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Concept of Value Education in the Digital Era: A Systematic Literature Review toward Sustainable Development Goals

Muhammad Alfi Syahrin¹, Waston², Mohamad Ali³, Mowafg Masuwd⁴, Andri Nirwana⁵, Benny Prasetya⁶

^{1,2,3,5}Faculty of Islamic Education, Universitas Muhammadiyah Surakarta Indonesia

⁴University of Zawia, Libya

^{1,6}Institute Ahmad Dahlan Probolinggo, Indonesia

¹alvinalsyahrin@gmail.com, ²was277@ums.ac.id, ³ma122@ums.ac.id,
⁴masuwd@zu.edu.ly, ⁵andri.nirwana@ums.ac.id, ⁶prasetyabenny@gmail.com

Abstract

Objective: This study aims to examine the main developments and emerging issues in value education in the digital era, particularly the role of technology in shaping students' moral and character development. **Theoretical framework:** This research is grounded in the concepts of value education, digital literacy, and technology integration in learning, emphasizing the role of teachers, educational policies, and technological systems in fostering character formation. **Literature review:** The literature review includes 154 scientific publications for the period 2022–2024 that review the relationship between technology and value education, in order to identify trends and relationships between developing concepts. **Method:** This study employs a Systematic Literature Review (SLR) approach, analyzing 154 scientific publications indexed in Scopus from 2022 to 2024. VOSviewer was used to identify research trends, map conceptual relationships, and analyze thematic clusters. **Results:** The findings reveal five main interconnected clusters: digital literacy, teacher roles, educational policies, educational technology systems, and character education. The system cluster highlights the role of technology in improving learning effectiveness and governance, while the policy cluster emphasizes the importance of adaptive and sustainable educational strategies. The teacher and digital literacy clusters demonstrate the central role of educators in integrating moral values into digital learning environments. Meanwhile, the character education cluster focuses on developing values such as responsibility, empathy, and integrity in the digital context. **Implications:** This study supports adaptive and inclusive value-based education aligned with the United Nations Sustainable Development Goals (SDGs). **Novelty:** This study offers a bibliometric mapping of value education in the digital era based on Scopus data.

Keywords: value education, digital era, digital literacy, character education, sdgs.

INTRODUCTION

Value education in the digital era has become one of the most crucial topics in contemporary education. The rapid development of digital technology has transformed various aspects of human life, including the ways moral, ethical, and character values are transmitted within educational systems. This transformation encourages educators and policymakers to utilize technology as an effective medium for delivering value-based education to younger generations. Technologies such as e-learning platforms, social media, and artificial intelligence provide new opportunities for value education to reach learners

in broader, more flexible, and contextual ways [1]–[4]. In this context, value education also plays a strategic role in supporting global educational agendas, particularly the United Nations Sustainable Development Goals (SDGs), especially Goal 4 on quality education, which emphasizes inclusive, equitable, and value-oriented learning.

However, a fundamental challenge remains regarding how digital technology can be integrated into educational processes without diminishing the essence of the values being taught. Additionally, there is a concern about how character education can remain relevant and resilient amidst globalization and digitalization, which often introduce complex ethical and moral dilemmas [5]–[10]. This challenge is closely linked to the broader mission of the SDGs, where education is expected not only to develop cognitive competencies but also to foster ethical awareness, social responsibility, and sustainable behavior among learners.

Previous studies have explored the integration of technology in value education, although their focus remains diverse and fragmented. These studies indicate that educators' readiness is a key factor in implementing technology-based education policies, with teachers' digital literacy being a primary determinant of successful value transmission. Digital literacy, in this context, encompasses not only technical skills but also the ability to promote ethical awareness, responsible technology use, and moral reasoning in the digital environment. The avoidance of plagiarism and the ethical use of digital resources are increasingly recognized as essential components of value education. Furthermore, technology-based creative learning approaches are considered effective in conveying moral values in more innovative and contextual ways [11]–[16]. These competencies are also aligned with the SDGs' emphasis on lifelong learning and the development of responsible global citizens.

Moreover, several studies highlight the importance of integrating local wisdom into value education. Character education rooted in local cultural values, when combined with digital technology, provides contextual relevance for learners across diverse cultural settings. Values such as responsibility, empathy, and integrity can be effectively delivered through interactive digital modules, enhancing student engagement and participation in meaningful learning processes [16]–[20]. This approach resonates with the SDGs' principle of cultural inclusivity and sustainability, ensuring that global educational transformation does not neglect local identities and wisdom.

