

Living Values Education as a Learning Innovation Model to Improve Student Civic Dispositions in Indonesia

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Abstract. Education makes their character. Civic Education plays a part in making strides in understudy character, to be specific civic dispositions. One approach to expanding civic dispositions is Living Values Education (LVE). LVE is a program to shape understudy character through the improvement of positive life values. The reason for this thought is to plan the utilization of LVE as a learning development show that viably increments civic dispositions. The inquiry about strategy is subjective with a writing audit. The comes about of this considers advanced LVE as a compelling elective for higher instruction in expanding the competence of dependable and caring citizens. This inquiry recommends the need for the integration of LVE values within the higher instruction educational modules to improve students' civic dispositions as an entire. This inquiry seeks to supply suggestions and viable rules for the advancement of LVE-based learning developments in education.

Keywords: Civic Education, Civic Disposition, Learning Model Innovation, Living Values Education

1. Introduction

Arweck & and Nesbitt (2004) discussed the Living Values Education program, which is a global education program that focuses on developing positive life values in children. Initially, this program was given to children aged 3-7 years and 8-14 years. This program aims to help children develop 12 social and moral skills, such as 1) peace, 2) respect, 3) love, 4) tolerance, 5) honesty, 6) humility, 7) cooperation, 8) happiness, 9) responsibility, 10) simplicity, 11) freedom, and 12) unity. The Living Values Education (LVE) training program started in Oxford England. This program puts life values at the core of education and promotes the development of more conscious and responsible individuals.[1] This program has been implemented in various countries around the world and has received support from international agencies such as UNESCO, UNICEF, and the Council of Europe. The LVE program is not instantaneous and requires a long process such as the need for

pilots, raised to an international level by the United Nations, then approved by UNICEF and adopted in schools. LVE has also been recognized by the United Nations as one of the five best programs in the world in terms of developing life values in children.[2] An article written by Elisabeth Arweck & Eleanor Nesbitt from the University of Warwick (2004) explores education values based on the living values program, which started from an initiation of ideas and ideas towards the implementation of these ideas. The idea was then adopted in schools and required a strategy to run the program.

At first, the developing life of this program came from Brahma Kumaris World Otherworldly College (BKWSU).[3] This program at that point included people and teach in it. At that point, this program was embraced in British schools including instructors, understudies, and guardians. LVE can make strides in the individual competence of instructors in Indonesia.[4] LVE is critical in presenting positive values from an early age to children and making a difference them creating the social and ethical abilities required to live in a complex and differing society. This program too points to assist in shaping youthful individuals who are more mindful and dependable and decrease viciousness and discrimination in society. The school could be a put for the arrangement of understudy characters through various exercises such as consider and extracurricular activities.[5] LVE may be a character instruction approach since LVE is seen as an effort to make strides in the quality of character instruction, as a direct in teaching understudies, and as an exertion to create a youthful era who is broad-minded, highminded, clever, inventive and has noble character.[6] This program is exceptionally instructive and gives a clear picture of the values of life instruction program and its usage within the instructive environment.

Arweck & Nesbitt (2004) highlight the importance of introducing these values from an early age and provide best practice examples from several schools that have implemented these programs successfully. They also discussed the challenges and constraints in implementing this program and suggested strategies to overcome them. This research is LVE on Early Childhood Education (PAUD) in Indonesia related to the management of PAUD institutions that are underdeveloped the character.[7] Contextual learning based on living values is an alternative model of integration of character education that can also be applied not only to children's education in early childhood but also in the learning process in tertiary institutions.[8] Arweck & Nesbitt (2004) promote that this program is very useful for teachers, parents, and educational observers to understand the benefits of life values education programs. Although some problems must be overcome in implementing this program. Arweck & Nesbitt (2004) show that this program has great potential in shaping a more ethical and responsible young generation. Arweck & Nesbitt (2004) explain that this program can help form a better understanding of the importance of life values education. Arweck & Nesbitt (2004) have provided a clear description of this program and examples of best practices that other educational institutions can follow.

2. Methods

The investigative strategy utilized is subjective with a report examination approach for the advancement of the Living Values Education (LVE) demonstrated. At that point plan examination utilizing writing considers comprising of thinks about articles, books, and compositions from the past thinks about. Information examination was carried out by analyzing information obtained from writing ponders and preparatory ponders from the about of past inquiries about and show improvement ponders. This article was continued from an article by Arweck & Nesbitt (2004). The Spread of the comes about demonstrated with introductions to esteemed instruction learning specialists in logical gatherings.

