

PROCEEDING

THE 3rd SUMMIT MEETING ON EDUCATION
INTERNATIONAL SEMINAR

Values – Based Learning for Wonderful Children

Yogyakarta, November 22nd 2016

ISBN 978-602-74934-3-8

Teacher Education “Madrasah Ibtidaiyah”

Faculty of Tarbiya and Teacher Training
State Islamic University Sunan Kalijaga
Yogyakarta

PROCEEDING
THE 3rd SUMMIT MEETING ON EDUCATION
INTERNATIONAL SEMINAR
“Values - Based Learning for Wonderful Children”

Editors:
Istiningsih
Muqowim
Aninditya Sri Nugraheni
Fitri Yuliawati

Teacher Education “Madrasah Ibtidaiyah”
Faculty Islamic Education and Teacher Training
Islamic State University Sunan Kalijaga
Yogyakarta
November, 22nd 2016



PROCEEDING THE 3rd SUMMIT MEETING ON EDUCATION INTERNATIONAL SEMINAR

“Values – Based Learning for Wonderful Children”

Penulis : Diane G. Tillman, et al.
Editor : 1. Istiningsih
2. Muqowim
3. Aninditya Sri Nugraheni
4. Fitri Yuliawati
Layout : Abdul Ghofar
Sampul : Yazdan

Cetakan I, Nopember 2016

Kerjasama:

Penerbit Literasi Media

Karanganyar-Klodangan 004/027 Sendangtirto Berbah Sleman
D.I. Yogyakarta 55573
Phone : +6281555666954
Email : literasimedia01@gmail.com

Dengan

Prodi PGMI
Fakultas Ilmu Tarbiyah dan Keguruan
Universitas Islam Negeri (UIN) Sunan Kalijaga
Yogyakarta

Perpustakaan Nasional: Katalog Dalam Terbitan (KDT)

Diane G. Tillman... [et al], Values-Based Learning for Wonderful Children, Editor. Istiningsih... [et al.] -
Cetakan 1- Yogyakarta; Literasi Media & Prodi PGMI UIN Suka, 2016.

viii + 232 hlm, 29 x 21

ISBN: 978-602-74934-3-8

@All Right Reserved. Hak cipta dilindungi undang-undang No. 19 Th. 2002

**PREFACE: PROCEEDING THE 3rd SUMMIT MEETING ON EDUCATION
INTERNATIONAL SEMINAR
“Values – Based Learning for Wonderful Children”**

Alhamdulillahirabbil'amin. Wabibinasta'in 'alaumuridunnya'waddin. Wash-sholawatuwassalamu'al aasrofilanbiya'Inalmursalin. Wa'alaalibiwaashabihajmain. Ammaba'du. Praise be to Allah, prayers and greetings may always devoted to the Prophet Muhammad, and his Companions and those who continue to follow his Sunnah.

This international seminar was held on the basis of the need for the sake of change, innovations are constantly learning to the attention of academics and practitioners. In this case teacher education “madrasah ibtidaiyah” will make every effort to continue to develop activities that support quality improvement, both for professors, students, and even for alumni of primary education itself, as well as the public in general as users of the alumni in primary Faculty Tarbiyah and Teaching Training, UIN Sunan Kali jaga

The quality improvement of which is done in the form of implementation of the ‘international seminar’. The international seminar will set the theme of **The 3rd Summit Meeting on Education 2016**. The activities organized include the activities of the International Seminar on the theme **Values – Based Learning for Wonderful Children**.

The speaker of this event from various countries, namely:

1. Diane Tillman from USA
2. Christopher Drake, Association for Living Values Education International from Tiongkok
3. Taka Nurdiana Gani from Indonesia
4. Ahmad Arifi from Indonesia

So that we can convey the essence of the organization associated with the The 3rd Summit Meeting on Education. We thank you very much for your participation and support from various parties that we can not mention one by one. Without the help and participation of colleagues of all these activities can not be carried out well. Hopefully this activity can increase the contribution to the repertoire of science, especially in basic education and bring benefits to the participants and readers.

Yogyakarta, November, 22nd 2016

International Seminar Committee

PREFACE

All praise be to Allah SWT, for His bless and mercy, so that we as editorial team can complete this international seminar proceedings. The International Seminar that held by Department of Education for Madrasah Ibtidaiyah Teachers (Prodi Pendidikan Guru Madrasah Ibtidaiyah/PGMI) Faculty of Tarbiya and Teaching Training, State Islamic University Sunan Kalijaga Yogyakarta is held annually as a part of 3rd Summit Meeting on Education with the theme: “Values-Based Learning for Wonderful Children”.