In addition to the role of educators and digital literacy, education policy plays a significant role in ensuring the success of value education in the digital era. Effective policies should prioritize moral and ethical development alongside technological advancement. Comprehensive educational policies must include continuous professional development for teachers, enabling them to integrate digital tools with value-based pedagogies effectively. Strengthening educational governance is therefore essential to ensure that value education contributes to broader societal goals, including sustainable development and social cohesion, as envisioned in the SDGs [21]–[24].

Although previous studies have contributed significantly to understanding the relationship between technology and value education, several limitations remain. Many studies focus on specific geographical contexts or lack systematic analytical approaches. Therefore, a Systematic Literature Review (SLR) using VOSviewer is necessary to analyze trends and relationships among emerging concepts in value education within the digital era. This approach enables a comprehensive mapping of research developments and provides new insights into how technology can support inclusive, adaptive, and sustainable character education in line with global development agendas [25]–[27].

Based on this background, this study aims to address several key questions: (1) What are the dominant themes or trends in value education research in the digital era? (2) What relationships exist among the main concepts in this field? (3) What are the implications of technological developments for value education, particularly in supporting sustainable development? This study employs a Systematic Literature Review (SLR) approach using

VOSviewer to analyze conceptual maps and research trends. The main contribution of this research is to provide a comprehensive overview of value education development in the digital era, identify key thematic patterns, and offer a conceptual foundation for future research. Ultimately, this study is expected to serve as a reference for academics, educators, and policymakers in designing value education strategies that are adaptive, relevant, and aligned with the Sustainable Development Goals (SDGs).

LITERATURE REVIEW

The integration of moral, ethical, and cultural values with the advancement of digital technology has positioned value education in the digital era as a critical area of study in contemporary educational research. Broadly, scholars have focused on two primary dimensions: (1) the integration of technology into value education, and (2) the role of educators in delivering value-based instruction through digital platforms. Technological developments have enabled the emergence of new, adaptive, and inclusive models of value education, expanding access and enhancing the relevance of moral learning across diverse multicultural and global contexts. These developments are closely aligned with the global education agenda promoted by the United Nations Sustainable Development Goals (SDGs), particularly in fostering inclusive, equitable, and quality education that integrates cognitive and ethical dimensions [25]–[27].

In the digital age, the concept of digital ethics has become increasingly significant in shaping learners' character. Digital ethics encompasses media literacy, responsible technology use, and academic integrity, including the avoidance of plagiarism. Recent studies emphasize that technology-based learning environments, such as learning management systems and online collaboration platforms, can effectively promote values such as responsibility, discipline, and teamwork through interactive and transparent learning processes [28]–[31]. These competencies are essential in preparing learners not only as digitally literate individuals but also as responsible global citizens, which is a core objective of the SDGs.

Furthermore, contemporary research highlights the importance of incorporating local wisdom into digital character education. Integrating indigenous cultural values with digital technology enhances the contextual relevance and sustainability of value education. In increasingly globalized learning environments, cross-cultural approaches to moral education are considered vital for addressing diverse learner needs. Scholars argue that fostering students' moral communication skills through digital interaction can strengthen awareness of ethical, cultural, and national values [32], [33]. This perspective supports the SDGs' emphasis on cultural diversity, social inclusion, and sustainable development through education.

The experience of online learning during the COVID-19 pandemic further revealed both the opportunities and limitations of digital value education. While digital platforms enabled continuity of learning, they also exposed significant challenges related to infrastructure, teacher readiness, and equitable access. Several studies suggest that integrating digital literacy, critical thinking, and sustainability-oriented values can provide a strong foundation for addressing global challenges such as social inequality and environmental responsibility [34]–[36]. These findings reinforce the role of value education in contributing to broader sustainable development outcomes.

Teachers play a pivotal role in the successful implementation of value education in the digital era. Their ethical competence and digital preparedness significantly influence the effectiveness of value-based instruction. Research indicates that teachers' digital literacy extends beyond technical skills to include the ability to design and deliver ethically grounded content. Effective value-oriented digital learning requires teachers to possess strong pedagogical strategies, creativity, and

communication skills [37], [38]. In line with the SDGs, particularly the emphasis on quality education and lifelong learning, continuous professional development is essential to equip educators with the competencies needed to integrate moral values into digital learning environments.

Systemic professional development initiatives are widely recommended to support teachers in adopting value-based digital pedagogies. Training programs that focus on interactive learning platforms, feedback-based assessment, and sustainability-integrated pedagogy are considered crucial for maintaining the relevance of value education in a rapidly evolving technological landscape [39], [40]. Moreover, policy-oriented research emphasizes the need for educational reforms that align value education objectives with digital transformation agendas. These reforms should ensure that technological advancement does not overshadow the humanistic and ethical dimensions of education, particularly in the context of increasing reliance on artificial intelligence.

