

PROCEEDING

THE 3rd SUMMIT MEETING ON EDUCATION
INTERNATIONAL SEMINAR

Values – Based Learning for Wonderful Children

Yogyakarta, November 22nd 2016

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Teacher Education “Madrasah Ibtidaiyah”

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

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

Alhamdulillahirabbil'alamin. 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

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THE IMPORTANT OF THE LIVING VALUE EDUCATION FOR CHILDREN

Diane G. Tillman

Abstract

Young people are increasingly affected by bullying, social problems, violence and a lack of respect for each other and the world around them, while their teachers and parents are impacted by new challenges and pressures. The educators involved in Living Values Education invite you to join us in a global endeavor to help children and youth explore and develop positive values and move toward their potential. We are creating caring, respectful environments where students feel safe and want to learn.

Living Values Education Program is effective in decreasing violence and bullying, and creating safe, caring school climates which are conducive to quality learning. As educators, we are not only implementing Living Values Education to improve student behavior and create a caring school climate that enables quality learning. We feel that the cognitive thinking skills and social and emotional skills that students are exposed to and asked to explore and develop will help them make positive socially-conscious choices, grow toward their potential, and help them engage in the community with respect, confidence and purpose. What children and youth learn is later woven into the fabric of society. Education must have positive values at its heart and the resulting expression of them as its aim if we are to seek to create a better world for all.

Keywords: *Education, Living Value Education,*

The challenge of helping children and youth acquire values is no longer as simple as it used to be when being a good role model and relating moral stories was sufficient. Violent movies and video games that glorify violence are attractive, and desensitize youth to the effect of such actions. Youth often see people who display greed, arrogance and negative behavior rewarded with admiration and status. As they grow, apathy and resentment can wash away their idealism with each wave of broken promises and news about violence and injustice. “Good” students may adopt values-based behaviors when exposed to awareness level values activities, but do they base decisions in their personal and professional lives on values years later when they become adults? “Good” students benefit when guided through an exploration of values and their implications for the self, others and the larger society; many are eager to reach out and make a positive difference. “Resistant” students or marginalized youth who turn away angrily from a moralizing approach to character education also benefit when guided through an exploration of values where their voice is heard and the process of one of facilitation. It is important to teach values education in such a way that each young person can be reached; each person is important in the creation of safer, more positive communities.

As Jacques Delors noted in *Learning: The Treasure Within*, we must not just educate our children and youth “to know” and “to do”, we must also educate them “to be” and “to live together” (1996). Quality education recognizes the whole person and promotes education that involves the affective domain as well as the cognitive. Values such as peace, love, respect, tolerance, cooperation and freedom, are cherished and aspired for the world over. Such values are the sustaining force of human society and progress.

Educators, and activities, that actively engage and allow students the opportunity to explore and experience their own qualities are of crucial importance. Students benefit by developing skills to cognitively explore and understand values. For students to be motivated to learn and utilize positive and cooperative social skills, the creation of a values-based atmosphere in which they are encouraged, listened to and valued is also essential. It is in this context, and in response to the call for values to be at the heart of learning, that Living Values Education (LVE) was developed.

1. The Living Values Education Approach

Living Values Education is a way of conceptualizing education that promotes the development of values-based learning communities and places the search for meaning and purpose at the heart of education. LVE emphasizes the worth and integrity of each person involved in the provision of education, in the home, school and community. In fostering quality education, LVE supports the overall development of the individual and a culture of positive values in each society and throughout the world, believing that education is a purposeful activity designed to help humanity flourish.¹

Living Values Education is based on the following core principles: a) When positive values and the search for meaning and purpose are placed at the heart of learning and teaching, education itself is valued; b) 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; c) 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; d) Within the values-based learning community, positive relationships develop out of the care that all involved have for each other; e) The development of a values-based learning environment is an integral part of values education, not an optional extra; f) 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; g) Effective values educators are aware of their own thoughts, feelings, attitudes and behavior and sensitive to the impact these have on others; h) 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; i) central to the Living Values Education concept of education is a view of persons as thinking, feeling,

1 Diane Tilman, *Living Values Activities for Children Ages 8–14*, page.6.

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; j) 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.

