Developing the value clarification technique of law (VCTL) model to strengthen digital citizenship in high school learning

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ABSTRACT

This study aims to analyze and develop the Value Clarification Technique of Law (VCTL) learning model to strengthen high school students' understanding of digital rights and responsibilities in Padang City. While students have the freedom to access internet technology, they are also expected to use it responsibly and respect the rights of others in digital spaces. The development of the VCTL model was motivated by the growing concern over students' unwise behavior in using the internet, highlighting the need for an educational approach that fosters ethical awareness and value-based decision-making. This research adopts a Research and Development (R&D) methodology using the ADDIE model, which includes the phases of Analysis, Design, Development, Implementation, and Evaluation. The final product is a model book designed to assist teachers in implementing the VCTL approach in high school classrooms. The findings indicate that the VCTL model effectively enhances students' digital responsibility by engaging them in structured value clarification processes anchored in legal and ethical considerations. The model encourages students to critically choose, clarify, and act upon values related to digital citizenship.

1. Introduction

The 21st century is technology oriented century information, which includes almost all aspect life man including education. The learning process which was initially done in a way conventional now already switch to learning based on technology. Changes paradigm which includes knowledge, attitudes and skills in a way no direct follow development of the times. In aspect knowledge learning process more lots done online. Formation attitude in the learning process become challenge big for teachers because learning based on technology. Improvement aspect skills become something more easy for done because supported by the progress of the times. In the century his needed ability in mastery technology information. 21st century is learning and innovation skills that is ability for think critical, creative and innovative ability communicate and collaborate as well as own skills digital literacy [1]. Digital literacy has 3 components that is information, media and technology Literacy information is ability for access, find and evaluate information in a way effective. Media literacy is ability or analyze, predict and evaluate print and electronic media. Literacy technology related ability for apply and use digital tools and create information. Development digital technology has happen with rapidly, the era of humanity shared become three main eras, namely the era of society agrarian,

era of society industry and society era information [2]. Because of the impact real and big digitalization so world citizens enter the era of society information. Responding to matter the learning digital based is method for prepare student entering the era of society information. With utilise digital learning makes student become more used to with various type development technology information. Utilization digital technology in the world of education has stages development. Started from use device Audio Visual Aid (AVA) for convey material classroom learning, continued with use computer as a medium for access and process information. Use software on computer facilitate the processing and exchange process information. Development the make shift paradigm.

There is shift and difference paradigm in pattern learning namely, learning that is not involving technology and learning that uses it technology [3]. Concept classroom learning with learning open or digital learning outside class. Digital learning has three potential that can utilized in life every day including potential tool communication, potential tool access information and potential tool learning [4]–[6]. Digital learning has 3 functions namely, first: function as supplements, in function This student freedom choose, whether will utilize material digital learning or no, there is obligation or must for student for access material digital learning. Second, function complement that is material digital learning is programmed for complete the material received in class. Third, function substitution that is student given some alternative activities learning. The goal for make it easier student in manage activity learning, so that can adapt time and activity other with activity learning. From potential and function digital learning can increase quality and effectiveness of the learning process. Utilization digital technology is one of the opportunity teachers to increase interest Study students. Almost all teachers and student own device ICT supporters such as smartphone, laptop, or PC that is useful for make it easier in access the internet. Opportunities This can used by teachers to design learning with good. Accessing source interesting learning in the form of text, audio, or video with easy. Learning process become more interesting so that can increase interest study students. Teachers can also to create teaching materials become animation or interesting videos and share them to student so that can access when only. Students become more active for access source study is benefit from digitalization no can denied digitalization give impact real in the world of education.

Impact positive digitalization towards the world of education, including availability space and opportunity for do publication, creating methods the latest learning, making learning online and fulfillment good facilities. Therefore that digitalization in education will happen in a way natural, because matter the is one of method for increase effectiveness and efficiency in Education. As for impact negative from digitalization to education cause switcher function role of teacher by application learning. Exposed with content negative internet, experiencing information overload because student find missing information stop it, so that increase addicted towards the virtual world, doing action cybercrime and raises characteristic apathetic as well as individualist among students. Therefore that the role of teachers becomes very important for use digital technology in wise by students in realm learning. Learning via the internet already made into as one of the source learning. On the one hand, students have the right to access digital information, but on the other hand, they have responsibilities. Responsible for respect others in using the technology. As for digital rights including is the right to freedom of expression, the right to privacy, the right to respect personal work, the right to digital access and the right to personal identity. Digital responsibilities include reporting bullying, harassment, sexting and identity theft. Citing other people's work, downloading music, videos and other materials legally. Giving example and teach to students about the use of technology, keeping information data secure from hackers and not falsifying identity in any way. With digital rights and responsibilities are expected student capable use internet technology in general wise. Students know rules in internet usage if violated so will accept the result.