This Proceedings deliver main papers from seminar speakers, i.e.: Diane Tillman, Christopher Drake, and Taka Nurdiana Gani, Ahmad Arifi; and also supporting papers that consist of eleven papers related to the implementation of values education in general; and ten papers related to the implementation of values education for children.

We very appreciate for the participation from researchers and writers for their papers that submitted to this proceeding, especially to writers from: The Islamic State Institute Imam Bonjol Padang, The State Islamic University Raden Fatah Palembang, The State Islamic University Syarif Hidayatullah Jakarta, The State Islamic University Sunan Kalijaga Yogyakarta, Majalengka University, The STAIN Pamekasan, Jabal Ghafur University Salatiga, the State Institute for Islamic Studies Ma’arif NU Metro, Muhammadiyah University Yogyakarta, IAI Ibrahimiyah Genteng Banyuwangi, The State Islamic Institue Syekh Nurjati Cirebon, Muhammadiyah University Magelang, and Sriwijaya University Palembang.

We have tried to compile these proceedings as well as possible. For the sake of improvement in the future, we expect criticisms and suggestions. Hopefully, these proceedings can be beneficial for knowledge development and can contribute to the advancement of education in Indonesia.

Yogyakarta, November, 22nd, 2016

Editorial Team

TABLE OF CONTENTS

PREFACE.....	iii
TABLE OF CONTENTS	v
THE IMPORTANT OF THE LIVING VALUE EDUCATION FOR CHILDREN	
Diane G. Tillman	1
VALUES EDUCATION – PRINCIPLE AND PRACTICE	
Christoper Drake	6
SEXUALITY AND SENSUALITY ON TEXT BOOK AND THE EFFECTS TOWARDS CHARACTER EDUCATION AT MADRASAH IBTIDAIYAH OF PADANG CITY	
Aziza Meria	16
CHARACTER EDUCATION IN GLOBALISATION ERA	
Mardiah Astuti	28
CHARACTER VALUES INTERNALIZATION THROUGH HYPNOREADING-BASED VALUATION INSTRUMENT ON <i>BAHASA INDONESIA</i> LEARNING MATERIAL	
Aninditya Sri Nugraheni; Mohammad Rofiq	37
BUILDING SELF-CONFIDENCE TROUGH MULTIPLE INTELLIGENCE - BASED MATHEMATICS LEARNING	
Aep Sunendar	47
THE RELEVANCE OF LABELLING AND STUDENT’S MINDSET IN CHARACTER EDUCATION IN MADRASAH IBTIDAIYAH (MI) AND ELEMENTARY SCHOOLS (ES)	
Andi Prastowo	54
BUILDING STUDENTS CHARACTER WITH INSTILLING MATHEMATICAL VALUES	
Dede Salim Nahdi	69
UNDERSTANDING SELF REGULATED LEARNING IN THE CONTEXT OF ASEAN ECONOMIC COMMUNITY (AEC)	
Erik Santoso	76

CHARACTER OF LEADER IN THEMATIC BOOK FOR GRADE IV ELEMENTARY SCHOOL/MI CURRICULUM 2013 AND THE LEARNING AT STATE ELEMENTARY SCHOOL PURWOMARTANI SLEMAN	
Asnafiyah	81
SPIRITUAL NEUROSCIENCE IN LEARNING	
Heni Listiana	92
STUDY OF INQUIRY BASED LEARNING SCIENCE PRACTICUM MODULE : META-ANALYSIS STUDY	
Irdalisa	99
THE ANALYSIS OF THE OBSTACLE FOUND IN NATURAL SCIENCES (IPA) LEARNING PROCESS AND THE SOLUTION FOR TEACHER’S CLASS AT SIXTH GRADE OF ISLAMIC ELEMENTARY SCHOOLS IN SALATIGA	
Peni Susapti	108
CHARACTER EDUCATION ASSESSMENT SYSTEM	
Masrurotul Mahmudah	120
CHARACTER BUILDING THROUGH LIVING VALUES EDUCATION APROACH IN EARLY CHILDHOOD EDUCATION	
Muammar Qadafi	131
THE ROLE OF EDUCATION ISLAM FOR EDUCATION SEX AND PREVENT SEXUAL ABUSE IN CHILDREN (CASE STUDIES IN RA METRO CITY LAMPUNG)	
Muhammad Yusuf	143
VALUES OF CHARACTER EDUCATION IN SERAT SASANA SUNU BY KIAI R. NG.YASADIPURA II THE POET OF SURAKARTA KASUNANAN PALACE	
Sedya Santosa	149
GROWING DEMOCRATIC LEADERSHIP IN ELEMENTARY SCHOOL	
Roni Rodiyana	165
A CLOSER LOOK AT IMPLEMENTATION OF CHARACTER BUILDING IN A PRIVATE ISLAMIC ELEMENTARY SCHOOL IN BANYUWANGI, EAST JAVA, INDONESIA (SET OF PROBLEMS, CHALLENGES, AND HOW TO COPE WITH)	
Zidniyati	173

