

**PENGEMBANGAN MODEL *VALUE CLARIFICATION TECHNIQUE OF LAW* (VCTL) MELALUI
PEMBELAJARAN PENDIDIKAN PANCASILA DALAM MEMPERKUAT HAK DAN
TANGGUNG JAWAB DIGITAL WARGA NEGARA**

(Studi di SMA Negeri Kota Padang)

Disertasi

Diajukan untuk Memenuhi Sebagian Syarat Memperoleh Gelar Doktor
Pendidikan Kewarganegaraan Sekolah Pascasarjana
Universitas Pendidikan Indonesia



Oleh:

Rita Angraini

NIM: 2002304

**PROGRAM STUDI PENDIDIKAN KEWARGANEGARAAN
PROGRAM PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
2025**

**PENGEMBANGAN MODEL *VALUE CLARIFICATION TECHNIQUE OF LAW* (VCTL) MELALUI
PEMBELAJARAN PENDIDIKAN PANCASILA DALAM MEMPERKUAT HAK DAN
TANGGUNG JAWAB DIGITAL WARGA NEGARA**

(Studi di SMA Negeri Kota Padang)

Oleh

Rita Angraini

S.Pd. Universitas Negeri Padang, 2008

M.Pd. Universitas Negeri Padang, 2013

Sebuah Disertasi yang diajukan untuk memenuhi salah satu
syarat memperoleh gelar Doktor Pendidikan (Dr.) pada
Fakultas Pendidikan Ilmu Pengetahuan Sosial

© Rita Angraini, 2025

Universitas Pendidikan Indonesia

Hak Cipta dilindungi undang-undang.

Disertasi ini tidak boleh diperbanyak seluruhnya atau sebagian,
dengan cetak ulang, difotokopi atau cara lainnya tanpa ijin dari penulis

HALAMAN PENGESAHAN

Rita Angraini
NIM. 2002304

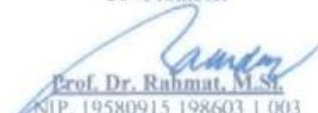
PENGEMBANGAN MODEL *VALUE CLARIFICATION TECHNIQUE OF LAW*
(VCTL) MELALUI PEMBELAJARAN PENDIDIKAN PANCASILA DALAM
MEMPERKUAT HAK DAN TANGGUNG JAWAB DIGITAL WARGA NEGARA

(Studi di SMA Negeri Kota Padang)

Menyetujui,
Promotor


Prof. Dr. Sapriya, M.Ed.
NIP. 19630820 198803 1 001

Co- Promotor


Prof. Dr. Rahmat, M.Si
NIP. 19580915 198603 1 003

Anggota Promotor


Dr. Tim Siti Masvitoh, M.Si
NIP. 19620102 198608 2 001

Penguji Internal


Dr. Acep Supriadi, M.Pd., M.A.P.
NIP. 19630311 198903 1 006

Penguji Eksternal


Dr. Eli Kartani, M.Pd.
NIP. 19800605 200501 2 004

Mengetahui,

Ketua Program Studi Pendidikan Kewarganegaraan Terintegrasi
Fakultas Pendidikan Ilmu Pengetahuan Sosial
Universitas Pendidikan Indonesia