Despite these significant advancements, existing studies still reveal important gaps. Much of the current research tends to focus either on the technical integration of technology or on isolated pedagogical practices, without adopting a holistic perspective that integrates character development, emotional intelligence, and value education within authentic digital contexts. Additionally, there remains limited exploration of interdisciplinary approaches that bridge Western and Islamic philosophical perspectives in understanding value education.

Therefore, this study seeks to address these gaps by proposing an integrated framework of value education that combines technological innovation with culturally grounded and context-sensitive pedagogies. By doing so, this research contributes to reimagining character education for the digital generation, aligning it with the broader vision of sustainable, inclusive, and value-oriented education as promoted by the Sustainable Development Goals (SDGs).

METHODOLOGY

The objective of this research is to systematically review and critically evaluate scholarly publications related to value education in the digital era. This study aims to identify key trends, conceptual developments, and emerging patterns while providing a structured analytical framework that contributes to future research. In addition, this review is positioned within the broader context of global education development, particularly its relevance to the United Nations Sustainable Development Goals (SDGs), especially in promoting inclusive, equitable, and value-oriented education.

This research employs a Systematic Literature Review (SLR) approach to ensure methodological rigor, transparency, and reproducibility. The Scopus database was selected as the primary data source due to its comprehensive coverage of high-quality and peer-reviewed international publications. The review focuses on recent studies published between 2022 and 2024 to capture the latest developments in the field. The research process began with a structured search using the primary keyword “values education in the digital era”, along with related terms such as “digital literacy,” “character education,” and “educational technology.” This initial search yielded 620 articles. The selection process followed a systematic filtering procedure adapted from standard SLR protocols, consisting of three main stages: (1) identification, (2) screening and eligibility verification, and (3) data analysis and thematic mapping [25]–[27].

At this stage, articles were identified based on predefined search queries applied to the Scopus database. The search strategy was designed to capture studies explicitly addressing value education within digital contexts. Unlike preliminary exploratory searches, only relevant keywords directly related to value education were retained to ensure conceptual consistency and avoid bias.

The second stage involved refining the dataset by applying inclusion and exclusion criteria. The inclusion criteria consisted of: (1) publications within the field of social sciences and education, (2) document type limited to peer-reviewed journal articles, (3) final publication stage, and (4) English-language publications. Articles that were not directly related to value education or lacked relevance to the digital context were excluded. Through this rigorous filtering process, the dataset was reduced from 620 to 154 articles that met the established criteria.

The final dataset of 154 articles was analyzed using VOSviewer software to identify thematic clusters, conceptual relationships, and research trends. Bibliometric mapping techniques, including co-occurrence and network analysis, were employed to visualize the structure of research topics and their interconnections. This analytical approach allows for a comprehensive understanding of how value education in the digital era is evolving and how its key dimensions relate to broader educational and societal goals.

Furthermore, the analytical framework of this study considers the alignment of identified themes with the principles of sustainable development, particularly in fostering ethical awareness, digital responsibility, and inclusive education systems. By integrating bibliometric analysis with a sustainability perspective, this methodology not only maps the existing body of knowledge but also highlights its relevance to global educational transformation agendas, including the SDGs. The results of this systematic review provide a robust foundation for understanding the development of value education in the digital era and offer insights into how future research and educational practices can contribute to sustainable, inclusive, and value-driven learning environments [25]–[27].

