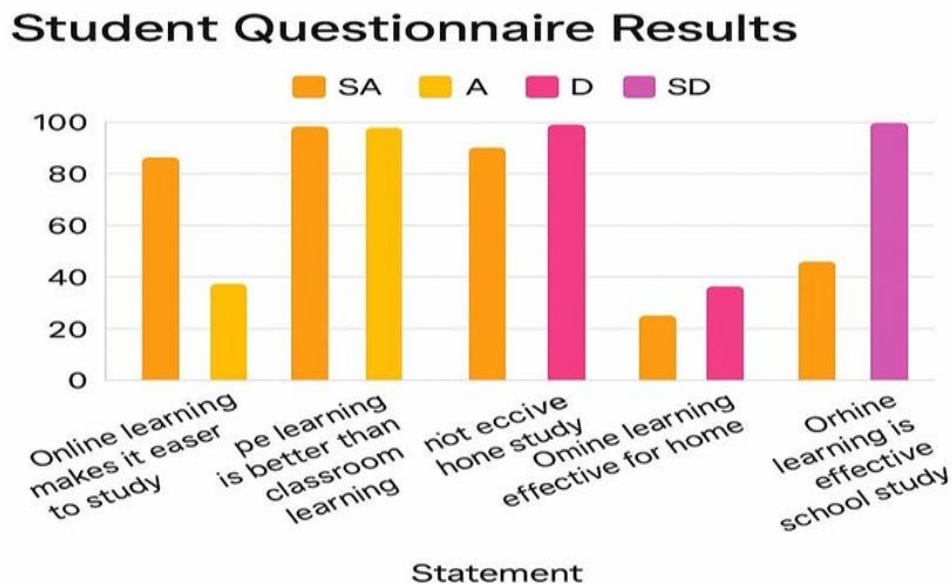
Furthermore, the statement of student informant 2 revealed as follows:

“The school confiscates gadgets because of the rules applied; students are prohibited from bringing gadgets; and related to the obstacles, the limited availability of electronic devices at home hinders learning, and also the parents' limited knowledge about technology.” (Excerpt from Interview 2, September 21, 2023).

Students' digital literacy was related to the prohibition on bringing gadgets to school, and during the implementation of online learning, the obstacle was that not all students had gadgets. In other words, the facilities at home were different among the students.

To conclude, the obstacles in fostering national values at SMP Negeri 4 Sengkang included a lack of understanding of the values of sacrifice and struggle, hoaxes, and globalization issues that could affect students. Regarding the online learning implemented at SMP Negeri 4 Sengkang, the teachers were at the group 1 level, where the activities they did were only sharing materials and assignments through social media, including WhatsApp group chat. Then, only some students could use gadgets due to some factors related to the lack of facilities to support online learning at home. Students were not allowed to bring gadgets to school, and during the implementation of online learning, not all students had gadgets, indicating that the facilities at home for each student were not the same.

The supporting data for the research were obtained by distributing a questionnaire to the students related to the obstacles to the implementation of the digital literacy-oriented learning model innovation for students, with the table presented as follows:



Picture 2. Questionnaire Results

The questionnaire results in Picture 2 showed that some students strongly agreed with implementing online learning at SMP Negeri 4 Sengkang. Still, the indicators related to assignments and the effectiveness of the implementation of online learning at school showed that the number of students who agreed was more than those who strongly agreed.

3.9 Development of Value-Clarification-Technique Learning Model Oriented toward Digital Technology Literacy to Foster National Values

The development procedure in this study starts from the stage of problem identification and analysis, solution design, iterative cycles of testing, and reflection. According to Sugiyono (2013)

the data collection method is the most strategic step in research because the main purpose is to obtain data. The research method used by the researchers was a qualitative study with a design model of DBR (Design-Based Research) approach or research-based design. According to Plomp (Nulngafan & Khoiri, 2021), Design-Based Research is a systematic education and instructional design process in which there is a process of analysis, design, evaluation, and revision activities to obtain satisfactory results. Tel Amiel and Thomas C. Reeves (Nurrochman, 2020) explain four general stages of the DBR model, including problem identification and analysis, solution design, iterative cycles of testing, and reflection.