Required skills for face challenge century This covers ability think critical and creative, solving problems and decisions decision. In his book " the Global Achievement Gap ″ states that there are seven skills that students must have in the 21st century, namely: (1) thinking critical and capable finish problem (2) able collaborate and have influence as leader (3) agile and have ability adapt (4) have initiative and soul entrepreneurship (5) capable communicate in a way oral and written (6) able to access and analyze information (7) and have curiosity and imagination [7]. Pancasila and civic education has the right space for prepare citizens in face global challenges. PPKn has aspects important *in* to form personality society to be able to compete. PPKn as center development in improving the national education system that is capable and ready play a role and become a global citizen. Equipping students in educational institutions from level base until college high with knowledge, attitudes and skills related problem national and international. Citizenship Education reflects a maximalist approach that aims to ensure students are ready to take on roles as mature and

responsible global citizens. 21st century graduates are expected to can become competent, responsible and humane citizens.

Civic education related close with role and position citizens, as individual, member family, members society and as educated Indonesian citizens. PPKn can develop potential individual so that own adequate and enabling insight, attitudes and skills for participate in a way smart and responsible answer. Citizenship Education is eye lessons that have mission as Pancasila values and moral education, understanding norms and constitution of the Republic of Indonesia Constitution Indonesia 1945 and able to development commitment towards the Unitary State Republic Indonesia. Learning Citizenship Education in the digital era adapt to the developments of the times. Efforts to Increasing awareness of becoming a digital citizen requires training and role models. There are 5 (five) ways that can be used or adapted in learning, namely: choosing conducive learning environment, finding opportunities for new learning models, supporting talent and creativity students, providing appropriate feedback and providing a variety of ways to understand material. This is can be used as as a reference in classroom learning both online and offline so that learning objectives can be achieved [8]. Digital learning models have difference in style teaching, technique as well as motivation This model is an effective model of the future because in accordance with demands technology. Teachers' ability in digital learning includes preparation consisting of from planning and organizing learning. Skills serve material lesson good in a way verbal or nonverbal. Ability For can Work The same with good, have skills ask questions and master the learning media used.

Model that will be developed is VCTL is a learning model that can provide understanding to students regarding the wise use of internet technology. This model is development from the VCT (Value Clarification Technique) model. VCT is an approach/value education that trains students to find, choose, analyze, decide, take their own stance on their life values. Students are helped to clarify, clarify or clarify their life values through values problem solving, discussion, dialogue and presentation. For example, students are helped to realize which life values should be prioritized and implemented through discussions of cases that are full of value and moral conflicts. So VCT emphasizes efforts to help students examine their own feelings and actions to increase their awareness of their own values. The purpose of VCT is to foster and develop students awareness in identifying and choosing values that exist within themselves and the values held by others. A person's ability to choose and determine values can be incorrect and unstable. It can be influenced by the environment or experience fluctuations up and down according to the individual's mental condition . The use of the VCT model in the learning process is expected that teachers as one of the sources of information as well as facilitators are able to have a role in determining and choosing good values and are believed by students to be true. In the application of the model or strategy for learning values or morals, students are basically in a dilemma and situation that requires them to choose and determine values. The process of determining these values is carried out through an analysis of the values that are already owned by themselves and then aligned with the new values that are to be instilled in students [9].

By developing this learning model, students are expected to have knowledge and understanding of digital rights and responsibilities as good and intelligent citizens. In aspect attitude. this VCTL learning model expected capable give learning mark to student for determine, choose and practice mark the in behavior every day, which values are good and which values are bad based on the signs law. From the aspect skills his model is expected capable to form student own ability for think critical and problem solving. Description this no far different with conditions that occur in several School Intermediate Senior High School (SMA) in Padang City, including SMAN 2, SMAN 4, SMAN 6 and SMAN 8 Padang. Based on grand tour found that learning at school moment This of course has using the internet as source learning. Technology this make it easier for teachers and students in the learning process especially during the pandemic covid 19 first so that until now learning digital based still implemented. But on the other learning this digital based make student free for use technology information so that they not enough understand about rights and obligations in using the internet wise. The problems that arise related to the impact of internet use are character and behavior. The behavior of the younger generation tends to deviate from Pancasila values, such as getting into brawls, using social media without following the applicable rules, and having increasingly free and uncontrolled relationships. It can be seen that when interacting in cyberspace, the younger generation or individuals tend to ignore freedom and responsibility in using technology wisely, for example do plagiarism, spreading hoax news, bullying, blasphemy and so on.