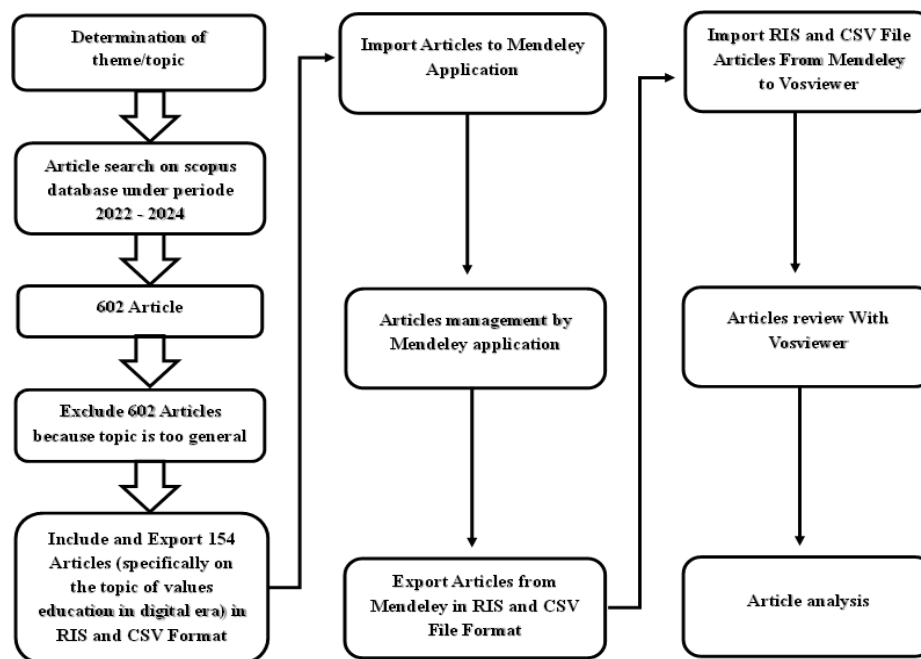


Figure 1. Research Flow

RESULTS AND DISCUSSION

Publications and Lead Authors

The article on the topic “Values education in the digital era” shows a trend that continues to increase every year. The image shows that from 2022 to 2024, there was a significant increase in the number of articles published. In 2022, the number of articles published was 30, increasing to 60 articles in 2023, and reaching 90 articles in 2024. This shows the growing interest in this topic among researchers.

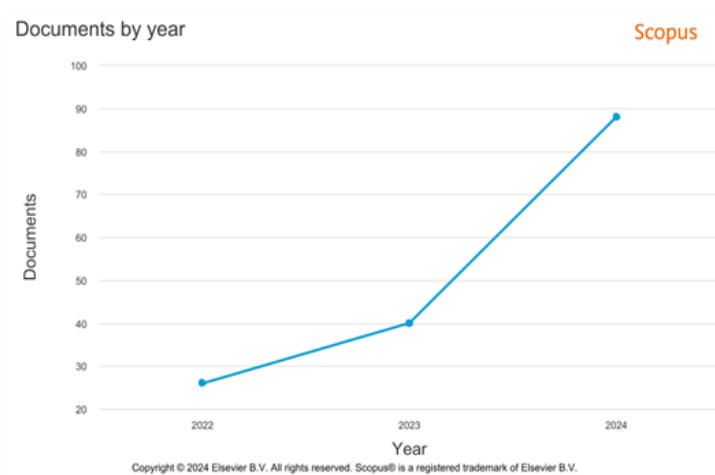


Figure 2. Documents by Year

Based on Scopus data, the figure illustrates the trajectory of document releases from 2022 to 2024, demonstrating a consistent rise in the quantity of published papers. A little increase in research effort is reflected in the number of documents, which starts at about 30 in 2022 and grows to about 40 in 2023. Nonetheless, there is a notable uptick in 2024, when there are more than 90 documents.

This dramatic rise points to a greater level of interest in or output from the field's study, which may be fueled by new funding sources, developing subjects, or enhanced scholarly cooperation. Delays in publication or the rise in publications and conferences devoted to this field of study could potentially be the cause of the 2024 increase. Overall, the graph shows that the subject is becoming more well-known, with the field gaining traction and drawing increasing academic interest with time.

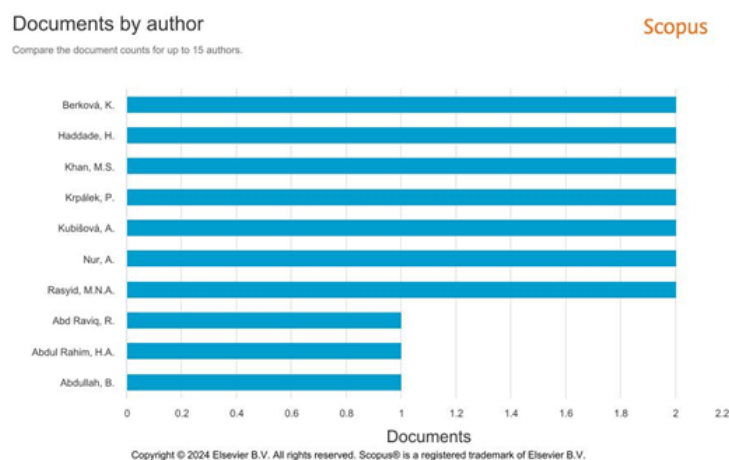


Figure 3. Documents by Author

Figure 3 showed the number of documents by author as reported in Scopus is shown in the figure. Berková, K., is the most productive contributor with two papers, followed by Haddade, H., and Khan, M.S., who each contributed 1.8 documents. With 1.6 documents apiece, Králpek, P., and Kubíková, A. are two other noteworthy authors. Nur, A., Rasyid, M.N.A., Ad Ravi, R., Abdul Rahim, H.A., and Abdullah, B. are among the other authors who each have roughly one document. Berková, K., stands out as the leader among the small group of extremely productive researchers shown in this distribution. It implies a narrow field of study where a small number of writers dominate, while others make minor contributions [41]–[44].

