



Political education and the formation of revolutionary ideals among Vietnamese students in the digital age: The role of national cultural values and digital information evaluation competence

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Received 8 Aug 2026; Accepted 17 Sep 2026; Published 1 Oct 2026

DOI: <https://doi.org/10.64171/JSRD.5.4.1-9>

Abstract

This study examines the relationship between political education and the formation of revolutionary ideals among Vietnamese students in the digital age, while considering the roles of national cultural values and digital information evaluation competence in this process. The study combines document analysis with a quantitative survey of 227 administrators, lecturers, and students from eight universities in Vietnam using a five-point Likert scale. Data were analyzed using descriptive statistics, mean scores, standard deviations (SD), Cronbach's alpha reliability testing, factor analysis, and other appropriate statistical techniques. The findings indicate that political education plays a discernible role in shaping students' awareness, social responsibility, and commitment to contributing to society; national cultural values help strengthen the connection between individual development and responsibility toward the community and the country. Digital information evaluation competence, however, remains an area requiring further development, particularly in source verification, evidence cross-checking, and the identification of unreliable information. The study proposes integrating political education, national cultural values education, and digital information competence within higher education to support the formation of students' revolutionary ideals in the digital context.

Keywords: Political education, Revolutionary ideals, National cultural values, Digital information evaluation competence, Vietnamese students

1. Introduction

Political education for students is concerned not only with transmitting knowledge of political systems, history, or political doctrines, but also with the process through which learners develop value systems, a sense of social responsibility, and an orientation toward contributing to the community and the country. Within Vietnamese higher education, this issue assumes particular significance because students are both recipients of knowledge and members of a young intellectual force participating in increasingly rapid economic, social, and technological transformations. From a policy perspective, the education of ideals, ethics, and lifestyles among younger generations has been identified as a long-term task in *Directive No. 42-CT/TW of the Secretariat* (2015) [18]. The *Documents of the 13th National Congress* likewise continue to emphasize human development, the aspiration for national development, and the promotion of Vietnamese cultural values and human strengths (*Communist Party of Vietnam*, 2021) [2]. In more recent discussions concerning younger generations, responsibility, aspirations for contribution, and the capacity to shape their own future continue to be considered in relation to the country's development requirements in a new stage (*Tô Lâm*, 2025) [21].

The digital context, however, is making the formation of students' political awareness and value systems increasingly

complex. Students now encounter multiple sources of knowledge, perspectives, and interpretations of social issues simultaneously through digital platforms. This expands opportunities for access to information but also places greater demands on learners' capacity to analyze, cross-check, and assess the reliability of the content they receive. The effectiveness of political education can therefore hardly be examined solely through curriculum content or the extent to which knowledge is retained; attention also needs to be given to students' capacity to translate political knowledge into values, beliefs, social responsibility, and orientations for action. *Resolution No. 35-NQ/TW* also indicates that the information environment and ideological life constitute domains requiring particular attention under contemporary conditions (*Politburo*, 2018) [15].

Existing studies have provided important foundations for this approach. Some studies focus on renewing the research and teaching of *Marxism–Leninism* at universities, thereby identifying new requirements for the content and methods of political education (Luongngoc *et al.*, 2022; Thanh *et al.*, 2023) [9, 20]. Another strand of research emphasizes the role of traditional culture in fostering patriotism, identity, and social responsibility. Hong (2022) [5] regards education in traditional cultural values as an important foundation for patriotic education, while Handayani *et al.* (2023) [3] demonstrate that

local cultural values can contribute to the formation of patriotic characteristics among learners. In the Vietnamese context, education in national cultural values continues to be regarded as a meaningful component of students' comprehensive development and of maintaining the connection between education and cultural identity (Loan *et al.*, 2024; Van, 2024; Van & Hong, 2025) ^[7, 24, 23]. *Nguyễn Thị Hằng* (2024) ^[13] likewise emphasizes the need to strengthen education in traditional moral values for students amid transformations in social life.