3. Results and Discussion

The Living Values Education (LVE) program may be a worldwide instruction program that aims to assist children in creating positive life values and the social and ethical aptitudes required to live in a complex and assorted society. Arweck & Nesbitt (2004), clarified that the inspiration basic the advancement of LV fabric developed from the conditions of postmodern society locally and all-inclusive. Arweck & Nesbitt (2004), depict the advancement of the LVE program from the start of the activity to its implementation in different nations. This incorporates how the program is executed in completely different instructive settings and the challenges confronted in executing the program in completely different nations. Concurring to Arweck & Nesbitt (2004), one of the greatest challenges in executing LVE programs in creating nations is the need to understand the significance of character instruction and positive values in building understudy character. In this manner, this program is regularly considered an extra program and isn't a portion of the center's instructive educational programs. In any case, investigated by Arweck & Nesbitt (2004) appears that in created nations such as Britain and the Joined together states, the LVE program has been broadly recognized and actualized in several schools. This program is coordinated with the educational programs and is a vital portion of understudy character instruction. Concurring with Arweck & Nesbitt (2004), the assessment comes about of the LVE program in several nations shows that this program is successful in making a difference in understudies creating positive values, and empowering them to end up superior and more dependable citizens. Assessments too appear that the program makes a difference in understudies to create superior interpersonal aptitudes and can decrease insolent behavior at school.

Based on the investigation of investigation on the LVE show in the classroom and extracurricular learning in junior and senior high schools in Indonesia, appears that: 1) the LVE show in learning exercises is the integration of life values into the fabric, strategies, and media, learning assets, and appraisal. Joining life values instruction into learning is carried out utilizing relevant learning methodologies, 2) the life esteem instruction shown in scout extracurricular

exercises is carried out through common exercises, outbound/character exercises, competitions, and camps. Esteem appreciation is built through learning and extracurricular exercises such as teaching, shared participation, fellowship, resistance, caring, fellowship, mettle, obligation, cohesiveness, business, imagination, freedom, genuineness, social abilities, and competence.[9]

This program is based on the conviction that instruction needs to be more than reasonable scholastics, it got to as well offers assistance to understudies to make the social and moral aptitudes principal for a cheerful and critical life. This program features a few essential guidelines, particularly counting understudies inside the learning handle, giving arranged an experience that's related to their way of life, and making a distinction between understudies to make positive demeanors towards themselves, others, and the environment. In development, Living Values (LV) emphasizes the centrality of displaying these values from an early age and gives cases of best sharpens from several schools that have actualized this program successfully. Based on the exploration of LVE in Indonesia it is known: 1) at the conceptual level, course readings based on life values instruction and taking beneath thought the guidelines of coherent learning, center, and crucial competencies. Competence in understanding the national instructive modules, and the guidelines of composing perusing fabric (reasonableness of substance, introduction, tongue and lucidness, and plan); and 2) the utilization of Citizenship Instruction course readings based on life values instruction incorporates a critical effect on the character enhancement of junior tall school students.[10]

Arweck & Nesbitt (2004) talk about in detail the LVE program executed in different instructive settings in Britain and a few other nations. They highlighted the significance of parental back and association within the program and the significance of adjusting the program to nearby and social needs in each nation. Arweck & Nesbitt (2004) examine the challenges and deterrents in actualizing this program and recommend procedures to overcome them. The LVE is demonstrated in schools through habituation exercises and their effect on character development.[11] A few of the challenges confronted incorporate a need for bolster from the school and a need for back from the encompassing community. To overcome this, Arweck & Nesbitt (2004) proposed that the living values program be more coordinated with the educational modules of the school and the encompassing community. The comes about of inquiries about the show of Civic Education reading material based on life values instruction in Indonesia appear that: 1) Civic Education course readings based on life values instruction conceptually join life values and standards of life values instruction into course readings; 2) reading material chapters incorporate titles, presentations, concept roadmaps, watchwords, introduction of fabric, clarification of life values, works out, outlines, reflections, true appraisals, criticism, and follow-up exercises; 3) life values can be coordinates into reading material through civic values highlights, shrewd words, examination of life values, reflection, and demeanor assessment.[12]

LVE is created through life esteem instruction shown in educating materials and its effect on students' civic dispositions.[13] The improvement of interactive media Civic Education with LVE appears are: i) coordinating life values and instructive standards into intuitively mixed media

with primary consideration to the center competencies and essentials of Civic Education concurring to the 2013 Indonesian educational modules, the standards of logical learning, the standards of learning, advancement standards; ii) the show system comprises of inspiration, titles, menus, learning targets, a substance with mixed media varieties, motivational/reflection recordings; iii) the comes about of the approval appear are substance, introduction, interactive media standards, and the beginning item demonstrate are considered very great. Most understudies see exceptionally emphatically the utilization of intelligently interactive media in learning Civic Education for character advancement.