Data Analysis of Education Values in the Digital Era Based on Clusters and Relationships Between Concepts

The results of the bibliometric analysis reveal that the five major clusters are highly interconnected and collectively contribute to the development of a modern education system in the digital era. These clusters reflect a multidimensional framework in which technological, pedagogical, and policy-related elements interact to shape value education in contemporary contexts.

The first cluster, which centers on technology and educational systems, is characterized by dominant keywords such as system, change, performance, algorithm, and digital leadership, encompassing a total of 17 themes. This cluster highlights the critical role of technological integration in building education systems that are efficient, transparent, and adaptive to ongoing societal changes. Emerging technologies such as blockchain and algorithm-based systems contribute to improving educational governance, enabling more objective, data-driven, and accountable assessment processes [45]–[47].

Furthermore, digital leadership is identified as a key driver in facilitating the effective integration of technology within educational management. The presence of advanced technological infrastructure also supports innovation in teaching and learning processes, including its application in diverse domains such as physical education and performance-based learning. From a broader perspective, this cluster aligns with global efforts to develop resilient and inclusive education systems, as emphasized by the United Nations Sustainable Development Goals (SDGs), particularly in promoting quality education supported by effective institutional governance and technological innovation.

The second cluster focuses on education policy and strategic frameworks, consisting of 11 themes dominated by keywords such as strategy, policy, integration, and sustainability. This cluster underscores the importance of well-structured and forward-looking policies in supporting the implementation of inclusive, equitable, and sustainable education systems. The findings indicate that educators' readiness, especially teachers' competencies, plays a central role in ensuring the successful implementation of technology-based education policies.

In addition, this cluster highlights the necessity of adaptive, creative, and collaborative strategies to address the rapidly evolving demands of the digital era. The synergy between global educational agendas and local policy contexts emerges as a critical factor in achieving effective and context-sensitive implementation of educational technologies. This alignment is particularly relevant in the context of sustainable development, where policies must not only facilitate technological advancement but also ensure that education contributes to social inclusion, ethical development, and long-term sustainability.

Overall, the interaction between technological systems and policy strategies demonstrates that the transformation of value education in the digital era requires a holistic approach. Effective integration depends on the alignment between infrastructure, governance, and human capacity, ensuring that technological innovation is guided by ethical principles and sustainability-oriented objectives [48]–[50].

Table 1. Concept Clusters and Their Associated Terms in the Research Dataset

Cluster	Concept cluster	Total
Cluster 1	System, change, performance, algorithm, application, order, content, digital leadership, blockchain, education governance, physical education, mean value, score, difference, construction, point, college student.	17
Cluster 2	Strategy, program, integration, industry, society, opportunity, term, sustainability, policy, social media, Indonesia.	11

Cluster 3	Country, factor, COVID, digital transformation, stakeholder, higher education institution, world, online learning, intention, service, Malaysia.	13
Cluster 4	Teacher, experience, digital literacy, distance education, age, ability, career, difference, college student, correlation.	10
Cluster 5	Character education, medium, child, education governance, order, outcome.	6