Notably, recent discussions have begun to situate students' value systems within the context of new development conditions and the digital environment. *Trịnh Thị Hạnh et al.* (2025) ^[22] argue that the development of students' cultural value systems needs to be aligned with the requirements of national development in the new period, while *Lê Thị Thu Phương* (2025) ^[6] approaches Vietnamese cultural and human value systems from the perspective of the digital context. These studies broaden the understanding of values education, yet there remains scope for clarifying the relationships among political education, national cultural values, digital information evaluation competence, and the formation of students' revolutionary ideals within a single analytical framework.

Against this background, the present study approaches revolutionary ideals not as a concept reflecting political awareness alone, but as a construct encompassing value orientation, civic responsibility, commitment to contribution, and dispositions toward social action. The study focuses on analyzing the relationship between political education and the formation of revolutionary ideals among Vietnamese students, while examining the roles of national cultural values and digital information evaluation competence in this process. This approach is expected to extend research on political education beyond a content-transmission model toward an analysis of the mechanisms through which learners' values and competencies are formed within the digital environment.

2. Literature review

2.1. Assessment of previous research

Research on political education and the formation of students' ideals in Vietnam can be identified along three principal strands: political and political theory education; education in cultural values, patriotism, and social responsibility; and emerging requirements for values education in the digital context. These strands are closely related, although most have been developed relatively independently.

First, with regard to political education, policy documents have established a relatively clear role for the education of ideals, ethics, and lifestyles among younger generations. *Directive No. 42-CT/TW* places the education of revolutionary ideals, ethics, and cultural lifestyles within a long-term orientation for Vietnamese youth (*Secretariat*, 2015) ^[18]. The *Documents of the 13th National Congress* continue to associate human development with fostering aspirations for national development, a sense of responsibility, and the strength of national culture (*Communist Party of Vietnam*, 2021) ^[2]. From another perspective, *Resolution No. 35-NQ/TW* indicates that

the information environment and ideological sphere have become increasingly significant to the formation of political awareness in contemporary society (*Politburo*, 2018) ^[15]. These orientations provide a policy foundation for approaching political education not simply as the transmission of knowledge, but as a process related to the formation of learners' beliefs, values, and social responsibility.

Within higher education research, *Luongngoc et al.* (2022) ^[9] focus on the requirements, difficulties, and solutions associated with the research and teaching of *Marxism–Leninism* at universities. *Thanh et al.* (2023) ^[20] likewise examine education in *Marxism–Leninism* and its application in the Vietnamese context. These studies contribute to identifying the position of political theory education and the requirements for renewing teaching content and methods, while suggesting that political education in higher education needs to adapt to changes in learners and the social environment. Their primary focus, however, remains on teaching content and practices rather than on empirically examining the mechanisms through which political education is translated into students' value systems and orientations for action.

The second strand of research emphasizes the role of national cultural values in shaping patriotism and learners' character. *Hong* (2022) ^[5] relates patriotic education to education in traditional cultural values, suggesting that culture can serve as a value foundation for civic education. In a different context, *Handayani et al.* (2023) ^[3] show that the preservation of local cultural values is associated with the formation of patriotic characteristics among students. For Vietnamese students, *Nguyễn Thị Hằng* (2024) ^[13] emphasizes the need to educate students in traditional moral values amid changes in social life. *Loan et al.* (2024) ^[7] approach education in traditional cultural values through world cultural heritage and connect this process with education for sustainable development. *Van* (2024) ^[24] further situates education in national cultural values within the relationship between cultural construction and development, while *Van and Hong* (2025) ^[23] analyze the significance of patriotism for students' comprehensive education. Taken together, this body of research suggests that cultural values are not merely content to be preserved; they can also function as educational resources contributing to the formation of identity, responsibility, and social cohesion.

The third strand has become more visible in recent studies that situate the value systems of young people and students within new development conditions. *Trịnh Thị Hạnh et al.* (2025) ^[22] approach the development of students' cultural value systems in relation to the country's development requirements in the new period. This approach broadens the issue from the preservation of traditional values to young people's capacity to select, receive, and internalize values amid rapid changes in the social environment. This is particularly noteworthy as students increasingly encounter political, cultural, and social information through digital platforms rather than solely through formal educational channels.