Dr. Syaifulah, S.Pd., M.Si
NIP. 19721112 199903 1 001

ABSTRAK

Rita Angraini, 2002304. Pengembangan Model *Value Clarification Technique of Law* (VCTL) Melalui Pembelajaran Pendidikan Pancasila Dalam Memperkuat Hak dan Tanggung Jawab Digital Warga Negara (Studi di SMA Negeri Kota Padang). Penelitian ini bertujuan untuk menganalisis gambaran awal kemampuan siswa dalam melaksanakan hak dan tanggung jawab digital sebagai warga negara dalam pembelajaran pendidikan Pancasila di SMA Negeri Kota Padang, untuk mengembangkan desain buku model dalam memperkuat sikap dan perilaku mengenai hak dan tanggung jawab digital warga negara dan untuk menguji tingkat validitas dan praktikalitas dari buku model *Value Clarification Technique of Law* (VCTL) pada pembelajaran pendidikan Pancasila dalam memperkuat hak dan tanggung jawab digital warga negara. Penelitian ini adalah penelitian *research dan development* dengan menggunakan model ADDIE (*Analysis, Design, Development, Implementation dan Evaluation*) namun dalam penelitian ini hanya sampai pada tahap *Development*. Partisipan dalam penelitian ini adalah siswa, guru dan para pakar. Teknik pengumpulan data dilakukan dengan observasi, wawancara dan penyebaran angket. Analisis data menggunakan analisis kuantitatif dan kualitatif. Hasil penelitian menemukan bahwa penggunaan teknologi internet di Kota Padang pada dasarnya siswa sudah memahami hak dan tanggung jawab digital seperti mampu menjaga privasi digital diri sendiri dan orang lain. Namun terkait etika akademik rendah karena siswa menganggap *copy paste* materi dan mengunduh video adalah hal yang wajar dan biasa saja dilakukan. Kemudian terkait pelaporan pelecehan hak digital cukup baik namun tidak mengetahui prosedur pelaporan pelecehan tersebut. Model pembelajaran *value clarification technique of law* (VCTL) sebagai salah satu alternatif model pembelajaran Pendidikan Pancasila di Sekolah Menengah Atas, telah sesuai dengan *state of the art* dan dinyatakan valid dan memiliki kehandalan, serta praktis oleh 3 orang ahli yang menjadi validator. Nilai validasi produk buku model hipotetik *value clarification technique of law* (VCTL) dalam pembelajaran Pendidikan Pancasila bagi siswa SMA sangat tinggi dari aspek-aspek yang diukur sehingga dapat dijadikan pedoman atau panduan bagi guru dalam proses pembelajaran yang efektif.

Kata Kunci: Hak dan Tanggung jawab Digital, Model Pembelajaran, Pendidikan Pancasila dan Kewarganegaraan, *Value Clarification Technique of Law* (VCTL)

ABSTRACT

Rita Angraini, 2002304. Development of the Value Clarification Technique of Law (VCTL) Model Through Pancasila Education Learning to Strengthen Citizens' Digital Rights and Responsibilities (A Study at Public Senior High Schools in Padang City). This study aims to analyze the initial picture of students' abilities in exercising digital rights and responsibilities as citizens in Pancasila education learning at Public Senior High Schools in Padang City. This study aims to develop a model textbook design to strengthen attitudes and behaviors regarding citizens' digital rights and responsibilities. This study is a research and development study using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model, but only reaches the development stage. Participants in this study were students, teachers, and experts. Data collection techniques were conducted through observation, interviews, and questionnaires. Data analysis used quantitative and qualitative analysis. The results of the study found that the use of internet technology in Padang City basically means that students already understand digital rights and responsibilities, such as being able to maintain their own and others' digital privacy. However, academic ethics are low because students consider copying and pasting materials and downloading videos to be normal and commonplace. Furthermore, reporting digital rights abuses is quite good, but they are unaware of the procedures for reporting such abuse. The Value Clarification Technique of Law (VCTL) learning model, as an alternative learning model for Pancasila Education in high schools, meets the state of the art and is declared valid, reliable, and practical by three expert validators. The validation score for the hypothetical Value Clarification Technique of Law (VCTL) model book in Pancasila Education for high school students is very high across all measured aspects, making it a guideline for teachers in effective learning.

Keywords: Digital Rights and Responsibilities, Learning Model, Pancasila and Citizenship Education, Value Clarification Technique of Law (VCTL)

DAFTAR ISI

LEMBAR PENGESAHAN.....	ii
PERNYATAAN BEBAS PLAGIARISME.....	iii
UCAPAN TERIMA KASIH	iv
ABSTRAK.....	vi
ABSTRACT	vii
DAFTAR ISI	viii
DAFTAR TABEL	xi
DAFTAR GAMBAR.....	xii
BAB I PENDAHULUAN	1
1.1 Latar Belakang Penelitian	1
1.2 Rumusan Masalah	11
1.3 Tujuan Penelitian.....	12
1.3.1 Tujuan Umum.....	12
1.3.2 Tujuan Khusus	12
1.4 Manfaat Penelitian.....	12
1.4.1 Manfaat dari Segi Teoritis	12
1.4.2 Manfaat dari Segi Kebijakan	13
1.4.3. Manfaat dari Segi Praktik.....	13
1.4.4. Manfaat dari Segi Isu serta Aksi Sosial.....	13
1.5 Ruang Lingkup Penelitian.....	13
BAB II KAJIAN PUSTAKA.....	16
2.1. Landasan Filosofis.....	16
2.1.1. Filsafat Perennialisme	16
2.1.2. Filsafat Essensialisme	19
2.2. Pendidikan Kewarganegaraan (PKn).....	25
2.2.1 Hakekat Pendidikan Kewarganegaraan.....	25
2.2.2. Ruang lingkup PKn.....	28
2.2.3. Pendidikan Pancasila sebagai Pendidikan Nilai	29
2.2.4. Pendidikan Pancasila sebagai Pendidikan Kewarganegaraan	52
2.2.5. Pendidikan Pancasila sebagai Mata Pelajaran dalam	