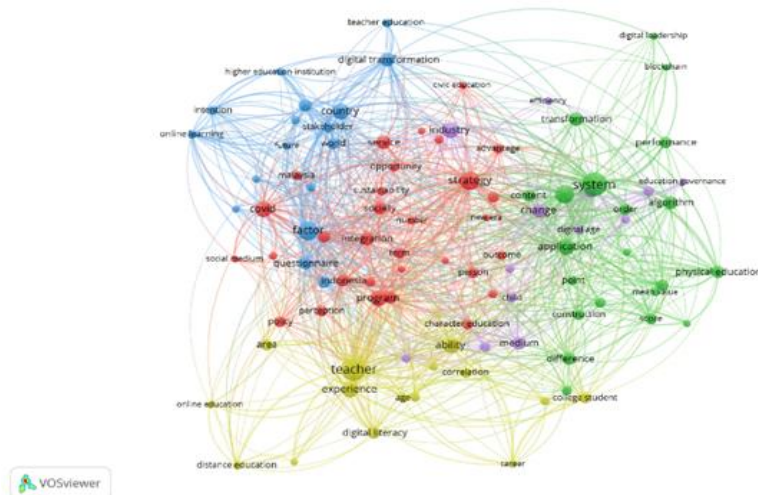


Figure 4. Co-Occurrence Network Analysis

Furthermore, digital transformation and global pandemic response are the focus of the third cluster, which consists of 10 themes with keywords such as COVID-19, digital transformation, higher education institutions, and online learning. This cluster shows how the COVID-19 pandemic has acted as a catalyst that accelerates the implementation of technology in the education system, especially at the higher education level. A researcher noted that online learning is the main solution during the pandemic, with student satisfaction levels highly dependent on technological readiness and adaptive learning methods. Another researcher added that digital leadership plays a significant role in ensuring the sustainability of education during these transition periods. This transformation allows education to become more inclusive and flexible, reaching a wider audience without being limited by space and time. Studies showed that the integration of technology during the pandemic accelerated the implementation of adaptive learning algorithms to meet the needs of students [51]–[53].

The fourth cluster discusses teachers' digital literacy and distance education, with a total of 10 themes that revolve around keywords such as teacher, experience, digital literacy, and distance education. The focus of this cluster is on teacher capacity building as a key element in the implementation of distance education technology. Research emphasized that teachers' digital literacy skills are a determining factor for the success of technology-based education. Teachers who have qualified digital literacy skills can integrate technology-based teaching methods with essential educational values. Meanwhile, the research highlights the experiences of teachers and students in digital literacy that have succeeded in creating effective and quality distance learning. Good digital literacy allows teachers not only to overcome technical challenges but also to develop innovative teaching methods that can increase student participation. The importance of intensive training for teachers to improve their competence in using artificial intelligence-based technology [54]–[57].

Finally, the fifth cluster focuses on character education and educational governance, which includes 6 themes with dominant keywords such as character education, medium,

child, and outcome. This cluster emphasizes the importance of character education in forming a generation with integrity and strong moral values. The researcher explained that character education must be supported by good and systematic education governance so that it can be implemented effectively. In the context of the digital age, character education can be integrated with technology to ensure that moral values such as integrity, honesty, and responsibility can be taught consistently. Good governance ensures that character education is not only a formal part of the curriculum but also embedded in everyday educational practices [58]–[60].

The study emphasized that locally-based technology can enrich the teaching of character values, while adding that digital platforms can be used to simulate situations that train students' responsibilities [61]. These five clusters illustrate how technology, strategic policies, digital literacy, and character education form a more adaptive and sustainable education system. The relationship between the concepts shows that digital technology not only serves as an auxiliary tool but also as a key catalyst in the transformation of education towards a more inclusive, innovative, and competitive direction.

Dominant themes in the study of Values Education in the Digital Era

Based on the results of bibliometric analysis using VOSviewer, several dominant themes were identified that exhibit strong interconnections in shaping the development of value education in the digital era. The identification of these themes aims to map the most frequently discussed concepts in prior research, thereby providing a clearer and more focused understanding of the field. The visualization further illustrates the distribution and intensity of these themes, where brighter color gradients (e.g., yellow) indicate higher frequency and centrality within the research network [62]–[65].

The findings reveal that the themes of system, strategy, and teacher constitute the core pillars of value education discourse in the digital context. Among these, the concept of system appears as the most dominant and central node, reflecting the primary focus on the development of technology-based educational infrastructures. In this context, the system refers not only to digital platforms and tools but also to the broader institutional and organizational frameworks that support efficient, transparent, and adaptive education systems.

The prominence of this theme highlights the growing importance of integrating advanced technologies such as blockchain, algorithmic systems, and data-driven platforms into educational governance and learning processes. These technologies contribute to enhancing accountability, objectivity, and performance measurement within education systems. Moreover, digital leadership emerges as a critical factor in ensuring that such technological systems are effectively implemented and aligned with educational goals.

From a broader analytical perspective, the centrality of the system theme reflects global efforts to modernize education systems in response to rapid technological change. This transformation is closely aligned with the priorities of the United Nations Sustainable Development Goals (SDGs), particularly in promoting inclusive, equitable, and high-quality education supported by resilient and innovative infrastructures.

Furthermore, the strong interconnection between system, strategy, and teacher indicates that technological advancement alone is insufficient without strategic direction and human capacity. The strategy theme emphasizes the importance of policy planning and implementation frameworks that guide the integration of technology in education. Meanwhile, the teacher theme underscores the role of educators as key agents in translating technological potential into meaningful value-based learning experiences.