DEVELOPMENT CHARACTER EDUCATION PERSPECTIVE ISLAMIC EDUCATION IN THE ERA OF ASEAN ECONOMIC COMMUNITY (AEC)	
Dr. Yulia Tri Samiha, M.pd	184
THE IMPORTANCE OF PROFESSIONALISM TEACHERS AND CHARACTER EDUCATION STUDENTS OF MADRASAH IBTIDAIYAH (MI) IN TWENTY FIRST CENTURY	
Sita Ratnaningsih	191
APPLICATION OF CIVIC EDUCATION LEARNING TECHNIQUES CLARIFICATION APPROACH THROUGH VALUE (VALUE CLARIFICATION TECHNIQUE) IN STUDENTS PGSD FKIP UNSRI	
Siti Dewi Maharani, Nuraini Usman, Budiansyah	202
IMPLEMENTATION OF ART LOCAL CULTURE AS EFFORTS TO ESTABLISH THE POSITIVE CHARACTER OF CHILDREN IN MI PGM CIREBON	
Atikah Syamsi; Latifah; Yuriska Dewi	210
REINTERPRETATION OF NATIONAL EDUCATION STANDAR IN PLANNING OF QUALITY IMPROVMENT FOR MADRASAH IBTIDAIYAH FLAGSHIP	
Ahwy Oktradiksa	222

CHARACTER BUILDING THROUGH LIVING VALUES EDUCATION APPROACH IN EARLY CHILDHOOD EDUCATION

Muammar Qadafi
Master Student of Islamic Early Childhood Education
State Islamic University of Sunan Kalijaga Yogyakarta¹

Abstract

This paper is to review some literatures about character building and try to introduce living values education (LVE) approach in building children's character. Living values education is an international program under the control of UNESCO that provides a variety of experiential values activities for teachers, parents, facilitator, principles, school staffs and societies to help them teach children and young adults to develop twelve critical social values, such as: cooperation, freedom, happiness, honesty, humility, love, peace, respect, responsibility, simplicity, tolerance, unity and freedom. In early childhood education, teachers and parents take an important role in determining the success of this program. At school, teachers are able to use many activities in inculcating the values to children. The activities can be started by reflection, imagination, learning to be silence, singing values-based songs, art expression, telling story, self-development activities, social skill, developing skills for social harmony. Teachers are also able to integrate the values into the current curriculum and bring them into our local culture. In classroom setting, children may do the activities individually or in a group. LVE has some principles as the successful indicator of applying LVE, so that the LVE International provides some activities for teachers, educators, facilitators, parents, educational stakeholder and public. The activities are professional development courses, seminars, workshops, classroom teaching material, other educational resources, consultation to governments, organizations, schools, teachers and parents, and a comprehensive, multi-lingual website with materials available for downloading free of charge. There is also an LVE Indonesia website that provides materials based on our local wisdom, activities conducted by Indonesian trainer, and the contact number of the Indonesian office.

Key words: Character Building, Children, Living Values Education

¹ The writer is a master student in Early Childhood Education of State Islamic University of Sunan Kalijaga Yogyakarta (Email: mqadafi31@gmail.com)

Introduction

Education is an essential investment in order to produce qualified human resources because the development of a country is mostly determined by its human resources. Qualified human resources are not only those who have a good qualification in cognitive but also affective aspect. In Indonesia, it is common that educated people are identified with the cognitive aspect. A person is considered to be educated when he is able to work on Math very well or in the context of early childhood, always associated with a child's ability to read, write and count. It is something that we find very common everywhere around Indonesia. Therefore, we can find many smart people but have a very bad attitude.