Kurikulum 2022.....	53
2.3. Teori Perilaku Terencana (<i>Theory of Planned Behavior</i>).....	54
2.4. Hak Warga Negara	56
2.4.1 Teori Liberalisme.....	56
2.4.2. Teori Kontrak Sosial.....	57
2.4.3. Teori Komunitarian.....	58
2.4.4. Teori Kewarganegaraan	59
2.4.5. Teori Keadilan	61
2.4.6. Teori Hak Asasi Manusia (HAM)	62
2.4.7. Teori Demokrasi	64
2.5. Tanggung Jawab Warga Negara	65
2.5.1. Teori Etika Kewajiban (Deantologi)	65
2.6. <i>Digital Right and Responsibilities</i> (Hak dan Tanggung Jawab Digital) .	66
2.7. Model Pembelajaran VCT (Value Clarification Technique)	69
2.7.1. Sejarah dan Hakekat Pembelajaran VCT (<i>Value Clarification Technique</i>).....	69
2.7.2. Tujuan Model Pembelajaran VCT	71
2.7.3. Keunggulan dan Kelemahan Model <i>Value Clarification Technique</i> (VCT).....	74
2.7.4. Sintaks Model Pembelajaran VCT (<i>Values Clarification Technique</i>).....	76
2.7.5. Pembelajaran VCT dalam Mata Pelajaran PKn.....	78
2.8. Model Pembelajaran VCTL (Value Clarification Technique Law).....	80
2.8.1. landasan Filosofis	80
2.8.2. landasan Teoritis	81
2.8.3. Konsep Hukum (Law) dalam VCTL (Value Clarification Technique Law)	86
2.8.4. Model VCTL (<i>Value Clarification Technique Law</i>) dalam Pembelajaran PKn	88
2.8.5. Sintaks Hipotetik Model Value Clarification Technique Law (VCTL).....	89
2.8.6. Hipotetik Model Value Clarification Technique Law (VCTL).....	94
2.9. Penelitian Relevan	96
2. 10. Kerangka Pemikiran	99
BAB III METODE PENELITIAN	101

3.1. Metode Penelitian.....	101
3.2. Jenis Penelitian.....	102
3.3. Prosedur Pengumpulan Data.....	106
3.4 Lokasi dan Partisipan Penelitian	110
3.5 Instrument Penelitian.....	111
3.6 Teknik Analisis Data	116
3.6.1. Analisis Data Kuantitatif.....	116
3.6.2. Analisis Data Kualitatif.....	118
BAB IV HASIL PENELITIAN.....	121
4.1. Deskripsi Lokasi Penelitian.....	121
4.1.1. Kota Padang	121
4.1.2. SMA Negeri 4 Kota Padang.....	126
4.1.3. SMA Negeri 8 Kota Padang.....	127
4.2. Deskripsi Hasil Penelitian.....	128
4.2.1. Gambaran Awal Kemampuan Siswa dalam Melaksanakan Hak dan Tanggung Jawab Digital sebagai Warga Negara di SMA Negeri Kota Padang.....	128
4.2.2. Desain Model Untuk Memperkuat Sikap dan Perilaku mengenai Hak dan Tanggung Jawab Digital Warga Negara melalui Proses Pembelajaran Pendidikan Pancasila di SMA Negeri Kota Padang	143
4.2.3 Validitas dan Praktikalitas Buku Model <i>VCTL</i> pada Pembelajaran Pendidikan Pancasila dalam Memperkuat Hak dan Tanggung Jawab Digital Warga Negara di SMA Negeri Kota Padang.....	149
BAB V PEMBAHASAN.....	158
5.1 Gambaran Awal Kemampuan Siswa Melaksanakan Hak dan Tanggung jawab Digital sebagai Warga Negara dalam Pembelajaran Pendidikan Pancasila di SMA Negeri Kota Padang.	158
5.2 Desain Model <i>Value Clarification Technique of Law</i> (VCTL) dalam Memperkuat Hak dan Tanggung jawab Digital Warga Negara.....	163
5.3 Validitas dan Praktikalitas Buku Model <i>VCTL</i> pada Pembelajaran Pendidikan Pancasila dalam Memperkuat Hak dan Tanggung Jawab Digital Warga Negara di SMA Negeri Kota Padang.	174
BAB VI SIMPULAN, IMPLIKASI DAN REKOMENDASI.....	177