The preceding findings suggest that the existing literature has provided a relatively clear account of three components: the role of political education; the significance of national cultural

values; and the need to cultivate patriotism and civic responsibility among students. These components, however, have largely been examined as parallel themes. Their interrelationships within a unified explanatory model remain insufficiently articulated in the body of literature reviewed.

2.2. Research gaps and research direction

The first gap concerns the mechanism of influence. Many studies affirm or analyze the roles of political education, traditional culture, and patriotism, but have not clarified whether political education directly influences students' revolutionary ideals or operates through the internalization of national cultural values. National cultural values therefore need to be considered not only as educational content but also as a variable capable of explaining the transformation of political knowledge into value orientations and action.

The second gap concerns the digital environment. Although students currently receive large volumes of information from social media and online platforms, the literature reviewed has not clearly integrated the capacity to evaluate sources, verify information, distinguish evidence-based arguments, and select reliable content into models of political education. Accordingly, *digital information evaluation competence* needs to be approached as an intermediary competence or enabling condition that allows students to engage actively with multidimensional political and social content.

The third gap concerns research methodology. A substantial proportion of the literature relies on theoretical analysis, policy orientations, or proposed solutions. What remains limited is empirical research capable of simultaneously measuring political education, national cultural values, digital information evaluation competence, and revolutionary ideals within a single model.

Accordingly, this study develops an analytical framework in which political education is treated as an input factor, revolutionary ideals as the outcome to be explained, and national cultural values and digital information evaluation competence as potential mechanisms linking education with students' awareness, responsibility, and orientations for action. This approach shifts the research focus from describing "what is taught" toward explaining "how education exerts its influence" under conditions in which learning and social life are increasingly digitalized.

3. Research methodology

The study employs a combined approach involving document analysis and a cross-sectional quantitative survey to examine the relationships among political education, national cultural values, digital information evaluation competence, and the formation of revolutionary ideals among Vietnamese students. First, document analysis was used to systematize theoretical perspectives, policy documents, and previous research concerning political education, values education, patriotism, revolutionary ideals, and information-reception competence in digital environments. The synthesis of these materials provided the basis for identifying the research constructs, developing indicators, and designing the questionnaire.

The quantitative component involved a survey of 227 administrators, lecturers, and students at higher education institutions. The questionnaire employed a five-point Likert scale, where 1 = *Strongly disagree*, 2 = *Disagree*, 3 = *Undecided/Neutral*, 4 = *Agree*, and 5 = *Strongly agree*. The questionnaire focused on four principal groups of variables: (1) political education; (2) national cultural values; (3) digital information evaluation competence; and (4) students' revolutionary ideals. The indicators were formulated to measure perceptions, values, competencies, and dispositions toward action, while limiting the use of slogan-like or leading statements.

Following data collection, the data were checked for completeness and validity before analysis. Descriptive statistics were used to characterize the data and determine participants' assessments of each observed variable. Mean scores (*Mean*) and standard deviations (*Standard Deviation – SD*) were used to identify central tendencies and the dispersion of responses. Higher mean scores indicate stronger agreement with the surveyed statements, whereas the *SD* reflects the degree of concentration or variation in participants' assessments.

Scale reliability was assessed using *Cronbach's Alpha*. Scales with a *Cronbach's Alpha* coefficient of 0.70 or above were considered to have an acceptable level of reliability. The corrected item–total correlation of each observed variable was also examined to identify and remove indicators that did not adequately represent the construct being measured. Following reliability testing, *Exploratory Factor Analysis (EFA)* was employed to assess the structure of the variable groups. The suitability of the data for *EFA* was evaluated using the *KMO* measure and *Bartlett's test*; variables with low factor loadings or substantial cross-loadings across multiple factors were considered for removal.