At the moment, character education become very important because character degradation causes many problems for people, such as student's brawl, free sex, corruption, fighting, robbing, etc. Those phenomena occur not because of stupidity, but because of character degradation that makes them think to fulfill their own need instead of others. Lickona said that without good values that form a good character, no one live happily and peacefully and no society that live effectively.²

The characters values need to be instilled from an early age through education in schools, families and communities. Early age is a critical period that we usually call "the golden age" of a person. In this period, children are very easy to teach. They can easily imitate what they hear and see from elders. Teaching children to have a good character means that preparing good generations in the future.

Considering the importance of character education for better generations, living values education (LVE) becomes one of the solutions in developing children's character. The Living Values series offers a variety of experiential activities for teachers and parents to help them teach children and young adults to develop twelve critical social values: cooperation, freedom, happiness, honesty, humility, love, peace, respect, responsibility, simplicity, tolerance, unity and freedom (freedom is excluded for children ages 3-7) .³ These twelve values are explored using age-appropriate lessons that incorporate group discussions, reading, quiet reflection time, songs, artwork and action-oriented activities. This program has been applied in 1.800 locations in 64 countries. Teachers reported that students were enthusiastic following values-based learning and applying the values in their daily life.⁴

² Thomas Lickona, *Character Matters*, trans. Juma Abdu Wamaungo, (Jakarta: Bumi Aksara, 2015), p. 22

³ Diane Tillman, *Living Values: An Educational Program, Living Values Activities for Young Adults*. trans. Risa Praptono. (Jakarta: Grasindo, 2004), p. ix

⁴ *Ibid.*, p. ix

From the above explanation, it is important for the writer to write the paper with the title “Character Building through Living Values Education Approach in the Early Childhood Education”

Character education

To know the meaning of character, we can see from etymology and terminology. According to the etymology a term was derived from the Latin *khrakter*, kharassaein, and *kharax*, in Greek is *charassein*, which means to sharpen. In English character and in the Indonesian language commonly called “karakter” (Majid, 2011).⁵ According to “kamus ilmiah populer”, character means “habit, human nature, or behavior (Maulana dkk, 2004: 202).⁶

In terminology, Imam Ghozali assumed that the character is closer to the morality, the spontaneity of man in the act, or action that has been fused in man so it happens automatically without thinking.⁷

Lincona said character is a reliable inner disposition to respond to situations in a morally good way.⁸ In addition, he said that character so conceived has three interrelated parts: moral knowing, moral feeling, and moral behavior. Moral knowing is included moral awareness, knowing moral values, perspective decision, moral thought, and self-knowing. Moral feeling is about conscience, self-esteem, empathy, loving good things, self-control, and humility. Moral behavior is about competence, will, and habit.⁹

According to the meaning of character above, the writer concludes that character is a human natural behavior that has become a habit in his daily life. A person with a good character will always act in a good way and never think of being selfish or social oriented.

Character education in the definition of Ministry of Education and Culture means the educational process involving moral knowing, moral feeling, and moral behavior.¹⁰ Character education also defines as values education, moral and human nature education that become the tool to develop student’s ability to evaluate and make a decision of good or bad things.¹¹ T. Ramli (2003) said that

⁵ Heri Gunawan, *Pendidikan karakter: Konsep dan Implementasi*, (Bandung: Alfabeta, 2014), p. 1

⁶ Nadlifah, “Revitalisasi Pendidikan Karakter di PAUD Terpadu Aisyiah Nur’aini Yogyakarta”, *Jurnal Al-Athfal* Volume 1, Nomor 2, Desember 2015, (Yogyakarta: UIN Sunan Kalijaga).

⁷ *Ibid.*, p. 2

⁸ *Ibid.*, p. 4

⁹ Thomas Lickona, *Education for Character*, trans. Juma AbduWamaungo, (Jakarta: Bumi Aksara, 2013), p. 85-98

¹⁰ Budy Munawar-Rachman, *Pendidikan Karakter*, (Jakarta: Lembaga Studi Agama dan Filsafat, 2015), p. xx

¹¹ Ridwan Abdullah Sani dan Muhammad Kadri, *Pendidikan Karakter*, (Jakarta: Bumi Aksara, 2015), p. 22

character education has the same purpose and meaning with moral education, it is to build a child personality in order to be a good person in his social life.¹²

According to Azzet (2011) character education is a moral plus education which engages cognitive, feeling, and action aspects. Without these three aspects, character education is not effective, so it is not enough to know and act but also to feel, because character education is closely related to values and norms.¹³

Based on the definition of character education above, it can be concluded that character education is the systematic effort of changing student's behavior. It tries to build the student's personality to be a good person in his social life. Character education is also a way to let the students know values of life that they can use to do better for the other people.