6.1 Simpulan	177
6.2. Implikasi	178
6.3 Rekomendasi.....	178
DAFTAR PUSTAKA	182
LAMPIRAN	191

DAFTAR TABEL

[Tabel 2. 1 Hipotetik Model *Value Clarification Technique of Law* \(VCTL\)](#)**Error! Bookmark not defined.**

[Tabel 3. 1 Sebaran Lokasi dan Partisipan pada Tahapan Penelitian](#)**Error! Bookmark not defined.**

[Tabel 3. 2 Kisi-kisi Instrument Penelitian Pengembangan Model VCTL dalam Memperkuat Hak dan Tanggung Jawab Digital](#)**Error! Bookmark not defined.**

[Tabel 3. 3 Kriteria Penilaian Validasi](#)**Error! Bookmark not defined.**

[Tabel 3. 4 Kriteria Penilaian Praktikalitas](#)**Error! Bookmark not defined.**

[Tabel 4. 1 Hipotetik Model VCTL](#)**Error! Bookmark not defined.**

[Tabel 4. 2 Masukan \(saran\) Validasi dan Praktikalitas Buku Model dari Tiga Pakar](#)**Error! Bookmark not defined.**

DAFTAR GAMBAR

[Gambar 2. 1 Theory of Planned Behavior](#)**Error! Bookmark not defined.**

Gambar 2. 2 Kerangka Pemikiran**Error! Bookmark not defined.**

Gambar 3. 1 Alur langkah Pengembangan Buku Model VCTL Melalui Tahapan ADD

Gambar 4. 4 Hasil Analisis Penyebaran Kuesioner Siswa Kelas X Tentang Hak dan Tanggung Jawab Digital

Gambar 4. 6 Hasil Validasi Buku Model VCTL Oleh Para Pakar

Gambar 4. 7 Hasil Uji Praktikalitas Buku Model VCTL Oleh Para Pakar

DAFTAR RUJUKAN

BUKU:

- Ajzen, I. (1991). *The Theory of Planned Behavior*. Organizational Behavior and Human Decision Processes 50 (179 - 211) By Academic Press Inc.
- Anderson, W. L. dan Krathwohl, R. D. (2001). *Toxonomy for Learning, Teaching and Assesting*. Publish: David Mckay Company, Inc, New York.
- Angraini, R. (2024). *Pendidikan Nilai, Etika dan Moral*. Solok: PT Mafy Media Literasi Indonesia.
- Angraini, R. dan Ersya, M.P. (2024). *Pendidikan Kewarganegaraan di Perguruan Tinggi*. Solok: PT. Mafy Media Literasi Indonesia.
- _____. (2024) *Pendidikan Pancasila di Perguruan Tinggi*. Solok: PT. Mafy Media Literasi Indonesia.
- Branch, R. M. (2009). *Instructional Design-The ADDIE Approach*. New York: Springer.
- Cocter, Mc. A. Vivienne, S. dan Jolins, A. (2016). *Negotiating Digital Citizenship (Control, Contest and Culture)*. Rownan & Littlefield Internatioanl, Landon, New York.
- Courds, A. dan Hildebrandt, K. (2015). *Digital Citizenship Education*. Publish by the Saskatchewan Ministry of Education.
- C.S.T Kansil. 1989. *Pengantar Ilmu Hukum dan Tata Hukum Indonesia*. Jakarta : Balai Pustaka.
- Creswell, J.W. (2009). *Third Edition Research Design Qualitative, quantitative and Mixed Methods Approaches*. Sage Publications Inc. United State of America.
- Darmawan, D. 2018. *Model Pembelajaran di Sekolah*. Bandung: PT. Remaja Rosdakarya
- Delgoda, A. (2016). *Technoscieme and Citizenship: Ethics and Governance In the Digital Society*. Springer : International Publishing Switzerland.
- Devries, R. dan Zon, B. (1994). *Moral Classrooms, Moral Children, Teacher Collage*. Columbia University, New York and Landon.
- Gall, M. D. Gall, J. P. dan Borg, W. R. (2003). *Educational Research: An Introduction (7th ed.)*. Boston: Allyn & Bacon.
- Gardner, R. Coirns, J dan Lawton, D. (2000). *Education for Values*. Kogan Page, Landon Sterling, VA.