The first stage is problem identification and analysis (*Analysing practical problems by researchers and practitioners in collaboration*) (Tel Amiel and Thomas C. Reeves in Fitriani, Suryana, & Hamdu, 2018). This is the initial stage of research using the DBR method, identifying and analyzing the problems to be researched, starting from what problems become the concern, what factors cause the problem, and what can be done to overcome the problem. The results of the research at this stage are as follows.

SMP Negeri 4 Sengkang has implemented the learning model used in Indonesian language learning including the discovery learning, inquiry learning, case-based learning, and document study learning as the efforts made deliberately by the teachers to transfer knowledge, internalize values, organize and create an environmental system with the methods that allow students to carry out learning activities effectively and efficiently to obtain the most optimal results possible.

The affective learning model at SMP Negeri 4 Sengkang uses character studies, historical document studies, and going directly to the field. This has been in line with the affective learning model, which exposes students to conflicts or problems.

The procedure for developing a learning model at SMP Negeri 4 Sengkang is to pay attention to the learning objectives, learning materials, and availability of school facilities. In accordance with the basis for considerations when selecting a design model, Agung & Sutji, (2022) and Rahman & Hotmaria Menanti (2015) explain some of these considerations, including “considerations for the goals to be achieved, considerations related to the learning materials, and considerations for students’ perspectives as well as non-technical considerations.”

The digital literacy indicators for schools outlined in the national literacy movement of the Ministry of Education and Culture (Desi, 2020; Simbolon, Marini, & Nafiah, 2022) include the level of understanding of the principal, teachers, and educational staff in using digital media and the internet. At SMP Negeri 4 Sengkang, these indicators are adequate, and the teachers are active and creative in using the internet to implement online learning. Meanwhile, the intensity of the application and utilization of digital literacy in internet learning activities at SMP Negeri 4 Sengkang remains occasional and minimal, especially during classroom learning.

The second stage is solution design (*Development of solutions informed by existing design*

principles and technological innovations) (Tel Amiel and Thomas C. Reeves in Fitriani, Suryana, & Hamdu, 2018). The second stage comprises the design of the solution based on the background of the problem that occurs to achieve the research objectives. The result of this study at this stage was the creation of an Online Lesson Plan (RPP) in accordance with the Circular Letter Number 14 of 2019 concerning the Simplification of Lesson Plans which include the following: (1) the identity of the lesson plan, such as name of school, subject, academic year, class/semester, time allocation, basic competencies, and core material; (2) learning objectives; (3) teaching and learning activities; (4) learning assessment; and (5) compliance with the efficient, effective, and student-oriented principles.