The purpose of character education

Character education is very important to create people with a good attitude, as stated by Lickona that character is having good things, like honesty, bravery, justice, and love.¹⁴ Kesuma and friends said that there are three purposes of character education in school setting, such as: 1) to strengthen and develop the important life values in order to be a special student. 2) to correct students that act out of life values thought by the teachers. And 3) to work together with families and societies in teaching good character to students.¹⁵ It is in line with the purpose of character education created by Kemendikbud that character education is to develop values that create national character, such as: (1) developing students' potential in order to be good people; (2) developing societies with *Pancasila* (the five principles of Indonesia) character; and (3) developing societies' potential in order to own confidence, pride of nationalism and love human beings.¹⁶

It can be concluded that character education become a very important part of human's life. Without good characters, life will never be peaceful because nobody cares each other. Our government also put a very big attention and had formulated the guidance of character education due to character degradation among students that influences our young generation.

66 ¹² Agus Wibowo, *Pendidikan Karakter Usia Dini*, (Yogyakarta: Pustaka Pelajar, 2013), p.

¹³ *Ibid.*, p. 5

¹⁴ Thomas Lickona, *Character Matters* p. 13-15

¹⁵ Dharma Kesuma, Cepi Triatna, dan Johar Permana. *Pendidikan Karakter: Kajian Teori dan Praktik di Sekolah*, (Bandung: PT. Remaja Rosda Karya, 2011), p. 9

¹⁶ Kemendiknas. *Panduan Pelaksanaan Pendidikan Karakter*, (Jakarta: Badan Penelitian dan Pengembangan Pusat Kurikulum dan Perbukuan, 2011), p. 7

Values of character education at school

Schools are the academic institutions where almost all people gain knowledge. Here, many good things are taught in order to create excellent human beings academically or socially. It is important for schools not to teach only how to be a smart but also good person that cares of others. Therefore, schools have to invest good values to students to create a person with good morality. According to Lickona, there are two most important values that represent universal main basic moral values, those are respect and responsibility. These values are very important for a person as individual or a part of society to set-up healthy soul, to care of interpersonal relationship, to be a humanist and democratic society, and to create a fair and peaceful world.¹⁷ He continued that there are many values that should be taught at school, such as, honesty, justice, tolerance, wisdom, self-discipline, helping others, caring others, cooperation, bravery, and democratic.¹⁸

Ministry of Education of Republic of Indonesia (Kemendiknas) also formulate 18 values based on religion, Pancasila (the five principles of Indonesia), and culture. Those are religious, honesty, tolerance, discipline, hard work, creative, independence, democratic, curiosity, nationalism, patriotism, achievement respect, friendliness, peace agent, reading pleasure, environmental care, social care, and responsibility.¹⁹

Living Values Educational Program provides 12 universal values that formulated after gaining from some teachers all over the world that should everybody have including teachers, parents, and students. Especially for students ages 3-7, they should experience 11 values, such as, cooperation, freedom, happiness, honesty, humility, love, peace, respect, responsibility, simplicity, tolerance, and unity. Freedom is excluded because in early childhood students, it associated in their soul whenever they feel the values-based atmosphere.²⁰

We all agree that the values are needed by all people all over the world to create a peaceful life for a better world. The school principles and teachers should be aware of these values and try to be the role model for their students at school. Especially for young children, they tend to imitate what they hear and see from the teachers because they consider what the teachers do is always right.

Early childhood education

Early childhood education is an educational step before elementary school or children around the ages of 0-6 years.²¹ It is also in line with the Indonesian Statute (UUD) number 20 year 2003 about national educational system in clause 1 verse 14 stated that early childhood education is an education for children ages 0-

¹⁷ Thomas Lickona, *Education for Character* p. 69-70

¹⁸ *Ibid.*, p. 74

¹⁹ *Ibid.*, p. 9-10

²⁰ Diane Tillman, *Living Values: An Educational Program, Living Values Activities for Children Ages 3-7*, trans. Adi Respati, dkk., (Jakarta: Grasindo, 2007), p. xvi

²¹ Maimunah Hasan, *Pendidikan Anak Usia Dini*, (Yogyakarta: Diva Press, 2012), p. 15

6.²² According to NAEYC (National Association for The Education of Young Children), early children are those at the ages 0-8 years that acquire educational service at daycare, family child care home, private or public preschool, kindergarten, and elementary school.²³

It is a “golden age” of a person that is a very important period of human beings. In this period, children learn very fast. According to Osborn, White dan Bloom human intellectual development at the age of four is around 50% and become 80% in the age of 8.²⁴ So that, teachers, parents, or societies should be wise in choosing children’s activities to optimize their potential.