- Gosper, M. dan Ifenthaler, D. (2014). *Curriculum Models for the 21st Century (Using Learning Technologies in Higher Education)*. Springer New York, Heidelberg Dordrecht Landon.
- Hakam, A. K. dan Nurdin, E.S. 2016. *Metode Internalisasi Nilai-nilai*. Bandung: CV. Maulana Media Grafika.
- Hakam, A. K. 2008. *Pendidikan Nilai*. Bandung: VP Value Press.
- Mark Halstead dan Monica, J. Taylor. (1996). *Values in Education and Education in Values*. USA the Falmer Press, Taylor & Francis Inc.
- Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2022). *Panduan Implementasi Kurikulum Merdeka*. Jakarta: Kemendikbudristek.
- Komalasasi, K. 2014. *Pembelajaran Kontekstual (Konsep dan Aplikasi)*. Bandung: PT. Refika Aditama.
- Laconesi, S. dan Persico, O. (2017). *Digital Urban Acupuncture*. Springer International Publishing Switzerland.
- Leicester, M. Modgil, C. dan Modgil, S. (2000). *Moral Education and Pluralism*. Farmer Press, Landon.
- Lucy, M. dkk. (2012). *Digital Citizenship Policy Development Guide*. School Technology Branch: Alberta Education.
- Mossberger, K., Tolbert, C. J. ve McNeal, R. S. (2008). *Digital citizenship: The internet, society and participation*. Cambridge, MA: MIT Press.
- Lickona, T. 2012. *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. Jakarta: PT. Bumi Aksara.
- Muhmidayeli. 2011. *Filsafat Pendidikan*. Bandung: PT. Refika Aditama.
- Musgrave, L. M. (2016). *Digital Citizenship in Twenty- First- Century. Young Adult Literature*. Indiana University, USA
- Parsons, T. (2005). *The Social System*. Published in Taylor&Francis. E-Library.
- Plomp, T, and Nieveen, N. (2013). *Educational Design Research. Netherlands Institute for Curriculum Development (SLO)*. Enschede the Netherlands.
- Pahlka, J. (2012). *Digital Citizenship: Exsploring the Field of Tech for Enangement*. Knight Foundation.
- Reynolds, L. Scott, R. (2016). *Digital Citizens: Countering Extremism Online*. Domos, Landon UK.

Ribble, M, and Bailey, G. (2007). *Digital Citizenship in School*. Printed in the United State of America. Washington. DC.

Riduwan. (2010). *Belajar Mudah Penelitian untuk Guru, Karyawan dan Peneliti Pemula*. Bandung: Alfabeta.

Sanjaya, W. 2008. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana Prenada Media Group.

Sapriya. (2007). *Pendidikan Kewarganegaraan: Konsep dan Pembelajaran*. Bandung: Remaja Rosdakarya.

Soekanto. S. 1986. *Pengantar Penelitian Hukum*, Jakarta: Universitas Indonesia

Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, R&D*. Bandung: IKAPI.

Somantri, N. (2001). *Menggagas Pembaharuan Pendidikan IPS*. Bandung: Remaja Rosdakarya.

Tilaar, H. A. R. (2002). *Pendidikan untuk Masyarakat Indonesia Baru*. Jakarta: Grasindo.

Tony, W. (2014). *The Global Achievement Gap*. A Member of the Perseus Books Group. New York.

Tukiran, T. 2011. *Model- model Pembelajaran Inovatif*. Bandung: Alfabeda.

Undang-undang Dasar Negara Republik Indonesia Tahun 1945. Jakarta: Gramedia

Undang-Undang Nomor 27 Tahun 2022 tentang Perlindungan Data Pribadi. Jakarta: Gramedia

Wahyudi, A., Setiawan, D., & Jamaludin. (2020). *Pendidikan Kewarganegaraan Perspektif Moral dan Karakter*. CV. AA Rizky

Winataputra, U. S. (2001). *Pendidikan Kewarganegaraan dalam Perspektif Internasional*. Jakarta: Universitas Terbuka.

Zakiah, Q. Y dan Rusdiana,. 2014. *Pendidikan Nilai (Kajian Teori dan Praktek di Sekolah)*. Bandung: Pustaka Setia.