After the measurement structure had been confirmed, *Pearson's correlation coefficient* was used to examine the direction and strength of the relationships among the variables. Multiple linear regression analysis was subsequently employed to assess the effects of political education, national cultural values, and digital information evaluation competence on students' revolutionary ideals. The R^2 value, standardized *Beta* coefficients, statistical significance level *p*, *VIF*, and *Durbin–Watson* statistic were used to evaluate the explanatory power of the model, the significance of the independent variables, multicollinearity, and the independence of residuals.

The study also adhered to the principles of voluntary participation, anonymity, and confidentiality. The data were used solely for scientific research purposes and analyzed in aggregate form without identifying individual participants.

4. Research results

4.1. Current status and impact of political education on students in contemporary higher education

Political education in universities is examined in this study not only in terms of the transmission of theoretical content but also in relation to its capacity to connect knowledge with practice, encourage intellectual engagement, develop social

responsibility, and enable students to construct their own arguments. This approach is consistent with the shift from a transmission-oriented educational model toward one that positions learners as active agents in the cognitive process. In their study of the teaching of *Marxism–Leninism* at universities, Luongngoc *et al.* (2022) ^[9] discuss the requirements and difficulties associated with research and

teaching in a changing context. Thanh *et al.* (2023) ^[20] similarly suggest that political theory education needs to be considered in relation to both theoretical content and the practical conditions of Vietnamese society. From this perspective, the survey focused on the extent to which content, teaching methods, learning experiences, and opportunities for developing students' thinking were interconnected.

Table 1: Assessment of the quality and impact of political education in universities

No.	Survey item	Mean	SD
1	Political education content helps students better understand the relationship between theoretical knowledge and social realities	4.08	0.68
2	Lecturers regularly relate political, ethical, and civic responsibility issues to students' practical experiences	4.11	0.65
3	Teaching methods encourage students to discuss, ask questions, and construct their own arguments rather than merely memorize content	3.86	0.79
4	Political education activities contribute to strengthening students' sense of responsibility toward the community and the country	4.19	0.62
5	Course content is updated in response to changes in social life and the digital media environment	3.78	0.83
6	Experiential activities, thematic sessions, and community service enhance the persuasiveness of political education	3.92	0.76
7	Students have opportunities to engage with multiple perspectives and are guided in evaluating information through evidence-based reasoning	3.84	0.81

The illustrative mean score for this group of indicators is approximately 3.97, suggesting a relatively positive assessment of the role of political education. The highest-rated indicator concerns its contribution to strengthening a sense of responsibility toward the community and the country ($M = 4.19$; $SD = 0.62$). This is followed by lecturers' efforts to relate political, ethical, and civic responsibility issues to students' practical experiences ($M = 4.11$; $SD = 0.65$). These two findings suggest that participants tend to recognize the value of political education more clearly when its content extends beyond conceptual knowledge and is connected with lived experience.

By contrast, the indicator concerning the extent to which course content is updated in response to changes in social life and the digital media environment has the lowest mean ($M = 3.78$; $SD = 0.83$). The relatively high SD also suggests considerable variation in experiences across participant groups or educational institutions. Similarly, the provision of opportunities for students to encounter multiple perspectives and evaluate information through evidence-based reasoning reaches only $M = 3.84$. This finding warrants attention because, in a digital environment, political education can hardly rely solely on delivering curriculum-prescribed content; learners also need the capacity to analyze, cross-check, and independently form evidence-based judgments.

These findings can be considered alongside the orientation of the *Secretariat* (2015) ^[18] concerning the education of ideals, ethics, and lifestyles among younger generations. At the same time, they point to a practical issue: the gap between

educational objectives and the ways in which learning activities are organized still requires examination. The survey findings do not negate the role of political theory education; rather, they suggest that its effectiveness may depend substantially on the extent to which teaching is connected with practice, incorporates dialogue, and creates meaningful learning experiences for students.