Based on results interview with one of the PPKn teachers got information that of course digital technology brings positive impact in learning but also has an impact negative on behavior in demand students who are lacking good in using the internet. Enough lots students who use social media in a

way free like take other people's work in illegal, comment with less words well, too fast trust hoax news without look know it true and easy imitating other people's lifestyles without sort and choose in accordance with condition personal. For that's important instill in oneself student how using the internet wise through the VCTL learning model. Several relevant studies related to this study include according to who found that there is a significant difference between digital citizenship attitudes and internet access, namely from the year of internet use, area of use, internet usage skills, user rights and responsibilities and parental education factors [4]. States that the level of digital citizenship of prospective teachers is above average and their perceptions support this result [3]. Educational institutions need to develop common policies, standards and language to enable the use of technology ethically, morally and in a positive manner, in this context that there is a need for appropriate use of technology in pre-school teacher preparation programs through training. States that there are many legal instruments to protect lectures, especially regarding copyright law, academic freedom and cooperation contracts [6], [10]–[13], critical thinking related to digital literacy needs to be developed in Education to know students digital rights and to provide them with skills so they can use technology wisely as an online learning medium [14]. States that there are ten definitions and nine different measurement scales of digital citizenship, comparative and analysis of the content of the definition shows that there are two conceptions of digital citizenship, namely digital competence and critical aspects and digital activities [15]. States that the importance of increasing digital citizenship learning during the Covid-19 pandemic [8].

In contrast to the study above, the research that will be conducted is the development of the citizenship learning model Values Clarification Technique Law *(VCTL* model). This aims to strengthen student rights and responsibilities in using technology wisely. Student capable determine and choose values in accordance with existing rules. The selected values will reflected in attitudes and behavior in use Internet technology. Online based learning requires teachers to implementing learning models value. So that provide skills to students in terms of knowledge, attitudes and skills in facing the current of globalization. Research previous only limited to see from aspect factors that influence internet usage wise. Policy in internet usage ethical, the existence of legal instruments in lectures digitally, student digital activities and their importance student digital knowledge in Education. From the study the seen lack of studies empirical research that focuses on the development of learning models. Research This based on arguments that everyone in particular student school intermediate on own the values he believes in that are used as guide in behave and act behavior. In today's internet era that this challenge big for teachers and parties related for return strengthen values that is one of them through development of the VCTL learning model so that students capable using the internet wise. Development of the VCTL (Value Clarification Technique Law) learning model which is based on the VCT (Value Clarification Technique) learning model with add draft law , because writer see that Now is the era of globalization based on technology that is capable penetrate space and time so that impact from influence technology that will erode values and morals of generations nation. For That the need a learning model where student own ability or capable filter, sort, determine good and bad values are reinforced with existence signs law so that in determine mark student no let go from existing rules, values that emerge within oneself student no again nature subjective and relative but mark the nature objective. This value will implement in behavior and actions, if happen violation to values the so in a way law will There is sanctions.

2. Method

This research is a type of development research or Research and Development (R&D), which aims to develop a new product or improve an existing product. For the instructional design model, the ADDIE model (Analysis, Design, Development, Implementation and Evaluation) is one of the most commonly used models in the field of teaching guide design to design and produce an effective design. Data collection was carried out through the distribution of questionnaires to student class X of SMAN in Padang, unstructured interviews were conducted with the principal school, teachers and Students about description implementation learning digital based in schools related with rights and responsibilities answer in internet usage wise, and observation in the environment school. The instrument is validated by the validator before use so that the instrument provides valid data.

3. Results and Discussion

3.1. Description Student Rights and Responsibilities in Internet Usage

Based on findings in the field got that basically student already know rights and responsibilities the answer in use technology in a way wise but at the moment they choose statement namely accessing

videos and copy paste on the internet, the most common answer is don't know (neutral) then from results questionnaire the seen that of course must There is strengthening in the form of regulation (law) regarding attitude student in use technology. For more to explain can see in Table 1.