JURNAL

Abeer, S, A. (2018). *Curriculum Orientations and Educational Philosophies of High School Arabic Teachers*. *International Education Studies* 11 (4).

- Ahmet, D, dan Mediha, S. (2018). Effect of Undergraduate Education on the Educational Philosophies of Prospective Teachers: A Longitudinal Study. *Uluslararası Eğitim Programları Ve Öğretim Dergisi* 8 (1) 01- 22.
- Ali, G. dan Nesrin, O. (2021). The Illusions on Digital Citizenship: What We Know and What We Do?. *Acta Educationis Generalis* Vol. 11 No. 3 Page 125- 151.
- Aldoobie, N. (2015). ADDIE Model. *American International Journal of Contemporary Research* 5 (6).
- Barbara, B. (2018). Preparing Millennials as Digital Citizens and Socially and Environmentally Responsible Business Professionals in a Socially Irresponsible Climate. *Proceeding of the 83rd Annual Conference of the Association for Business Communication*, October 24-27 2018, Miami Florida, USA.
- Budimansyah, D. (2010). *Penguatan Pendidikan Kewarganegaraan untuk Membangun Karakter Bangsa*. Bandung: Widya Aksara Press.
- Birsel, A. dan Serkan, A. (2017). The Relationship Between Prospective Teachers Critical Thinking Dispositions and Their Educational Philosophies. *Universal Journal of Educational Research* 5 (4) 544-550.
- Deflem, M. (2021). The Right to Teach in A Hyper- Digital Age: Legal Protection for (Post-) Pandemic Concerns. *Social Science and Public Policy* 58: 204-212.
- Dolek, E. D. dan Sari, I. D. M. (2025). Heritage Transmission from Past to Future: A Practitioner-based Exploration of Value Education Through Oral History. *European Journal of Education* Vol. 6 No. 1.
- Elliot, C. S.G. dan Cunliffe, H. (2021). Preparing University Student for the Moral Responsibility of Early Years Education. *Journal of Education for Teaching*.
- Elmali, F. (2020). A Study on Digital Citizenship: Preschool Teacher Candidates VS Computer Education and Instructional Technology Teacher Candidates. *Turkish Online Journal of Distance Education- ToJDE* 21 (4).
- Emrullah, A. dan Ayhan, D. (2020). A review of Educational Philosophy From Different Perspectives Through an Analysis of Period Movies During the Era of the War of Independence and the Early Republic of Turkey (1920-1940). *International Journal of Progressive Education* 16 (5).
- Erdogan, E. (2020). Middle School Students and Digital Citizenship: is Technology Important for Digital Citizens in Turkey. *International Journal of Education Technology and Scientific Research* 5(11).
- Ergen, G. (2015). Hierarchical Classification of Values. *International Journal of Progressive Education*, Volume 11 Number 3.

- Faiezi, H. (2021). Moral Values Practices of Students Based on the Use of Facebook Application. *Technical & Social Science Journal* 13th Edition Vol. 1
- Gallego, M. J. dan Martinex, A. N. G. (2024). Digital Rights and Responsibilities in Education: A Scoping Review. *Education Policy Analysis Archives* Vol. 32 No. 3.
- Govende, J. L. K. S. dan Ajani, O. A. (2012). *Rethinking the Integration of Moral Values Education Into South African Secondary School Curriculum*. Multicultural Education.
- Gurrol, Z dan Ahmet, Y. (2016). The Investigation of the Education Philosophy of the Education Faculty Students of Yuzuncu Yil University with the Q Method. *Universal Journal of Educational Research* 4 (9) 2110- 2118.
- Habib, R. S. Z. (2021). Moral Education at Primary Level in Selected Private School of Karachi: Role of Teachers and Parent. *Pakistan Journal of Humanities and Social Sciences* Vol. 9 No. 2 page 59- 73.
- Hadiyanto, dkk. (2021). Student's Soft Skill, Hard Skill and Competitiveness (SHC) A Suggested Model for Indonesian Higher Education Curriculum. *International Journal of Learning, Teaching and Educational Research* 20 (2) 218- 234.
- Hansson, M. N. (2025). Conserving Liberalism Within Values Education. *British Journal of Sociology of Education* Vol. 40 No. 1 Page 167- 182.
- Helda, T., Atmazaki dan Gani, E. (2024). The Validity and Practicality of Discovery- Group Learning Models to Improve 21st Century Skill of High School Students. *reFlection* Vol. 31 No. 1 Page 1408- 1433.
- Hiastari, E. F. (2021). Moral Values Found in Educated by Tara Westover Viewed from Indonesia Character Based Education. *Universitas Islam Malang*.
- Hollandsworth, R., Dowdy, L. ve Donovan, J. (2011). Digital citizenship in K-12: It takes a village. *TechTrends*, 55(4), 37-47.
- Hollandsworth, R., Donovan, J. ve Welch, M. (2017). Digital citizenship: You can't go home again. *TechTrends*. 61, 524–530.
- Huseyin, K., Emrullah, Y, dan Cetin, S. (2017). The Relation Between Lifelong Learning Tendency and Educational Philosophies. *Universal Journal of Educational Research* 5 (12A) 121- 125.
- International Society for Technology in Education (ISTE). (2004).
- Iyu, W. dan Liria, F. (2023). Values Education: from the Perspective of Marxist Ontology. *Educational Philosophy and Theory* Vol. 55 No. 8 Page 942- 950.