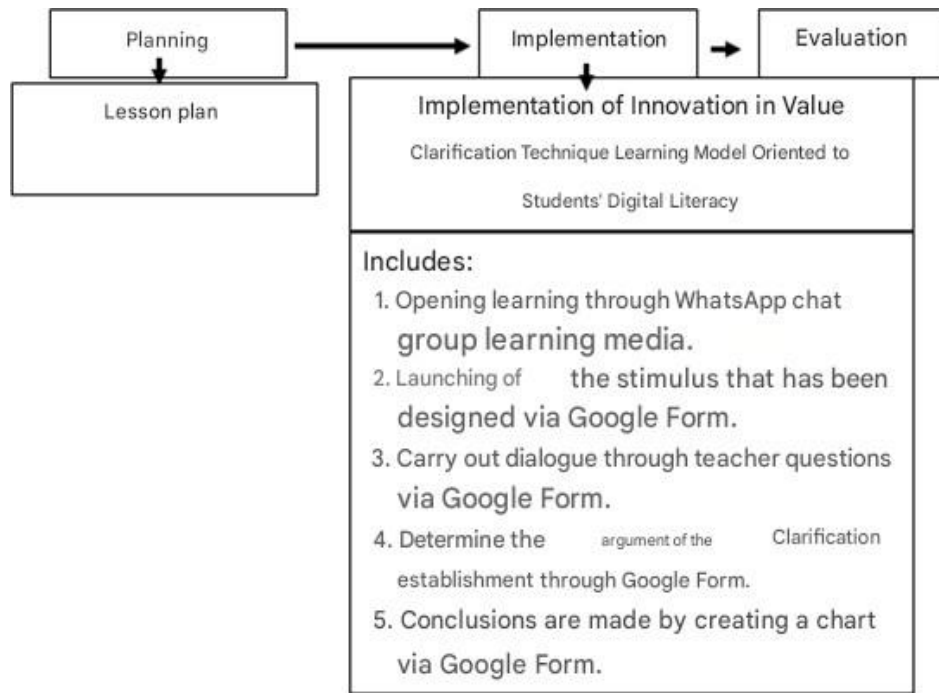
The third stage is the *Iterative cycles of testing and refinement of solutions in practice* (Tel Amiel and Thomas C. Reeves in Fitriani, Suryana, & Hamdu, 2018), which is carried out to produce the best final design. The iterative testing cycles for this study's innovative digital literacy-oriented learning model were conducted in two stages to produce the steps of the innovative digital literacy-oriented learning model at SMP Negeri 4 Sengkang. The first cycle stage implemented the VCT (Value Clarification Technique) learning model oriented toward students' digital literacy. According to Hermi Yanzi the steps of the VCT (Value Clarification Technique) learning model consist of: (a) searching for stimulus media in the form of examples of a state of action that contains contrast values adjusted to the topic or theme of the learning objectives, providing that it should be able to stimulate, involve, and develop students' affective potential in accordance with their level of thinking skills; (b) learning activities: (1) the teacher provides a stimulus by reading/displaying stories or displaying pictures, which can be done by the teacher himself or by asking for help from students, (2) the teacher give opportunities to students to have a dialogue on their own or with friends in relation to the stimulus, (3) the students perform a guided dialogue through the questions that have been prepared by the teacher related to the stimulus, both individually and in groups, (4) the students determine their arguments or stance through the teacher's questions either individually or in groups, (5) the students have discussions or give proof of arguments, and (6) the students make conclusion.

Meanwhile, the steps of the innovative VCT learning model oriented toward students' digital literacy by paying attention to several important components in digital literacy to foster national values consist of (Awaliyah & Suhartono, 2023): (1) opening the learning activities through WhatsApp group chat learning media, which was applied to the learning at SMP Negeri 4 Sengkang. This is the application of the *Social Networking* component, where students are expected to use social media facilities selectively and carefully; (2) providing a stimulus designed through Google Form. The stimulus provision is a characteristic of the VCT learning model to stimulate, involve, and develop the values already embedded in students according to basic competencies; (3) performing a dialogue through the teacher's questions on Google Form. Through the teacher's questions, students are expected to apply the digital literacy component, namely *Filtering and Selecting Content*, as the skill of searching, sorting, and filtering information as needed; (4) determining the arguments for clarifying the stance through Google Form. Through the teacher's questions, students are expected to apply the digital literacy component *Reusing/repurposing Content* to be able to give arguments from various available information, and (5) to conclude in the form of charts through Google Form.

The first stage of the cycle is in accordance with the basis for considerations in selecting a design model according to Agung & Sutji (2022), who explain that design model selections need considerations of the goals to be achieved, considerations related to the learning materials, considerations from the students' perspectives, and other non-technical considerations. The second stage of the cycle is affective assessment with a *Google Form questionnaire assessment instrument* for the speech text writing material, with the theme of developing an attitude that reflects the noble values of Pancasila as the basis of the state and the nation's view of life.

The fourth stage is reflection (*Reflection to produce design principles and enhance solution implementation*) (Tel Amiel and Thomas C. Reeves in Fitriani, Suryana, & Hamdu, 2018). The last stage is the final reflection to produce the principles of design or planning in this study, which can be done by conducting discussions with experts in the field related to the problem. At this stage, the researchers discussed or evaluated with the teacher after implementing the innovative Value Clarification Technique learning model oriented toward students' digital literacy. Implementing the innovative digital literacy-oriented learning model was in the "good" category, with an average score from the questionnaire instrument reaching 70.625.

