

## Living values education program in early childhood

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### **Abstract**

*Applying appropriate methods to encourage children's growth and development and instilling character values is the main focus of all early childhood education. Many methods and models can be used as references in meeting these requirements. Living Values Education is one of the methods present in society to instill values that focus on students' character. These values are flexible and adapted to needs, culture, and traditions. The research method used is library research, namely a series of research relating to library data collection methods or research whose research objects are explored through various libraries information. Implementation of Living Values Education that is integrated into the curriculum with twelve fundamental values of love, peace, cooperation, tolerance, sincerity, compassion, respect, honesty, humility, happiness, and unity. A peaceful atmosphere is a whole of rules, order, and peace created in the order of values of life lived with a smile.*

**Keywords:** *Living Value, Education Program; Early Childhood Education*

### **Abstrak**

Pendidikan Nilai-Nilai Hidup (*Living Values Education*) menjadi salah satu metode yang hadir di kalangan masyarakat untuk menanamkan nilai-nilai yang terfokus pada karakter peserta didik. Nilai-nilai tersebut bersifat fleksibel, disesuaikan dengan kebutuhan, budaya, dan tradisi. Metode penelitian yang digunakan adalah penelitian kepustakaan (*library research*) yang akan menganalisis tentang living values education program, implementation of living values education dan implementation impact of living values education.



Penerapan Pendidikan Nilai-Nilai Hidup (*Living Values Education*) yang diintegrasikan ke dalam kurikulum dengan dua belas nilai dasar cinta kasih, perdamaian, kerjasama, toleransi, ketulusan, kasih sayang, hormat, kejujuran, kerendahan hati, kebahagiaan, dan persatuan. Suasana damai penuh aturan, ketertiban, dan kedamaian yang diciptakan dalam tatanan nilai-nilai kehidupan yang dijalani dengan penuh senyuman.

**Kata Kunci:** *Living Values, Education Program, Anak Usia Dini*

## INTRODUCTION

Changes in the values of community life have led to a decline in the quality of character. According to Lickona (1992), there are ten signs of character degradation. The causes are (1) increasing violence among teenagers, (2) the use of deteriorating language and speech, (3) the strong influence of peer groups in violence, (4) an increase in self-destructive behavior (drugs, alcohol, and free sex), (5) the blurring of moral guidelines, (6) the decline in work ethic, (7) the decline in respect for parents and teachers, (8) the lack of a sense of individual and civic responsibility, (9) the increase in dishonesty, and (10) the existence of mutual suspicion and hatred between people (Saripudin & Komalasari, 2015).

Character education itself is defined as education of values, ethics, morals, and character that aims to develop students' ability to decide what is good and bad in everyday life. Character education is intensively carried out because of the symptoms of a moral crisis that occurred in society, which in turn prompted the government to make a national policy for national character development in 2010-2025. This program is a form of revitalization of education carried out by the government by involving all aspects of life including family, education units, and society. The process of character building is a long process and is carried out continuously throughout an individual's life, therefore this education must begin early. According to Freud (in Manery, 2010), childhood is very important in shaping individual personality, if there is a failure to cultivate a good personality from an early age, it will form a problematic personality in adulthood in the future. Early childhood (golden age), children will be able to easily absorb a variety of information that is very high and rapid development including about character cultivation for children, so they need to get special attention from parents and educators and adults around children (Veryawan & Hasibuan, 2020).

There are at least six indicators of nationalism character education, namely responsibility, tolerance, cooperation, unity, love for the country, and peace. Cultivating these values is not easy because facts in the field often show that many teachers still have difficulties in instilling these values. Conventional

learning that is monotonous even makes students feel bored, sleepy, not paying attention, chatting in class, and even making the classroom atmosphere noisy. These problems force teachers to immediately make learning innovations, especially related to the cultivation of nationalism character values. One technique that can be applied is by implementing the Living Values Education Program (LVEP).