Joseph, Z. (2025). Discusses of Globalitation Cultural Diversity and Values Education. *Globalitation Comparative Education and Policy Research* Vol. 34.

Juntrakot, P. Chalakhany, W. dan Nantasri, W. (2025). A Digital Leadership Development Model of Adminstrator in Large -sized Secondary Schools Under the Basic Education Commission Officer in the Northeast of Thailand. *International Education Studies* Vol. 18 No. 2 Page 69- 76.

Kaelan. (2010). Pendidikan Pancasila. Yogyakarta: Paradigma.

Karaduman, H. ve Öztürk, C. (2011). Sosyal bilgiler dersinde dijital vatandaşlığa dayalı etkinliklerin öğrencilerin dijital vatandaşlık tutumlarına etkisi ve dijital vatandaşlık anlayışlarına yansımaları. *Sosyal Bilgiler Eğitimi Araştırmaları Dergisi* 5(1), 38-78.

Kazi, S. (2024). Screens, Swipes and Society: The Future of Digital Citizenship in an Ever-Changing Tech Landscape. *Childhood Education* Vol. 100 No. 3 Page 48- 51.

Kolumbayeva, S. N. S. (2021). Instructional Problem in the Formation of Family nd Moral Values of Student. *Word Journal on Educational Technologies* Vol. 13 Issue 3 Page 529- 545.

Krutka, D. G. ve Carpenter, J. P. (2017). Digital citizenship in the curriculum. *Educational Leadership*, 75(3), 50-55.

Lisa, B. H., Nan. M. dan Robert, S. (2021). Right and Responsibilities With Tech: Students Take on Classroom Policies. *Reading Teachers* Vol. 74 No. 5 Page 549- 558.

Maria, L. dan Costa, S. (2020). What are the Moral Values Essential for Medical Training. *Rev. Bioet.* Vol. 28 No. 4 page 693- 703.

Mehmet, C. dan Hikmet, Z. (2021). The Analysis of Educational Philosophy Trends Among Pre-school Teachers. *International Journal of Curriculum and Instruction* 13(3) 3057- 3069.

Mery, B, dkk. (2021). Development of Webtoon non- test Instrument as Education Media. *International Journal of Evaluation and Research in Education (IJERE)* 10(1) 185- 192.

Moradi, T. (2017). Internet Research Ethics: Digital Citizenship Education. Seminar Hall, Department of Education, Unversity Of Kerala, Thycaud, India.

Mustafa, E. (2020). Analysis on Philosophical Beliefs of Physical Education and Sports Teachers Towards Education in Terms of Different Variables. *The Turkish Online Journal of Educational Technology* 47-55.

Muya, B. dkk. (2021). Development of An Instrument of Assertive Communication Scale Based on Yogyakarta Cultural Value. *Pegem Journal of Education and Instruction* 11 (4) 100-109.