Especially at school, teachers need to know what their student’s need. According to the Early Childhood-Head Start Task Force of US, young children need teachers who welcome all children to their classrooms, including children from various cultures, children whose first language is not English, and children who have disabilities. Young children need teachers who take time to work with them individually, in small groups, and sometimes with the entire class—to help them develop their cognitive and social skills, their language abilities, and their interest in learning new things about the world. Young children need instruction to develop the thinking, language, and early literacy skills needed for continued school success.²⁵

Furthermore, Mukhtar Latif and friends stated that the principles of children’s development are: (1) children tends to study well when their physical is fulfilled and feeling safe and comfort in their environment; (2) children learn continually, starting from constructing understanding about something, exploring environment, and recovering a concept; (3) children learn from social interaction, both with adult or peer; (4) children’s interest would motivate them to study; (5) children’s development and style of study should be considered as individual differences; and (6) children learn and easy to a complex thing, from a concrete to an abstract or from themselves or other people.²⁶

It can be concluded that early childhood education is the education for children at the age of 0-8 years. It is an important period that determines human’s life in the future. The treatment given should consider what the children actually need. Teachers should take care of them with good attitudes and make them comfortable by teaching from the heart.

²² Siti Aisyah, *Perkembangan dan Konsep Dasar Pengembangan Anak Usia Dini*, (Jakarta: Universitas Terbuka, 2011), p. 13

²³ *Ibid*, p. 13

²⁴ Soegeng Santoso, *Konsep Pendidikan Anak Usia Dini Menurut Pendirinya* (Jakarta: Grasindo, 2011), p. 7.

²⁵ Early Childhood-Head Start Task Force, US Department of Education, *Teaching Our Youngest: A Guide for Preschool Teachers and Child Care and Family Providers*, (Washington, D.C: Education Publications Center, 2002), p. 3

²⁶ Mukhtar Latif and friends, *Orientasi Baru Pendidikan Anak Usia Dini*, (Jakarta: Kencana, 2014), p. 72-73

Living Values Education Program

Living Values Education Program was first exist in the 50th anniversary of the United Nations as written by Diane Tillman on her book as follows:

LVEP departing from international project begins in 1995 by *Brahma Kumaris* to celebrate the 50th anniversary of the United Nations. The name was *Sharing Our Values for a Better World*. The project is focused on twelve universal values. The theme is taken from the article of the opening of the UN treaty: "*To Reaffirm faith in fundamental human rights, in the dignity and worth of the human person ...*".²⁷ As a part of this project, *Living values: A guide book* was written. This book describes each of the twelve core values, providing individual perspectives to create and sustain positive change, and there are also activities and group events, including a few of the values activities for the students in the classroom. The design classroom curriculum of was the inspiration and the originator of the *Living Values: An Education Initiative* (LVEI). LVEI was created when twenty teachers all over the world got gather in the office center of UNICEF in New York in August 1996 to discuss about students' need, their values teaching experience, and how the they integrate those values in order to prepare the students for the long life learning. By using *Living Values: A Guide Book* and "*Convention on the Right of the Child*" as a framework, the teachers identified and agreed values-based learning purposes all over the world. That was the starting point of Living Values.²⁸

Living Values Education is a program with a wide range of experimental activities and practical methodologies to teachers and facilitators to help children and young people explore and develop the twelve universal key values. Diane Tillman, the writer of Living Values Education series of books, said in his book as follows:

Living Values: An Educational Program (LVEP) is a values education program. This program presents a wide range of experimental activities and practical methodologies to teachers and facilitators to help children and young people to explore and develop the personal and social key values, such as: Peace, Respect, Love, Responsibility, Happiness, Teamwork, Honesty, Humility heart, Tolerance, Simplicity and Unity. There is also a special segment for parents and caregivers, as well as for refugees and child victims of war. Until March 2000, LVEP has been applied in 1,800 locations across 64 countries. The teachers reported that students were responding to the activities of a given value and become fond of discussing and applying those values. The teachers also noted that

²⁷ Diane Tillman, *Living Values Activities for young adults* p. 11

²⁸ *Ibid.*, p. xi-xii

students become more confident, more respectful to others and show increased social skills and positive personal and cooperative.²⁹