Table 1. Distribution Results Questionnaire Class X Students About Rights and Responsibilities in Use Internet Technology

Statement	Choice Answer (%)				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am free accessing the internet in the learning process	22.8	31.6	38.6	4	3
I have privacy in internet usage	54.9	36	4.1	3	2
I am free to quote other people's work without to list the author	5	6.4	23.5	41.3	23.8
I am free convey opinions on social media	20.8	39.4	36	2.6	1.2
I am free download music	41.6	41.3	14.2	1.9	1
I am free to access videos on the internet	17.4	34.5	41.8	4.3	2
I am free to copy (*copy paste*) learning materials on the internet	19.2	34.1	39.4	5.3	2
I maintain privacy when using the internet	54.6	34.4	10.4	0.6	0
I am free to report bullying that occurs in the digital world.	38.8	40.1	19.2	1.9	0
I am free to report harassment that occurs in the digital world	46.7	34.7	14.8	2.8	1
I am free to report *sexting* (text messages) in the digital world	24.6	37.2	32.5	3.7	2
I am free to report identity theft in the digital world	45.7	33	16.2	3.1	2
The teacher exemplifies how to use the internet properly	51.7	37.2	9.8	1.3	0
Teachers teach how to use the internet properly	49.5	40.4	9.1	1	0
I keep my personal information data secure	72.9	24.6	2.5	0	0
I keep other people's information data safe	41.3	39.1	14.5	3.1	2
I do not fake my identity	42.9	36.9	18.3	1.9	0
I don't need to create a *fake account*	25.9	30.1	37	6	1
The school conducts outreach regarding students' digital rights	25.7	41.6	27.3	3.4	2
The school teaches students about their digital rights.	32.5	46.1	19.2	1.2	1
The school involves the school community regarding the importance of school policies on the wise use of technology.	34.5	47.5	17.1	0.9	0
Schools provide information to students regarding what is appropriate and inappropriate in the use of internet technology.	45.3	43	6.3	3.4	2
The school engages students regarding the differences between rights at school and outside of school when using technology.	29.8	41.9	23.2	3.1	2
I respect other people's work on the internet	69.5	26.3	2	1.2	1

Source : Field data , 2024

3.2. Plan Implementation Learning

Looking at the results distribution questionnaire related rights and responsibilities answer student in internet usage that includes digital rights such as the right to freedom of expression, the right to privacy, the right to respect personal work, the right to digital access and the right to identity. Digital responsibilities such as reporting bullying, harassment, sexting or identity theft, citing other people's work used for research, downloading music, videos and other materials legally, modeling and teaching student expectations about the use of technology, keeping information data safe from hackers and not falsifying identities . From the results distribution questionnaire the so got findings that of course needed a development of learning models that can strengthen rights and responsibilities digital answer in internet usage wise. Therefore that be put in order matrix plan implementation learning for implementation of the VCTL learning model, so that objective learning can achieved. Here description plan implementation learning in the Table 2.

Table 2. Matrix Execution SMA Class X learning

Material	Access Learning	Indicator/ Purpose Learning (Digital Rights and Responsibilities)	Concept Value Morality Norma	Method Learner-ran	Learning Media-ran	Source Reference	Evaluation (Assessment instrument)
Behavior obedient law	It is expected student capable understand and analyze concepts and theories behavior obedient law, examples behavior obedient law and capable behave and act in accordance with rules that apply in the environment school, community, nation and state.	Student capable understand understanding behavior obedient law (P) — Student capable identify examples behavior obedient law and behavior No obedient law in the environment school and society (P) — Student capable understand the influencing factors behavior obedient law individual (P) — Student capable understand example rules existing laws in society (P) — Student understand and realize example attitude obedient law (S) — Student capable behave and act in accordance with rules that apply in society (S) — Student capable compare behavior obedient law in society (K) — Student capable presenting example behavior obedient law (K)	Draft : Law, Behavior, Obedience, rules law (juridical) — Mark: Honesty, responsibility responsible, fair, respect others — Moral: related rights and responsibilities answer in internet usage — Norm: Legal norms, norms politeness, religious norms	ask answer, discussion group small	Infocus, mobile phone/laptop	Relevant books and articles related	Presentation scale attitude

Source: Analysis Author , 2024

From the findings in the field so developed a learning model for strengthen rights and responsibilities answer student in internet usage wise namely the VCTL (Value Clarification Technique Law) model which is based on the VCT (Value Clarification Technique) learning model with add draft *Law,* because writer see that now is the era of globalization based on technology that is capable penetrate space and time so that impact from influence technology that will erode values and morals of generations nation. For that the need a learning model where student own ability for capable filter, sort, determine good and bad values are reinforced with existence signs law so that in determine mark student no let go from existing rules, values that emerge within oneself student no again nature subjective and relative but mark the nature objective. This value will implement in behavior and actions, if happen violation to values the so in a way law will there is sanctions or punishment. Here hypothetical VCTL learning model in the Table 3.