In matter this program adjusted with thought most recent which advanced by coach life, coach individual, administration imaginative, and program self-subsistent based on guideline otherworldly. Based on an investigation in Lebanon, this ponder tried the impact of the "Living Values Education Program" (LVEP) on certain behaviors and demeanors related to individual insights (intrapersonal and interpersonal) in basic school understudies in a private school in Lebanon. [14] Understudies within the treatment bunch took lessons from the three program esteem units, specifically: Peace, Regard, and Adore. Inquire about LVE in Vietnam utilizing the Lesson Ponder approach, made two discoveries, specific 1) Lesson Ponder arranging from the Arrange organize (Instructor and show educator arranging execution counting Learning Concept Outline), Do (Execution of Show Educator educate understudies and learning instructors) present learning utilizing Indonesian archipelago culture through the arithmetic subject, See (other instructors as eyewitnesses give input on the assessment of the learning process).[15]

Arweck & Nesbitt (2004) explain that this program can also be adopted by religious and educational organizations for further development. LVEP needs help from religious organizations to help develop values. Development of educational programs related to religious movements and utilization programs in schools that funded the country.[16] Linkages, through education mark, between organization religious And school country Still not enough research. LVE in addition to formal schools can also be applied to community-based schools. Arweck & Nesbitt (2004), provide criticism of LVEP implementation that does not adopt LVEP in its pure form, no school can be labeled "School of Living Values ", and no one works directly with manuals as possible with textbooks. Arweck & Nesbitt (2004), explained that the results of the LVE pilot at the BKWSU campus were then promoted by the United Nations to become value education for the international community. The results of the research show that LVE can be developed to foster national character with the storytelling method in the thematic learning of elementary students.[17] The advantage of LVEP is that it uses religious values to be used as values education.[18] Meanwhile, there is an opinion that the approach used by LVEP is the same as that adopted in Hinduism. However, LVEP can be applied not only in Hinduism but also in Islam or other religions in the national education system such as stemming radicalism which continues to overshadow the lives of religious communities in Indonesia.[19] Meanwhile, UNICEF

accepts the LVEP model but is not satisfied with its content. One of the competencies of Civic Education is civic dispositions. ERIC clarifies the character of citizenship in a larger part run the show government (civic dispositions).

The following is **Figure 1.** concerning the construction of integrated civic dispositions and Living Values Education in learning Civic Education as follows [20].

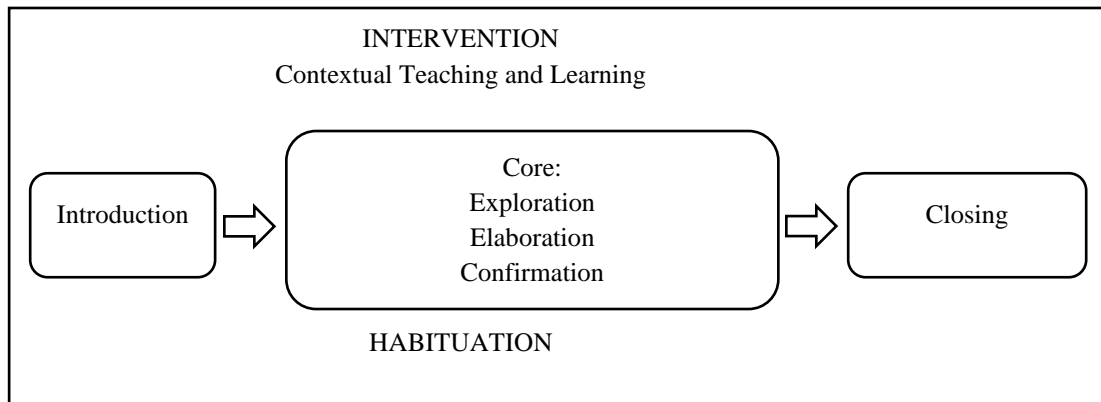


Fig. 1. Integration Construction of Civic Dispositions Planting and Living Values Education in Civic Education Learning

4. Conclusion

This article discusses the Living Values Education Program (LVEP) aims to help children develop positive life values and the social and moral skills needed to live in a complex and diverse society. LVEP can be developed as education to shape the nation's character through value education. LVEP can be developed in Civic Education because of its characteristics towards values education. The challenges faced in implementing this program were the lack of support from the school and the lack of support from the surrounding community. It is recommended that the LVEP program be more integrated with the school curriculum and the surrounding community. Educators must have the necessary knowledge and skills to implement this program effectively and must have the support of school management and parents.

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