This program focuses on giving training to teachers and facilitators as the key success in developing students' character. Those who had been trained become the agents of change. At school, all school stakeholders should be trained including principles, teachers, staffs, security, etc., because they will be the role model for students along the school time or even at home. Besides, it also has a segment for parents as one of the school partners that take an important part in running the school program at home in order to change students' character continually. LVE is the solution of character matters happen in many places around the world. Based on the above explanation, this program has some goals as stated by Diane Tillman as follows:

- 1) To help individuals think and reflect on the different values and practical implications when expressing those values in relation to oneself, another person, society, and the whole world.
- 2) In order to deepen understanding, motivation, and responsibility when determining the positive personal and social choices.
- 3) To inspire individuals choosing the values of personal, social, moral and spiritual and being aware of practical methods to develop and deepen those values.
- 4) To encourage teachers and caregivers seeing education as a means of giving the philosophy of life to students, thereby facilitating the growth, development, and their choices so that they can integrate into society by respect, confidence and clear purpose.³⁰

Living Values Education as an approach in building children's character

Values-based activities in Living Values: An Educational Program was designed to motivate and challenge the students to think about themselves, other people, world, and values in an integrated way. The valued-based activities were made based on the students' need. In the context of early childhood education, students are taught based on their characteristics. Activities of learning new concept, sharing and thinking, creating, and teaching social competences are combined with games, arts, singing, moving, and imagination.³¹

There are core principles of living values education approach on the learning and teaching environment, the teaching of values, and the nature of persons within the world and the discourse of education. These principles are the standard and indication that living values education approach has been applied well.

²⁹ *Ibid.*, p. ix

³⁰ *Ibid.*, p. x

³¹ *Ibid.*, p. xiv

Learning and teaching environment has four principles, such as: (1) When positive values and the search for meaning and purpose are placed at the heart of learning and teaching, education itself is valued; (2) Learning is especially enhanced when occurring within a values-based learning community, where values are imparted through quality teaching, and learners discern the consequences, for themselves, others and the world at large, of actions that are and are not based on values; (3) In making a values-based learning environment possible, educators not only require appropriate quality teacher education and ongoing professional development, they also need to be valued, nurtured and cared for within the learning community; and (4) Within the values-based learning community, positive relationships develop out of the care that all involved have for each other.

The teaching of values has four principles, such as: (1) The development of a values-based learning environment is an integral part of values education, not an optional extra; (2) Values education is not only a subject on the curriculum; primarily it is pedagogy; an educational philosophy and practice that inspires and develops positive values in the classroom. Values-based teaching and guided reflection support the process of learning as a meaning-making process, contributing to the development of critical thinking, imagination, understanding, self-awareness, intrapersonal and interpersonal skills and consideration of others; (3) Effective values educators are aware of their own thoughts, feelings, attitudes and behavior and sensitive to the impact these have on others; and (4) A first step in values education is for teachers to develop a clear and accurate perception of their own attitudes, behavior and emotional literacy as an aid to living their own values. They may then help themselves and encourage others to draw on the best of their own personal, cultural and social qualities, heritage and traditions.

The nature of persons within the world and the discourse of education has two principles, such as: (1) Central to the Living Values Education concept of education is a view of persons as thinking, feeling, valuing whole human beings, culturally diverse and yet belonging to one world family. Education must therefore concern itself with the intellectual, emotional, spiritual and physical well-being of the individual; and (2) The discourse of education, of thinking, feeling and valuing, is both analytic and poetic. Establishing a dialogue about values within the context of a values-based learning community facilitates an interpersonal, cross-cultural exchange on the importance and means of imparting values in education.³²

These principles make living values education approach differ from others. Those are the key success of the implementation of living values education approach in developing children's character. Therefore, in order to achieve those principles, living values education international provides some activities for teachers, educators, facilitators, parents, educational stakeholder and public. The

³² <http://www.livingvalues.net/> accessed on November 11, 2016

activities are professional development courses, seminars, workshops, classroom teaching material, other educational resources, consultation to governments, organizations, schools, teachers and parents, and a comprehensive, multi-lingual website with materials available for downloading free of charge. For Indonesians, there is also LVE Indonesia website that provides materials based on our local wisdom, activities conducted by Indonesian trainer, and the contact number of the Indonesian office.