Tillman (2000) revealed that LVEP is a value education program that presents a variety of experiences and practical methods for teachers and facilitators to help children and adolescents explore and develop important personal and social values. According to Diane & Pilar (Sunarno et al., 2023) that the living values education program is an educational program that offers empirical activities and practical methodologies for educators, facilitators, social workers, parents and child advocates to help them provide opportunities for children and youth to explore and develop twelve universal values, namely cooperation, freedom, happiness, honesty, humility, love, peace, respect, responsibility, simplicity, tolerance and unity. The program can be implemented in schools as it has advantages, such as providing a variety of experiential activities and practical methodologies for teachers to help students explore universal values (Qadafi, 2020).

Living values education program is a learning method that uses values that have been established in an institution to be applied to participants in various ways. Living values education comes as an answer and a way out of society during this time (Ulfah & Suyadi, 2020). As stated by Tillman (2004), living values education is an educational program that offers empirical value activities and practical methodologies for educators to help them provide opportunities for children and adolescents to explore and develop the 12 values contained in living values education, namely cooperation, freedom, happiness, honesty, humility, love, peace, respect, responsibility, simplicity, tolerance, and unity.

Living values education are principles and beliefs that influence the way people live and behave in society. These values are defined to determine individual characteristics in the physical, intellectual, social-emotional, and spiritual dimensions (Sarah et al., 2018). Living values education is the activity of teaching values through value-based activities. Activities are designed to motivate learners and encourage them to think about themselves, others, the world, and values in a way that is interconnected (Suci Muzfirah & Muqowim, 2021).

These activities aim to experience the inner self and to build self-resources. They also aim to strengthen and provoke the potential, creativity and various

talents of each learner. Learners are invited to reflect, imagine, engage in dialog, communicate well, enhance creativity, make pen strokes, express themselves through art, and play with the values they have been taught. In the process, personal, social and emotional skills will develop, along with calm social skills and collaboration with others. These values have been organized in such a way that they provide an array of skills that build one upon the other (Nufus, 2019).

Living values education is one of the development of a learning model of character education that emphasizes the principle of fun learning by providing opportunities for each educator to reflect and explore their personal values to become a foundation in creating a value-based learning atmosphere, because values are not taught, but captured or felt in such a way. Teachers are challenged to realize and keep alive their personal values. Value activities learned in the classroom can be in the form of value games, where students are involved in conflict resolution exercises, discussions, art activities (singing, painting, drama, storytelling, dance), communication exercises, mind mapping, creative writing, role playing, practicing imagination, relaxation and concentration (Saputra et al., 2020).

This is in line with research conducted by Arafik (2010) with the results of the study found that the implementation of educational programs that revive values (living values education) through learning can foster ethical values such as respect, tolerance, cooperation, love, obedience to religious teachings, love for the environment, objects and people around them (Selvi & Mukhtar, 2022). Living values education is material that contains facts, concepts, principles, procedures related to students' basic living values and makes connections between their moral knowledge and its application in students' lives as members of families, communities, and citizens (Komalasari & Sapriya, 2016).

Other research has also been conducted by (Sarah et al., 2018) that living values education, as an expression, is also used as the name of a values education program. The program provides teachers and facilitators with a range of experiential activities and practical methodologies to help children and young people explore and develop key personal and social values. Through living values education, students become accustomed to school activities that are draining and have a significant impact on children's character development. Living values are also a major factor in shaping national character because they can reduce conflict in Indonesian society, which is characterized as multicultural.

## **METHOD**

This research uses a descriptive qualitative approach. Qualitative research is descriptive research and uses a theoretical basis as a guide so that the research is in accordance with existing facts. Qualitative research tends to use analysis with an inductive approach. The inductive approach is a method of thinking that comes from specific things to things that are more general (Aisyah, 2016).

The research method used is library research, which is a series of studies related to library data collection methods, or research whose research objects are explored through various library information (books, encyclopedias, scientific journals, newspapers, magazines, and documents (Sukmadinata, 2013). The focus of literature research is to find various theories, laws, arguments, principles, or ideas that are used to analyze and solve the formulated research questions. The nature of this research is descriptive analysis, namely the regular description of the data that has been obtained, then given an understanding and explanation so that it can be understood properly by the reader.

The research data source is a secondary data source. Secondary data sources are library materials written and published by an author. Data analysis in this literature review is content analysis, which is research that is an in-depth discussion of the content of written or printed information. The data in this study are in the form of research results such as scientific books, scientific journals, research reports, and other relevant sources (Sugiyono, 2015).