This is in line with Makhin (2021), who states that the three stages conducted by teachers in a learning process include planning, implementation, and evaluation of the learning. Based on the above description, the results of this study of the Innovative Value Clarification Technique Learning Model Oriented toward Students' Digital Literacy to Foster National Values indicate that the stages used were as follows: (a) Creation of a Lesson Plan, (b) Innovation of the *Value Clarification Technique learning model* oriented toward students' digital literacy by paying attention to the main components of digital literacy, including *social networking, filtering and selecting content, and reusing/repurposing content* with the following implementation steps: (1) Opening learning through *WhatsApp* group chat learning media; (2) Providing a stimulus that has been designed through *Google Form* media; (3) Performing a dialogue through the teacher's questions on *Google Form* media; (4) Determining the arguments for clarifying the position through *Google Form* media; and (5) Drawing conclusion in the form of a chart through *Google Form* media, (c) Evaluation of the innovative *Value Clarification Technique* learning model oriented toward students' digital literacy to foster national values, with the questionnaire assessment instrument or similar tools to measure students' affective competence.



Picture 3. Innovative Learning Model Design Scheme

3.10 Obstacles in the Implementation of Innovative Value Clarification Technique Learning Model Oriented toward Students' Digital Literacy to Foster National Values at SMP Negeri 4 Sengkang

The learning model at SMP Negeri 4 Sengkang aims to instill national values in students through the historical documentation study model, character studies, and direct involvement of students in the community. This is in line with the affective learning model described by Sanjaya (2012) which shows that an affective learning model is a learning model which exposes students to situations that contain conflicts or problematic situations. Through such situations, students are expected to make decisions based on the values that are considered good. Starting from the historical documentation study model, character study, to students directly involved in the community, students are expected to be able to understand, make, and implement decisions based on the values obtained and considered good.

The teachers at SMP Negeri 4 Sengkang agreed that the VCT (*Value Clarification Technique*) learning model is one of the affective learning models that contain value clarification. The technique of clarifying values is a teaching technique to help students find and determine a value that is considered good for facing a problem through the process of analyzing an existing value and the value already embedded in students (Sanjaya, 2012). This study found that there were some factors that affected the development of a learning model, including the learning objectives, characteristics of students' and teachers' abilities, and the availability of facilities/infrastructure. In accordance with the basis for considerations in selecting a model design, Agung & Sutji (2022) explains that such factors include considerations of the goals achieved, considerations related to learning materials,

considerations for students' perspectives, and other non-technical considerations.

Meanwhile, the obstacles in the teacher's exposure to foster national values at SMP Negeri 4 Sengkang included a lack of understanding of the values of sacrifice and struggle, hoaxes, and globalization issues that could affect students. Regarding the online learning implemented by the teachers at SMP Negeri 4 Sengkang, they were still in group 1 level of teachers whose activities were merely sharing materials and assignments through social media, namely WhatsApp group chat. In addition, the principal revealed that only some students were able to use gadgets due to several factors such as lack of facilities to support online learning at home.

Students were not allowed to bring gadgets to school, and during the implementation of online learning the obstacles that occurred showed that not all students had gadgets; in other words, the facilities at each student's home were different. In addition, the application of online learning for the students showed that it was less effective for the learning at SMP Negeri 4 Sengkang considering that it is a boarding school, as shown by the data from the results of the questionnaire related to the obstacles to the implementation of the innovative VCT learning model oriented toward students' digital literacy to foster national values.