Furthermore, values internalization in the classroom uses some activities based on the children's characteristics. Teachers can start the activities by define every value in some basic sentences that usually used by children. This activity is usually called reflection. For instance, the reflections of "peace" are: (1) Peace is sobriety; (2) Peace is a pleased feeling in our selves; (3) Peace is when people live peacefully and no fighting; (4) Peace is positive thinking about myself and others; and (5) Peace starts from ourselves.³³ Or the reflection of "respect" are: (1) Respect is feeling that I am good; (2) Respect is knowing that I am unique and valuable; (3) Respect is to respect myself; (4) Respect is knowing that I can be loved and loving; (5) Respect is loving who truly I am; (6) Respect is willing to listen to others; and (7) Respect is knowing that other people are also valuable; (8) Respect is treating others well.³⁴

After making a reflection, teacher continues to another activities based on the purposes of learning the values. The activities can be imagination, learning to be silence, singing values-based songs, art expression, telling story, self-development activities, social skill, developing skills for social harmony. Teachers are also able to integrate the values into the current curriculum and bring them into our local culture. In classroom setting, children my do the activities individually or in a group.

Conclusion

Developing children's character is very necessary to make a better life for a better world. Living Values Education becomes one of the solutions to encourage teachers, facilitators, and parents to be the best partner of children in experiencing good values. This program offers the experimental activities about twelve universal values, such as: cooperation, freedom, happiness, honesty, humility, love, peace, respect, responsibility, simplicity, tolerance, unity and freedom.

Living values education international provides some activities for teachers, educators, facilitators, parents, educational stakeholder and public to make them easily understand and master this program, then they are able to teach children and young adults to develop twelve critical social values. The activities are professional development courses, seminars, workshops, classroom teaching material, other educational resources, consultation to governments, organizations,

³³ *Ibid.*, p. 4

³⁴ *Ibid.*, p. 32

schools, teachers and parents, and a comprehensive, multi-lingual website with materials available for downloading free of charge.

At school, teachers are the role model and should act based on the values. They may use many activities to experience the values, like reflection, imagination, learning to be silence, singing values-based songs, art expression, telling story, self-development activities, social skill, developing skills for social harmony. They can integrate those values into the local culture where they are from.



BIBLIOGRAPHY

- Aisyah, Siti. 2011. *Perkembangan dan Konsep Dasar Pengembangan Anak Usia Dini*. Jakarta: Universitas Terbuka.
- Early Childhood-Head Start Task Force, US Department of Education. 2002. *Teaching Our Youngest: A Guide for Preschool Teachers and Child Care and Family Providers*. Washington, D.C: Education Publications Center.
- Gunawan, Heri. 2014. *Pendidikan karakter: Konsep dan Implementasi*. Bandung: Alfabeta.
- Hasan, Maimunah. 2012. *Pendidikan Anak Usia Dini*. Yogyakarta: Diva Press.
- Latif, Mukhtar and friends. 2014. *Orientasi Baru Pendidikan Anak Usia Dini*. Jakarta: Kencana
- Lickona, Thomas. 2015. *Character Matters*, trans. Juma Abdu Wamaungo. Jakarta: Bumi Aksara.
- _____. 2013. *Education for Character*, trans. Juma Abdu Wamaungo. Jakarta: Bumi Aksara
- Munawar-Rachman Budy. 2015. *Pendidikan Karakter*. Jakarta: Lembaga Studi Agama dan Filsafat
- Sani, Ridwan Abdullah dan Muhammad Kadri. 2015 *Pendidikan Karakter*. Jakarta: Bumi Aksara.
- Santoso, Soengeng. 2011. *Konsep Pendidikan Anak Usia Dini Menurut Pendidiknya*. Jakarta: Grasindo.
- Tillman, Diane. 2004. *Living Values: An Educational Program, Living Values Activities for Young Adults*. trans. Risa Praptono. Jakarta: Grasindo.
- _____. 2007. *Living Values: An Educational Program, Living Values Activities for Children Ages 3-7*, trans. Adi Respati, dkk. Jakarta: Grasindo.
- Nadlifah, "Revitalisasi Pendidikan Karakter di PAUD Terpadu Aisyiah Nur'aini Yogyakarta", *Jurnal Al-Athfal* Volume 1, Nomor 2, Desember 2015, (Yogyakarta: UIN Sunan Kalijaga).
- <http://www.livingvalues.net/> accessed on November 11, 2016



Supported by:



The Asia Foundation



LIVING VALUES
EDUCATION



ISBN 978-602-74934-3-8



9 786027 493438