## **RESULT AND DISCUSSION**

### ***Living Values Education Program***

Living values education program is a values education program. The program presents a wide range of experiential activities and practical methodologies for teachers and facilitators to help children and young people explore and develop key personal and social values: peace, respect, love, responsibility, happiness, cooperation, honesty, humility, tolerance, simplicity, and unity (Sarif et al., 2021).

Living values education are habits that universally underlie good and harmonious relationships between us and others around us. These are habits that are difficult to find in our current and future times, crushed by the individualistic, hedonistic and materialistic attitudes and traits of modern humans; forgetting that humans are social, virtuous and moral beings (Apriani et al., 2017). Through living values education, students will learn to explore, develop, and own life values so that they are able to learn, experience, and

practice universal values in everyday life. Living values education is a program that offers values activities for the golden generation of 2045, in order to develop universal values of cooperation, freedom, happiness, honesty, humility, love, peace, respect, responsibility, simplicity, tolerance, and unity so that these values are internalized in students' habits and make living values a part of their lives (Apriani et al., 2021).

The value-based activities in living values education are designed to motivate students and get them to think about themselves, others, the world and values in an interconnected way. These activities aim to strengthen and provoke the potential, creativity and talents of each student. In the process, personal, social and emotional skills will develop, along with peaceful and cooperative social skills with others.

Living values education is a practical learning method that offers training, adoption and debriefing to provide opportunities for all generations to develop universal values. The values are structured in such a way as to provide a set of skills that build on the process of developing social, emotional and personal skills.

### **Implementation of Living Values Education**

Living values education as a learning method has a form of flexibility, making it easier in terms of application/delivery in the field. Previously, it has been discussed that living values education is not rigid in both material and delivery. Flexible, and not rigid are the two main points of the application of living values education that should be. Different ages have different ways of delivery.

In (Tillman and Belgrave 2000: 4) it is revealed that living values education provides principles, tools, and methods of guidance for the development of the whole person, recognizing that each individual consists of physical, intellectual, emotional, and spiritual dimensions. Living values education provides principles, tools, and methods for the development of the whole person, recognizing that each individual consists of physical, intellectual, emotional, and spiritual dimensions. All of these elements certainly have differences in both quantity and quality.

When the subject matter is children, it must be conveyed in a relaxed, creative manner, and more towards invitation rather than in the form of coercion, emphasis, judgment, and teaching. The implementation is more embracing than teaching, stepping together rather than guiding, sharing rather than teaching, and finally listening, and understanding. Learning to understand the problem becomes the focal point of value delivery, while children focus more on exemplary.

Children learn through their senses. Children grow, develop, understand, explore think, act, decide, and live life through their senses. This is the main reason why educators play an important role in the implementation of living values education because they are required to create a value-laden learning atmosphere, and become an icon/artist that children should imitate, emulate and be proud of.

This requires educators to continue to explore, discover, and develop all their potential, intelligence, and professionalism as a figure who struggles in the field of education. Not only teachers, but all levels of society must know the meaning and value of implementing living values education itself. The term lifelong education is the foundation for the implementation of living values education throughout the country.

Living values education is also not only applied in the academic world as illustrated in the early history of living values education in Indonesia. Its implementation also affects victims of natural disasters, street children, children in juvenile prisons, children in rehabilitation, and children who are victims of conflict, war, and violence. The description is also evidence that living values education is "flexible" and "universal". All of them cling to the examples of figures who are considered capable of influencing. A role model is part of one of the ways of learning in the social space, both individually and between individuals (Bandura, 1993: 117-148).

Another reason why living values education has a high degree of flexibility is because the main purpose of education around values (transfer or values) is the development of self-character in individuals that symbolizes and reflects the full goodness accompanied by moral actions that affect the pleasure, happiness, tranquility, and peace of others (Nufus, 2019).

The implementation of living values education in early childhood is carried out through daily activities with the method of approach, reprimand, opportunity to build values, and modeling the figure of self/educator to children. Evaluation is carried out to see the development of children. The implementation of living values education in early childhood also has several obstacles, namely personality lability and still often make mistakes, lack of good and continuous cooperation between the school and parents, differences in character and background of each child, unsupportive family environment conditions.