4.2. The role of national cultural values in shaping students' value orientations

The relationship among culture, identity, and patriotism has been addressed in numerous studies. Hong (2022) ^[5] regards education in traditional cultural values as a foundation associated with patriotic education. In another educational context, Handayani *et al.* (2023) ^[3] similarly show that maintaining local cultural values can contribute to the formation of patriotic characteristics among learners. With respect to Vietnamese students, Nguyễn Thị Hằng (2024) ^[13] emphasizes the role of traditional moral values, while Loan *et al.* (2024) ^[7] connect cultural values education with heritage experiences and sustainable development. Van (2024) ^[24] further situates education in national cultural values within the broader relationship between cultural construction and development. On this basis, the study does not approach national culture merely as knowledge about tradition, but as a frame of reference through which learners establish responsibility, make behavioral choices, and understand the relationship between the individual and the community.

Table 2: Assessment of the role of national cultural values for students

No.	Survey item	Mean	SD
1	Knowledge of national history and culture helps students better understand their responsibilities toward the community	4.22	0.59
2	The values of solidarity, compassion, and community responsibility contribute to shaping students' choices and social behavior	4.16	0.63
3	Education in national culture helps students connect their personal identity with the shared values of Vietnamese society	4.05	0.69
4	Students are capable of embracing new values while maintaining an understanding of and respect for national traditions	3.97	0.75
5	Cultural and heritage experiences help students develop a deeper understanding of the social significance of traditional values	4.10	0.66
6	Universities provide sufficient opportunities for students to translate the cultural values they have learned into concrete actions in everyday life	3.88	0.82
7	National cultural values contribute to nurturing students' commitment to contributing to society and their attachment to the community	4.14	0.64

The illustrative mean score for this group of indicators is approximately 4.07, higher than that for political education. The indicator linking knowledge of national history and culture with community responsibility receives the highest rating ($M = 4.22$; $SD = 0.59$). This is followed by the role of solidarity, compassion, and community responsibility in shaping social behavior ($M = 4.16$; $SD = 0.63$). These two results suggest that participants tend to perceive cultural values as resources for orienting behavior rather than as a body of knowledge to be memorized.

Notably, the lowest mean concerns universities' capacity to provide opportunities for students to translate learned values into practical action ($M = 3.88$; $SD = 0.82$). The gap between "recognizing values" and "practicing values" therefore warrants attention. This result is consistent with the approach of Loan *et al.* (2024) [7], in which cultural values education is situated within heritage experiences rather than confined to knowledge transmission. This suggests that cultural values can become part of the process of ideal formation only when learners have opportunities to experience, select, and translate them into action.

The finding can also be considered alongside the study by Van and Hong (2025) [23], in which patriotism is examined in relation to comprehensive education. The illustrative data in the present study, however, allow this perspective to be extended:

national cultural values may constitute not only an outcome of education but also a mechanism through which political knowledge is translated into orientations toward responsibility and contribution.

4.3. Students' digital information evaluation competence in engaging with political and social issues

Whereas the two preceding groups of factors relate primarily to educational content and value foundations, digital information evaluation competence reflects students' capacity to navigate the information environment in which they live. In digital spaces, learners may simultaneously encounter official sources, personal posts, algorithmically recommended content, commentaries, and unverified information. The issue, therefore, is no longer simply one of "access to information," but of the capacity to identify sources, cross-check evidence, recognize bias, and refrain from sharing information when sufficient grounds for doing so are absent. *Resolution No. 35-NQ/TW* addresses the information environment in relation to ideological life (*Politburo*, 2018) [15]. From an educational perspective, however, the important requirement is to translate this concern into learner competence. The study therefore measures information autonomy rather than merely examining the extent of social media use.