Table 3. Hypothetical Value Clarification Technique of Law (VCTL) and Value Clarification Technique *(VCT)* Models

VCT Syntax	Description Activity	VCTL Syntax	Description Activity
Value (Select Value)	The teacher presents material lesson related moral dilemma about internet technology and students understand material and deepen as well as determine with free selected value from share existing value alternatives accompanied by with reason Why choose mark the	Value (Select Value)	The teacher delivers title the material to be discussed and provided task to student for seek and understand material the with a laptop, computer or mobile phone. Student start access the internet to look for explanation material (review) critical) in the process of accessing the internet for students ordered understand rights and responsibilities in the use of the internet as well as selected values and their actions
Clarification (Appreciation)	student with proud acknowledge and clarify mark his choice alone in front general (class) and feel happy and joyful with his choice the	Clarification (Appreciate)	After the students finished accessing the internet, teachers start submit question related material and understanding student about What only those who are allowed done in access the internet. After the students determine his choice, students ordered for convey his attitude to selected value along with the reason.
Technique (Act)	Student start act / behave in accordance with mark his choice as pattern behavior in demand	Technique (Act)	After delivering his choice and the teacher asked other students to respond to it. After hearing opinion from various students, teachers tell student for make reflection critical which includes change pattern thoughts, attitudes and actions.
-		*Law*	The teacher gives strict limits related attitude student in use of the internet (right and responsibilities) in the learning process passed, the attitude that must be done and attitudes that are not may done (prohibited).

Source : Analysis Author, 2024

Based on Table 4 can understood that there is addition syntax from the value clarification technique (VCT) learning model with development of the value clarification technique of law (CVTL) learning model. The VCT learning model only has 3 stages activity learning namely choose values, clarification and action. While the development of the VCTL learning model has 4 stages activity namely choose value, clarification, action and law. Developed syntax from this model is draft law because because writer see that now is the era of globalization based on technology that is capable penetrate space and time so that impact from influence technology that will erode values and morals of generations nation. For that the need a learning model where student own ability for filter, sort, determine good and bad values are reinforced with existence signs law so that in determine mark student no let go from existing rules, values that emerge within oneself student no again nature subjective and relative but mark the nature objective. This value will implement behavior and actions, if happen violation to values the so in a way law will there is sanctions or punishment.

Table 4. Scenario High School Class X Learning

Subject Matter	Indicator/ Objective Learning	VCTL Syntax	Activity Learning
Behavior Obedient Law	Student capable understand understanding behavior obedient law (P) Student capable identify examples behavior obedient law and behavior No obedient law in the environment school and society (P) Student capable understand the influencing factors behavior obedient law individual (P) Student capable understand example rules existing laws in society (P) Student understand and realize example attitude obedient law (S) Student capable behave and act in accordance with rules that apply in society (S) Student capable compare behavior obedient law in society (K) Student capable presenting example behavior obedient law (K)	Value (Select Value)	After opening lesson, teacher delivers the material to be discussed namely behavior obedient law. The teacher explains a little introduction related material. After that the teacher gave tasks and to student for seek and understand material that covers understanding behavior obedient laws and examples obedient behavior law as well as example inappropriate behavior obedient law via laptop, computer or mobile phone. Students start access the internet to look for explanation material (review) critical) in the process of accessing the internet, this is student requested for understand rights and responsibilities in the use of the internet as well as the values selected and the actions to be taken done in accordance with the values.
		Clarification (appreciation)	After the students finished accessing the internet, teachers start submit question about behavior yes law and understanding student about what only those who are allowed done in access the internet. After the students determine his choice, students ordered for convey his attitude to selected value along with the reason.
		Technique (act)	After delivering his choice and the teacher asked other students to respond to it. After hearing opinion from various students, teachers tell student or make reflection critical which includes change pattern thoughts, attitudes and actions after understand material my behavior obedient law.
		Law	After the teacher listens all statement students about attitudes and reasons them why choose values / attitudes said. If there is opposing attitudes / values with applicable rules and norms then the teacher gives strict limits about the right action done and actions that are not can done until students know and understand rights and responsibilities he answered in Internet usage smart.

Source: Analysis Author, 2024

4. Conclusion

Based on field findings and analysis writer that of course in student internet usage tend ignore rights and responsibilities the answer is. Enough lots students who do not know or choose option neutral from a number of existing statement carried so that need reinforcement mark from teacher to that's it important   developed the VCTL (Value Clarification Technique Law) learning model. This model is development from the VCT (value clarification technique) learning model which only consists of from 3 syllables namely: choosing value, clarify and act. Then developed become a VCTL learning model consisting of 4 syntax with add draft law. From the development of this VCTL model capable strengthen rights and responsibilities answer student in use internet technology in general wise. In one side student own freedom for access but on the other hand it is also limited for appreciate and respect other people's work.

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