Overall, the dominance and interrelation of these themes suggest that value education in the digital era requires a holistic and integrated approach. The effectiveness of such an approach depends on the alignment between technological systems, strategic policies, and

Over time, the focus shifted toward broader themes, including educational strategy, teacher digital literacy, and the development of education systems. This shift is reflected in the increasing prominence of keywords such as strategy, integration, and teacher. The concept of system appears as a central element, highlighting the importance of building technology-based education systems that support efficiency, transparency, and effective management.

In the most recent period (2023.8), the dominant themes include digital literacy, distance education, and character education. This indicates a growing awareness of the need to balance technological advancement with the development of students' moral values and character. Studies show that the effectiveness of digital learning depends not only on technology but also on teacher readiness and innovative pedagogical approaches [67],[68].

These trends reflect a broader shift in educational research from focusing on emergency responses during the pandemic to emphasizing long-term transformation in education. The relationship between system, strategy, and teacher forms a simple but important framework: technology provides the infrastructure, policy provides direction, and teachers ensure implementation. This combination is essential for creating education systems that are adaptive, inclusive, and value-oriented.

From a wider perspective, these developments are aligned with global educational priorities promoted by the United Nations Sustainable Development Goals (SDGs), particularly in ensuring quality, inclusive, and sustainable education. Therefore, the findings suggest that successful digital transformation in education requires not only technological innovation but also strong policies, continuous teacher development, and a consistent focus on character education as a foundation for future generations [69],[70].

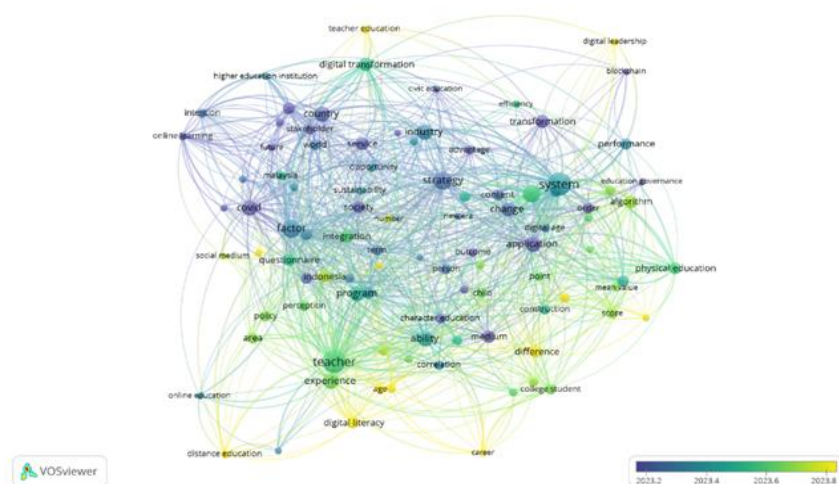


Figure 6. Keyword Network on Digital Transformation in Education

Based on data analysis using VOSviewer software, the results of co-authoring showed that there was a strong collaboration among several authors. This visualization features a network of co-authorship, where each node represents an author, while the lines connecting nodes show the level of their collaboration in scientific publications. Line thickness indicates how often two authors collaborate, while node size reflects the number of publications or the author's connection to other peers.

The authors with the highest relevance in this analysis include Samsudin S., Muslim A.B., Hamied F.A., Gaffar M.F., and Asuan M.E., with the highest number of co-authorships reaching 18 for the author Samsudin S. These authors have a central position in the collaborative network, signalling their important role in driving joint publications in related fields of study, such as digital transformation, technology-based education, and education management [71],[72].

This collaboration between the authors not only demonstrates scientific productivity but also reflects the importance of joint research in solving complex topics such as digital literacy, education policy, and strengthening technology-based education systems [73]. This collaborative research supports studies such as those conducted on the effectiveness of online learning and on the readiness of educators to face the digital era [74]. In addition, collaborative studies like these often result in more comprehensive multidisciplinary studies, allowing for the exploration of topics from a variety of academic perspectives.

Through this visualization, it can be seen that collaboration between researchers is very important in the development of science. This co-authorship network shows that educational research in the digital age involves the contributions of various authors with different backgrounds, who together drive innovation in the transformation of global education.