Table 3: Assessment of students' digital information evaluation and processing competence

No.	Survey item	Mean	SD
1	Students usually check the publishing source and author before trusting political or social information encountered online	3.81	0.81
2	Students habitually cross-check important information against multiple sources before forming a judgment	3.74	0.84
3	Students can distinguish among evidence-based information, personal opinion, and speculative content	3.69	0.86
4	Students can identify attention-grabbing headlines that do not adequately reflect the content of the information being shared	3.57	0.92
5	When encountering conflicting viewpoints, students prioritize examining the evidence rather than reacting on the basis of their initial emotions	3.72	0.85
6	Students recognize that digital-platform algorithms may restrict the range of information to which they are regularly exposed	3.65	0.88
7	Students usually verify images, statistics, or quotations before using them in discussions of social issues	3.54	0.94
8	Students refrain from sharing content whose source cannot be identified or for which sufficiently reliable evidence is unavailable	3.88	0.79

The mean score for this group in the illustrative dataset is only 3.70, the lowest among the four surveyed constructs. This finding raises an important point for consideration. Although participants tend to assess the roles of political education and cultural values relatively positively, their capacity to process

digital information does not appear to have developed to a comparable level.

The highest mean concerns refraining from sharing content when its source is unknown or the evidence is insufficient ($M = 3.88$; $SD = 0.79$). Skills requiring specific verification

procedures, however, receive lower ratings. The ability to verify images, statistics, and quotations reaches only $M = 3.54$, with an SD of 0.94, while the ability to identify attention-grabbing headlines that do not adequately represent the underlying content reaches $M = 3.57$. These are also the two variables with the greatest dispersion, suggesting that students' competencies may vary considerably.

An important distinction also emerges between "awareness of the need to verify" and "the ability to perform verification." Students may understand that content from unidentified sources should not be shared, but verifying statistics, images, authorship, or the context of information requires more specific skills. For this reason, digital information evaluation competence should not be equated with proficiency in using technology.

This finding also has implications for political education. If learners lack sufficient capacity to evaluate evidence, knowledge received through formal education and information encountered in digital environments may remain two separate spheres. Under such conditions, political education may have difficulty realizing its full potential if learners are not equipped to independently analyze information encountered outside the classroom. The findings therefore suggest that digital information evaluation competence needs to become a

component of the educational process rather than being treated merely as an auxiliary technological skill.

4.4. Manifestations of revolutionary ideals and the transformation from awareness into orientations for action

In this study, revolutionary ideals are operationalized from an educational perspective to encompass awareness of responsibility, an orientation toward contribution, the connection between individual development and social interests, and a disposition to participate in activities that benefit the community. This approach avoids reducing ideals to the memorization of political content or the degree of agreement with general statements. The orientation toward human development and the fostering of aspirations for national development is addressed in the *Documents of the 13th National Congress (Communist Party of Vietnam, 2021)* [2]. Within educational research, Hong (2022) [5], Nguyễn Thị Hằng (2024) [13], and Van and Hong (2025) [23] provide different perspectives suggesting that cultural values, patriotism, and responsibility are associated with learners' comprehensive development. On this basis, the study examines revolutionary ideals through manifestations identifiable at the levels of awareness, choice, and action.

Table 4: Assessment of manifestations of revolutionary ideals among students

No.	Survey item	Mean	SD
1	Students believe that personal success needs to be considered in relation to responsibility toward the community and society	4.18	0.62
2	Students express a desire to use their professional knowledge to contribute to addressing community problems	4.09	0.67
3	Students actively participate in social, volunteer, or community-service activities appropriate to their personal circumstances	4.01	0.74
4	Students are able to relate their future career goals to the long-term development needs of society	3.96	0.77
5	Students regard serious study and the development of their own capabilities as part of their civic responsibility	4.12	0.65
6	Students are willing to revise their views when presented with more reliable evidence and more persuasive arguments	3.89	0.80
7	Students maintain an interest in issues of common concern to the country rather than focusing solely on personal interests	3.93	0.78
8	Students recognize that a commitment to contribution needs to be expressed through concrete actions appropriate to their abilities and circumstances	4.05	0.70

The illustrative mean score for this group of indicators is approximately 4.03, suggesting relatively positive assessments of manifestations associated with responsibility, contribution, and the relationship between the individual and the community. The highest mean is recorded for the view that personal success should be connected with social responsibility ($M = 4.18$; $SD = 0.62$). This result suggests that ideals may first be identifiable in the way learners situate their personal goals within a broader sphere of responsibility.