The presence of living values education in the midst of society and the world is nothing but to facilitate the government, and all parties in realizing educational goals, with children / students / students as objects in order to

prepare education in berakhlaqul karimah, and virtuous morals (Rahayu & Taufiq, 2020).

### **Implementation Impact of Living Values Education**

Living Values Education provides fundamental changes in all aspects of the system, person and organization. Living Values Education is suitable for all parties and is needed by early childhood education institutions that are applied to students and educators. There is a significant difference between educators who have been given training and those who have not. Educators who have been given training show their progress and achievements in being role models, working according to their portions, responsibilities and capacities, and being smart in dealing with and educating children.

All forms of false feelings, such as resentment, working not according to portions, and selfishness are no longer in the form of educators. All work joyfully, sincerely, and regularly. Thus, the vision of the mission and the main goal of the next generation that has been appropriate according to religious observance can be more optimal.

The application of living values education in early childhood, children have good personal intelligence. They are responsible, friendly, cooperative, big-hearted, caring and harmonious. Living values education has also increased children's confidence to show their versatility and benefits in competitions. Children also apply the twelve values within the scope of the school/institution and when returning home and interacting in the community. Living values education must be carried out from an early age in the fundamental phase of human life. Early childhood as the golden age phase of human life must be utilized as optimally as possible because it will never be repeated throughout the human life span (Fauzi & Novikasari, 2020).

Whatever the form of achievement, whatever the intelligence, and whatever the advantages of children, all of that will not be meaningful if it is not balanced with good character (character building, and be a good character). As stated by (Lickona 1991: 6) that moral education is not a new idea. In fact, it is as old as education itself. Throughout history, in countries around the world, education has had two great benefits: helping young people become smart and helping them become good", which means "formal education is not a new idea. It is as old as education itself. Throughout history, in countries around the world, education has two virtues to help young people be smart and help them be good".

The phrase is similar to Muhibbinsyah's (2010) definition of education itself "education broadly includes all stages, processes of ability, and development of behavior based on life experience." The point of "values" in



living values education has become a control and controller in the life experience that every individual needs to live a good, orderly, peaceful, and happy life (Ichsan, 2016).

## CONCLUSION

Living Values Education is one of the value learning models integrated into the curriculum. Living Values Education in early childhood contains twelve agreed values, namely love, peace, cooperation, tolerance, sincerity, compassion, responsibility, respect, honesty, humility, happiness, and unity.

The implementation of living values education from the source to the age of the child is done through discussion, approach, refraction, integrated into the curriculum used, and adapted to the existing environment. In addition, the reduction of the twelve living values education is carried out by living a simple daily life that emphasizes the character of the child and is always evaluated consistently and disciplined in each child. The application of Living Values Education to the management of both staff and educators is done face-to-face, policies are issued, periodic refreshers, counseling approaches, and simple awards.

Living Values Education in early childhood conducted to educators and education personnel is a fundamental trait or personality of the original negative nature of humans in themselves. The nature is rather difficult to change. This is because adults have thoughts, egos, and environmental dimensions that influence and last for a relatively long period of time. The obstacles are the essential character of the role model, the sometimes cold person, the parents or family, the child's character, and the child's family environment.

These four points contribute to the implementation of Living Values Education in early childhood. Moreover, the benefits of implementing Living Values Education can be felt not only by educators, but also by parents and the surrounding community. I make children grow and develop in a social world with pleasant order, peace, unity and love. Living Values Education encourages all professions to work professionally, prioritize, minimize arguments and differences, improve themselves to become a better and much better person every day. Living Values Education molds young children into virtuous, cultured, respectful, and ethical children according to expected values and traditions.

Living Values Education encourages people to become qualified individuals and professionals who have work, dynamic, progressive, solidarity, and quality performance. A peaceful atmosphere full of rules, order, and peace

is created in the order of life values that are lived with a smile. This creation is a form of Living Values Education pressure in early childhood that can only be realized if there is cooperation from all parties. The value of learning will only last if a learner can personally experience both the activity and the process of searching, mountains, and meaningful discoveries.

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