Discussion

The findings of this study provide important insights into the development of value education in the digital era. By employing a Systematic Literature Review (SLR) and utilizing VOSviewer to analyze 154 articles published between 2022 and 2024, this study identifies significant trends and relationships among key themes in technology-based value education. One of the main findings is the identification of five interrelated clusters: digital literacy, teacher roles, policy strategies, educational technology systems, and character education. These clusters represent the fundamental components of a modern education system that integrates technological advancement with value-based learning. The system cluster highlights the role of digital technologies such as algorithms and blockchain in enhancing efficiency, transparency, and governance in education systems. This indicates that technology is not only a supporting tool but also a structural element in educational transformation.

The strategy cluster emphasizes the importance of adaptive and sustainable educational policies. The findings suggest that the success of value education in digital contexts depends on well-designed policy frameworks that promote collaboration among stakeholders. Such policies must go beyond technical implementation and incorporate ethical and moral dimensions to ensure long-term sustainability. This aligns with broader global educational agendas, particularly those promoted by the United Nations Sustainable Development Goals (SDGs), which stress the importance of inclusive, equitable, and quality education.

Furthermore, the teacher and digital literacy clusters highlight the central role of educators in implementing value-based digital learning. Teachers' readiness and digital competence significantly influence the effectiveness of online learning environments. The ability to integrate technology with moral and pedagogical values enhances student engagement and learning outcomes [75]. This finding reinforces the importance of continuous professional development to equip teachers with both technical and ethical competencies.

The character education cluster underscores the importance of values such as responsibility, integrity, and empathy in digital learning environments. In this context, technology serves not only as a medium for knowledge delivery but also as a platform for fostering ethical awareness and social responsibility. This perspective supports the development of learners who are not only academically competent but also morally grounded.

In addition, the findings reveal that the COVID-19 pandemic acted as a catalyst for accelerating digital transformation in education. The rapid shift to online learning increased accessibility and flexibility, but also exposed challenges related to infrastructure and teacher preparedness [76],[77], [78]. These challenges highlight the need for sustainable strategies that integrate technology with human capacity development.

From a policy perspective, this study emphasizes the importance of aligning technological innovation with educational values. Continuous teacher training, supportive policy frameworks, and ethical integration of technology are essential to ensure that digital transformation contributes positively to value education. The interconnection between the five clusters system, strategy, teacher, digital literacy, and character education demonstrates the need for a holistic approach in building sustainable and inclusive education systems [79], [80].

Moreover, the analysis of co-authorship networks indicates strong collaboration among researchers, reflecting the interdisciplinary nature of this field. Such collaboration is crucial in addressing complex challenges in value education, particularly in the context of rapid technological change. In conclusion, this study highlights that value education in the digital era requires a balanced integration of technology, policy, and human capacity. It also emphasizes the importance of aligning educational practices with global development goals, particularly the SDGs. Future research should expand data sources and incorporate empirical approaches to provide deeper insights into the practical implementation of value education across diverse contexts.

CONCLUSION

This study explores the main trends and conceptual developments in value education in the digital era using a Systematic Literature Review (SLR) approach supported by VOSviewer analysis. The findings reveal that five key themes, system, strategy, teacher, digital literacy, and character education, are closely interconnected and form the foundation of technology-based value education. The results highlight that technology plays a significant role in expanding access and improving the effectiveness of value education. However, its successful implementation depends on the alignment between technological systems, strategic policies, teacher readiness, and the integration of moral values within digital learning environments. This study demonstrates that value education in the digital era requires a balanced and holistic approach that combines technological innovation with ethical and pedagogical considerations. From a broader perspective, these findings contribute to global educational priorities, particularly those promoted by the United Nations Sustainable Development Goals (SDGs), by emphasizing the importance of inclusive, equitable, and value-oriented education systems. The study provides a conceptual basis for academics, educators, and policymakers to design adaptive, innovative, and sustainable strategies for implementing value education in the digital age. Despite these contributions, this study has several limitations. The data were limited to publications indexed in the Scopus database within the 2022–2024 period, and the analysis did not include empirical validation. Therefore, future research is recommended to expand data sources, incorporate empirical and field-based methods, and further examine the practical implementation of technology in value education across diverse contexts. Overall, this study underscores the importance of integrating technology, policy, and human capacity to support the development of value education that is relevant, sustainable, and responsive to the challenges of the digital era.

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Author Contribution

Muhammad Alfi Syahrin conceptualized and drafted the study. Waston, Mohamad Ali, Mowafg Masuwd, Andri Nirwana, and Benny Prasetya contributed to analysis, validation, review, interpretation, and manuscript refinement.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this article. All authors approved the final manuscript and affirm the integrity and objectivity of research.

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