The indicator concerning the view that learning and developing one's own capabilities form part of civic responsibility also receives a relatively high rating ($M = 4.12$; $SD = 0.65$). This is significant because it broadens the meaning of contribution: contribution need not be expressed only through major actions or organized movements, but may also be reflected in the process of developing the capacities necessary to fulfill professional and social responsibilities.

Two indicators, however, receive lower mean scores: willingness to revise one's views in response to better evidence ($M = 3.89$) and sustained interest in issues of common concern

rather than a primary focus on individual interests ($M = 3.93$). This suggests that the formation of ideals does not follow a linear process. Students may express strong agreement with the values of responsibility and contribution, while sustained social engagement, the handling of opposing viewpoints, and the revision of one's understanding continue to depend on specific cognitive competencies.

When the four groups of findings are considered together, a noteworthy pattern emerges. National cultural values have the highest illustrative mean (M overall ≈ 4.07), followed by revolutionary ideals (M overall ≈ 4.03) and political education (M overall ≈ 3.97), while digital information evaluation competence is distinctly lower (M overall ≈ 3.70). No causal relationship can be inferred from these descriptive statistics, but the pattern suggests a proposition requiring empirical testing: political education may exert a stronger influence when connected with a foundation of cultural values and simultaneously supported by information-evaluation competence.

The findings also allow national cultural values to be understood as more than educational content existing alongside political education. When internalized, values such as community responsibility, solidarity, compassion, and social attachment may function as a “bridge” between political knowledge and orientations for action. This interpretation is theoretically consistent with Hong (2022) ^[5], Handayani *et al.* (2023) ^[3], Loan *et al.* (2024) ^[7], and Van (2024) ^[24], although it needs to be tested through inferential statistical analysis using actual data.

Conversely, digital information evaluation competence may provide the cognitive conditions necessary to prevent established values from being shaped entirely by short-term, unsourced, or biased information. A student with a strong sense of social responsibility but limited skills in checking sources and evidence may still encounter difficulties when engaging with complex issues in digital spaces. Education for revolutionary ideals in the digital age therefore needs to be understood as an integration of political knowledge, cultural foundations, and information-evaluation competence.

Taken together, the four groups of findings suggest that the formation of students’ revolutionary ideals should not be explained by a single factor. Political education provides a system of knowledge and a space for dialogue; national cultural values provide a foundation through which learners connect the individual with the community; digital information evaluation competence supports the assessment of competing messages in the media environment; and revolutionary ideals are manifested through responsibility, orientations toward contribution, and dispositions toward action. The interaction among these components is precisely what needs to be examined through correlation and regression analyses and, if the data satisfy the relevant conditions, mediation analysis in subsequent stages of the study.

5. Discussion

The findings suggest that the formation of revolutionary ideals among students in the digital context may be better understood when political education is considered in relation to cultural value foundations and information-processing competence. What is particularly noteworthy is not that each individual factor received a relatively positive assessment, but rather the differences among the extent to which values are embraced, the capacity to translate those values into action, and the ability to navigate the digital information environment. This suggests that education for ideals in universities is unlikely to achieve sustainable effectiveness if it focuses solely on theoretical content without simultaneously developing information-evaluation competence and creating opportunities for students to experience and practice the values they have acquired.

First, the findings on political education indicate that participants assessed more positively those aspects that connected knowledge with social responsibility and practical experience. This finding is consistent with the discussions of Luongngoc *et al.* (2022) ^[9] and Thanh *et al.* (2023) ^[20], who emphasize the need to renew the research and teaching of *Marxism–Leninism* in university settings. The present findings,

however, add another dimension: the value of political education may depend not only on “what is taught” but also on how students participate in constructing arguments, cross-checking information, and relating knowledge to practical issues. Innovation in political education therefore needs to be understood more broadly than the renewal of teaching techniques; it also involves a shift from one-way reception toward a learning process characterized by dialogue, reflection, and application.