The implementation of Living Values Education is facilitated by the Association for Living Values Education International (ALIVE International), a non-profit-making association of organizations around the world concerned with values education. Drawing on a strong volunteer base, the advancement and implementation of Living Values Education is supported by UNESCO and a host of other organizations, agencies, governmental bodies, foundations, community groups and individuals. It is part of the global movement for a culture of peace in the framework of the United Nations International Decade for a Culture of Peace and Non-Violence for the Children of the World. ALIVE groups together national bodies promoting Living Values Education and is an independent organization that does not have any particular or exclusive religious, political or national affiliation or interest.

ALIVE is registered as an association in Switzerland. In some countries national Living Values Education associations have been formed, usually comprised of educators, education officials, and representatives of organizations and agencies involved with student or parent education.

In pursuing its mission and implementing its core principles, the Association for Living Values Education International and its Associates and Focal Points provide:²

- a). Professional development courses, seminars and workshops for teachers and others involved in the provision of education.
- b). Classroom teaching material and other educational resources, in particular an award-winning series of five resource books containing practical values activities and a range of methods for use by educators, facilitators, parents and caregivers to help children and young adults to explore and develop twelve widely-shared human values. These five resource books are Living Values Activities for Children Ages 3–7, Living Values Activities for Children Ages 8–14, Living Values Activities for Young Adults, Living Values Parent Groups: A Facilitator Guide and LVEP Educator Training Guide. There are also educator resource books for children in difficult circumstances/street children, young people in need of drug rehabilitation, children affected by war, at-risk youth and young offenders. The approach and lesson content are experiential, participatory and flexible, allowing – and encouraging – the materials to be adapted and supplemented according to varying cultural, social and other circumstances. The approach and materials may also be used systematically in alignment with the above principles as the Living Values Education Program (LVEP).
- c). Consultation to government bodies, organizations, schools, teachers and parents on the creation of values-based learning environments and the teaching of values.
- d). An extensive multi-lingual website (www.livingvalues.net) with materials available for downloading free of charge.

2 Diane Tilman, *Living Values Activities for Children Ages 8–14*, page. 8.

The Living Values Education approach and materials are currently being used and producing positive results in more than 60 countries at thousands of sites. While most such settings are schools, others are day-care centers, youth clubs, parent associations, centers for children in difficult circumstances, drug rehab facilities, health centers and refugee camps. The number of students doing LVE at each site varies considerably; some involve 10 students with one teacher while others involve 3,000 students. At least some LVE materials are available in about 30 languages. The approach is non-prescriptive and allows materials and strategies to be introduced according to the circumstances and interests of the users and the needs of students.

2. The Living Value Education Resource Materials

Living Values Education Program is a comprehensive values education program. This innovative global program offers training, a practical methodology and a wide variety of experiential values activities to educators, facilitators, parents and caregivers to help them provide the opportunity for children and young adults to explore and develop universal values. Educators are asked to think about their values, use their creativity to see how they can incorporate values into their curriculum in a practical way, and create a values-based atmosphere. The resource materials include Living Values Activities for peace, respect, love, cooperation, happiness, honesty, humility, responsibility, simplicity, tolerance, freedom and unity.

Designed to address the whole child/person, Living Values Activities build intrapersonal and interpersonal social and emotional skills and values-based perspectives and behaviors. Students are engaged in reflection, visualization, and artistic expression to draw out their ideas; cognitive and emotional skills grow as they are engaged in analyzing events and creating solutions. The approach is child-centered, flexible and interactive; adults act as facilitators. During LVE training, educators are asked to create a values-based atmosphere in which all students can feel respected, valued, understood, loved and safe. Part of LVE educator excellence is viewed as modeling the values, respecting student opinions, and empowering young people to enjoy learning and implement values projects.

LVE's purpose is to provide guiding principles and tools for the development of the whole person, recognizing that the individual is comprised of physical, intellectual, emotional, and spiritual dimensions. The aims are:³

- a). To help individuals think about and reflect on different values and the practical implications of expressing them in relation to themselves, others, the community, and the world at large;
- b). To deepen understanding, motivation, and responsibility with regard to making positive personal and social choices;
- c). To inspire individuals to choose their own personal, social, moral, and spiritual values and be aware of practical methods for developing and deepening them; and
- d). To encourage educators and caregivers to look at education as providing students with a philosophy of living, thereby facilitating their overall growth, development, and choices so they may integrate themselves into the community with respect, confidence, and purpose.

3 Diane Tilman, *Living Values Activities for Children Ages 8–14*, page. 10.

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