- Natalia, M. (2023). Trends in Emergency Higher Education Digital Transformation During the COVID-19 Pandemic. *Journal of University Teaching and Learning Practice* Vol. 20 No. 1.
- Nieuwezny, J. (2021). Does Change in Ethical Education Influence Core Moral Values? Towards History- and Culture- Aware Morality Model with Application In Automatic Moral Reasoning. *Cognitive Systems Research* 66 page 89-99.
- Nishanhayeva, S. (2021). Some Instructional Problem in the Formation of Family and Moral Values of Students. *World Journal on Educational Technology* Vol. 13 Issue 3 Page 529-545.
- Nguyen, Q. T. N. dan Huynh, S. V. (2024). The Need for Values Education Programs for Both Preservice Teacher and In- service Teacher in Vietnam. *Asian Journal of Education and Training* Vol. 10 No. 1 Page 48-54.
- Ohler, J. (2011). Digital citizenship means character education for the digital age. *Kappa Delta Pi Record*, 48(1), 25-27.
- Ozturk, G. (2021). Digital Citizenship and Its Teaching: A literature Review. *Journal of Educational Technology and Online Learning* 4 (1).
- Pala, S. M. (2023). Reflections of Digital Citizenship on Social Studies Course: Teachers Perception. *International Journal of Curriculum and Instruction Studies* Vol. 13 No. 2 Page 297- 324.
- Pangrazio, L and Julian, S. G. (2021). Digital Rights, Digital Citizenship and Digital Literacy: What's the Difference?. *Journal of New Approaches in Educational Research* 10 (1) 15-27.
- Petru, L. and Andronie, M. (2016). Teachers Assessing the Effectiveness of Value Clarification Techniques in Moral Education. *Procedia Social and Behavioral Sciences*. Published by Elsevier Ltd. 217 (400- 406).
- Pichel, J, dkk. (2021). Information- wise: A Case for Developing an Evidence- Informed Information Literacy Programme at Maastricht University. *Journal of Information Literacy* 15 (1) 105-121.
- Pushkina, K. V. dan Pushkin, A. A. (2021). Fostering Spiritual and Moral Values in Children in Contemporary Chuvash Families. *Proceeding of Intcess 8th International Conference on Education and Education of Social Sciences* 18- 19 January.
- Redhana, I. W. dan Sudria, I. B. N. (2025). A Digital Instructional Book: A Tool for Improving Students, Learning Outcomes on the Reduction and Oxidation Reactions. *Science Education International* Vol. 35 No. 1 Page 61-70.

- Richards, R. (2010). Digital citizenship and web 2.0 tools. *MERLOT Journal of Online Learning and Teaching* 6(2), 516-522.
- Ridvan, A. dan Kosim, Y. (2019). Turkish Pre- service Teachers Perceptions of Digital Citizenship in Education Programs. *Journal of Information Technology Education: Research Vol. 18 Page 419- 438*.
- Roemintoyo, dkk. (2022). Optimising the Utilisation of Computer- baesd Technology Through Interactive Multimedia for Entrepreneurship Learning. *Cypriot Journal of Educational Sciences* 17 (1) 105- 119.
- Sebastian, J dkk. (2021). Measuring Digital Citizenship: A Comparative Analysis. *Informatics* 8 (18).
- Sumod, S. (2024). Implementation and Promotion of Digital Citizenship In K-12 School: A Case Study of Selected School on Long Island. Proquest LLC, Ph.D. *Dissertation Long Island University C. W. Post Center*.
- Susanto, E., & Budimansyah, D. (2022). Membangun keadaban digital warganet Indonesia dalam perspektif kewarganegaraan digital. *Jurnal Citizenship: Media Publikasi Pendidikan Pancasila Dan Kewarganegaraan*, 5(1), 15–24.
- Shelby, D. (2011). The ADDIE Model: Designing, Evaluating Instructional Coach Effectiveness. *AQS Primary and Secondary Education Brief* 4 (5).
- Stamova, R. dan Akmataliev, A. (2021). Environmental Ethics and the Role of Spiritual and Moral Values in Crisis Procedure. *Web of Conferences* 258.
- Tajibaev, M. B. dan Akhmedov, J. T. M . (2023). The Young Spritual Moral of The Global. *Netword Effects on Education*.
- Yavuz, B dan Muhammed, B. (2018). The Perception of the Educational Philophy in Industrial Age 4.0 and the Educational Philopsophy Productivity of Teavher Candidates. *World Journal of Education* 8 (3).
- Tuana, N. (2007). Conceptualizing Moral Literacy. *Journal of Educational Administration*, 45 (4), 364-378.
- Trninic, D. dan Vukelic, A. K. (2023). Parental Education in Media Literacy, Social Media and Internet Safety for Children in Bosnia and Herzegovina. *Journal of Media Literacy Education* Vol. 15 No. 2 Page 1- 16.