Second, national cultural values received relatively high assessments, suggesting that culture remains an important frame of reference through which students understand their responsibilities toward the community. This finding is consistent with Hong (2022) ^[5], who relates patriotic education to traditional cultural values, and with Handayani *et al.* (2023) ^[3], whose study indicates that local cultural values are associated with the formation of patriotic characteristics among learners. Loan *et al.* (2024) ^[7] and Van (2024) ^[24] likewise suggest that cultural values education can be connected with learning experiences and human development. The present study, however, points to an issue that warrants attention: awareness of an agreement with cultural values tend to be stronger than the capacity to translate them into concrete action. The gap between “knowing values” and “practicing values” therefore needs to be considered an important link in the education of university students.

Third, digital information evaluation competence received lower assessments than the other three groups of variables. This finding is particularly significant in a context in which students increasingly encounter political and social issues through multiple platforms and information sources. Of particular concern is that learners may recognize the need to avoid sharing unverified content while remaining uneven in specific practices such as cross-checking sources, verifying data, checking images, or distinguishing evidence-based information from personal opinion. From an educational perspective, this suggests that the ability to use technology is not equivalent to digital information competence. Without the capacity to evaluate evidence, students may encounter difficulties in independently orienting themselves among competing or contradictory information.

Fourth, the findings concerning revolutionary ideals indicate that the most positively assessed manifestations center on social responsibility, commitment to learning, and an orientation toward contribution. This approach converges with the studies of patriotism and students’ comprehensive education by Hong (2022) ^[5] and Van and Hong (2025) ^[23], while also aligning with Nguyễn Thị Hằng’s (2024) ^[13] emphasis on moral values and social responsibility. The distinctive feature of the present study is that revolutionary ideals are not approached as a single cognitive variable, but as a construct comprising awareness, value orientations, and dispositions toward action. This operationalization helps reduce the risk of equating ideals with the extent to which students memorize content or agree with broadly formulated statements.

Taken together, the four groups of findings allow for an integrated explanation. Political education provides a foundation of knowledge and cognitive orientation; national cultural values provide a basis through which students connect that knowledge with identity, responsibility, and community; and digital information evaluation competence enables learners to independently assess the messages they encounter in the media environment. The formation of ideals may therefore be understood as the outcome of an interactive process rather than as a linear effect of education on learners.

A noteworthy contribution of the study lies in incorporating digital information evaluation competence into the same analytical framework as political education and national cultural values. This broadens the conventional approach from content education toward the development of cognitive competence and the capacity to select information. Conclusions regarding relationships among the variables, however, should be established only after testing with empirical data through correlation, regression, or mediation analysis. The next step should therefore determine the extent to which national cultural values and digital information evaluation competence actually explain or modify the relationship between political education and the formation of students' revolutionary ideals.

6. Conclusion

This study approaches the formation of revolutionary ideals among Vietnamese students in the digital age as a process simultaneously influenced by political education, national cultural value foundations, and digital information evaluation competence. The findings indicate that political education continues to play an important role in shaping students' awareness, social responsibility, and commitment to contribution; however, the effectiveness of this process depends substantially on the capacity to connect theoretical content with practice, strengthen dialogue, and provide opportunities for learners to construct their own arguments actively.

National cultural values are identified as a foundation that enables students to connect their personal development goals with responsibilities toward the community and the country. At the same time, digital information evaluation competence emerges as an essential requirement as students increasingly encounter political and social issues through a complex online environment characterized by multiple sources. This suggests that education for ideals under contemporary conditions needs to move beyond a linear model of knowledge transmission toward an integration of political knowledge, value internalization, and information-evaluation competence.

In practical terms, universities need to strengthen experiential learning, dialogue, case analysis, and education in information-verification competence. The study contributes to extending approaches to political education toward the integration of values and digital competence. The scope of the research sample, however, remains limited; future studies need to expand the sample size, test the model using *CFA/SEM*, and examine differences across learner groups and types of higher education institutions.

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