A questionnaire is a data collection technique that is carried out by giving a set of questions or statements to respondents to answer (Sugiyono, 2013). The results of the questionnaire in this study showed that most students chose the answer of agree rather than strongly agree. The questionnaire aimed to test the innovation of digital literacy-oriented learning model to foster national values for the speech text writing material, with the theme of developing attitude that reflected the noble values of Pancasila as the basis of the state and the nation's view of life. From the implementation of digital literacy-oriented learning model innovation, the students were included in the "good" criterion with an average score of 70.16% based on the questionnaire instrument data.

The obstacles found in the implementation of innovative VCT learning model oriented toward digital literacy to foster national values consisted of inadequate and different devices in each student's home, skills in operating digital devices for teachers and students as evidenced by the teachers at SMP Negeri 4 Sengkang still being included in group 1 teachers when implementing online learning and by the students minimally participating in learning. The last obstacle was that students played games during online learning or ignoring online learning from home, which was evidenced by the level of student participation.

The development of the Value Clarification Technique (VCT) learning model, oriented toward digital technology literacy, aims to foster national values among students through the integration of understanding values and digital skills. VCT, developed by Rokeach (1973), emphasizes the importance of an individual to identify and evaluate the values that they adhere to, which is in harmony with the approach of constructivism explained by Bruner (1996) regarding active learning experiences. In this context, digital technology literacy becomes crucial because students can access information and interact with various perspectives through digital platforms

(Hague & Payton, 2010).

In addition, Bandura's learning theory (1978) of social studies, which highlights how individuals learn from social interactions, supports the implementation of VCT in the digital context. This learning model involves some steps, starting from the identification of the values relevant to the national values up to the use of technology to discuss and evaluate the values in a collaborative mode. Provides guidelines for implementing VCT in the classroom, which can be combined with the activities that utilize technology to create projects based on national values. Through the process of reflection and evaluation, students can internalize these values in line with thoughts on structured universal values that can be applied in the context of national education.

The importance of digital citizenship in this context shows that technology can be used to teach values, ethics, and citizenship. By integrating digital literacy and national values, students not only understand the meaning of nationality but also apply it in everyday life to prepare themselves for global challenges faced at this moment. Through the research discussed by Cohen et al. (2018), effective learning methods can be evaluated to ensure that the models produce a positive impact on understanding and applying national values in the digital era. The development of a digital technology literacy-oriented VCT model can contribute significantly to growing awareness of the national values among the young generation.

4 Conclusion

The Innovation of the Value Clarification Technique Learning Model Oriented toward Students' Digital Literacy to Foster National Values has the following design: (1) Making a Lesson Plan (RPP); (2) Innovating the Value Clarification Technique learning model oriented toward students' digital literacy by paying attention to the main components of digital literacy consisting of social networking, filtering and selecting content, reusing/repurposing content with the following implementation steps: (a) opening learning through WhatsApp group chat learning media, (b) providing a stimulus that has been designed through Google Form media, (c) performing a dialogue through the teacher's questions on Google Form, (d) determining arguments for clarifying the stance through Google Form media, (e) drawing conclusions in the form of charts through Google Form media; and (3) Conducting evaluation of the innovative value clarification technique learning model oriented toward students' digital literacy to foster national values, with a questionnaire assessment instrument or similar tools to measure students' affective competence.

The obstacles in the Implementation of Students' Digital Literacy-Oriented Value Clarification Technique Learning Model to Foster National Values indicated that some students had inadequate facilities at home for online learning, the teachers at SMP Negeri 4 Sengkang were still included in group 1 when implementing online learning as they only shared materials and assignments, which would subsequently affect student participation in online learning, making students ignore the learning.

The innovative digital literacy-oriented learning model is one of the methods that teachers can optimize to develop and deliver teaching and learning activities in accordance with the learning objectives and conditions of the school and students. The innovative digital literacy-oriented learning model to foster national values is a learning process that relates new information to relevant concepts in an individual's cognitive structure, including facts, concepts, and generalizations that students have learned and remembered.

The study of digital literacy-oriented learning model innovation focuses on the ability to use technology and digital literacy skills. Therefore, it is the responsibility of schools and parents to support the sustainability of online learning by paying attention to existing conditions. The results of this study can be used as one of the references in implementing online learning.

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