

Implementation of Living Values Education Principles for Learning Civic Education Senior High School

Tubagus Saputra
Civic Education Department
Universitas Pendidikan Indonesia
Bandung, Indonesia
tubagussaputra@yahoo.com

Kokom Komalasari
Civic Education Department
Universitas Pendidikan Indonesia,
Bandung, Indonesia
kokom@upi.edu

Prayoga Bestari
Civic Education Department
Universitas Pendidikan Indonesia,
Bandung, Indonesia
yogabestari@upi.edu

Abstract— Living Values Education is a new concept in learning Civic Education that is feasible to be actualized. The purpose of this study is to construct the meaning of learning activities of living values based Civic Education in SMA 3 Bandung. This research is a qualitative study with a case study design to obtain in-depth answers of the problems as explained. Data collection techniques in this study were interviews, observation, documentation studies, and field notes. The findings of this study shows that the Implementation of Pancasila and Civic Education Learning based on living values education in Senior High School (SMA) 3 Bandung is actualized through 3 (three) stages of learning namely, covering; 1) preliminary stages, in the form of a learning contract in the form of commitment to building identity as students of SMA Negeri 3 Bandung who are characterized, researched, and excel in faith and piety, 2) core stages, such as through VCT, Ice Breaking, and Roundtable Method, culture- based learning namely RBL (Research Based Learning) and Bakti Desa, and 3) the closing stages, in the form of reflection of internal values.

Keywords: *teaching and learning, Civic Education, living values education principles*

I. INTRODUCTION

This study try to expand knowledge about civic education research in the character education domain that has been done by Didin Saripudin and Kokom Komalasari with *“living values education in school habituation program and its effect on student character development”*. This study describes the sample model of living values education (LVE) on learning activities in senior high school. The contribution from this article is give us a reference about civic education innovation. As we know learning Civic Education which is too focused on the aspect of knowledge (civic knowledge) and not paying attention to the behavioral aspects (civic disposition) that is constructed by living values has caused citizen behavior that is not valuable. On others words, we are facing a degradation of quality of citizen character. This degradation is characterized by 10 (ten) indicators of quality degradation, namely: (1) escalation of violence among adolescents, (2) worsening use of language and words, (3) the influence of

peer groups that are strong in violence , (4) escalation of self-destructive behavior, (5) blurring of good and bad moral guidelines, (6) decreasing work ethic, (7) lower respect for parents and teachers, (8) low sense of individualresponsibility and civic responsibility, (9) breeding dishonesty, and (10) the existence of mutual suspicion and hatred among others [15].

Basically, civic education is a program of education / learning that is programmatically - procedurally seeks to humanize, and civilize and empower people / students (themselves and their lives) to become good citizens as required / constitutional jurisdiction of the nation / state concerned [2]. Efforts in this direction require an innovation in the context of the presentation of learning process. In this regard, Living Values Education becomes a viable alternative to be put forward. Living Values Education is one of the development of learning models from character education that emphasizes pleasant learning principles by providing opportunities for each educator to reflect and explore their personal values in order to be a foundation in creating a value- based learning atmosphere, because values are not taught, but captured or felt so that teachers are challenged to realize and continuously revive their personal values. The value activities learned in class can take the form of value games, where students are involved in conflict resolution exercises, discussions, artistic activities (singing, painting, drama, storytelling, dance), communication exercises, mind mapping, creative writing, role playing, exercise imagination, relaxation and concentration [6].

Based on the pre-research results, the researchers found that there is one school which until now still actualizes the living values education principles as the spirit of the implementation of character education, namely SMA 3 Bandung. Researchers’s reasons in conducted a research at this school was because this school had students who had character, excelled in the field of extracurricular activities, upheld the values of religious teachings, and had been a pilot in the implementation of the 2013 Curriculum. www.sman3bdg.sch.id which was accessed by researchers, shows that SMA 3 Bandung had a vision of becoming a Research-Based School, Leading in Character Building, Environmental Insight, Excellence in Science and

Technology. In addition, SMA 3 Bandung also has a mission, including creating graduates with character and nationalism as well as caring for the environment and developing the potential of intellectual, emotional and spiritual intelligence to provide solutions to the dynamics of the problems of the nation and state. Based on the description that has been delivered, this study aims to identify how Civic Education learning based on living values education is actualized in SMA 3 Bandung.

II. THEORETICAL REVIEW

2.1 *Living Value Education*

Living Values Education is one of the development of a learning model of character education that emphasizes fun learning principles, for examples: role playing, discussion, mind mapping, conflict resolution, and Value Clarification Techniques [6]. Students are invited to capture and feel values, so they can have values to use in they life. It is values also could be character from the students.

2.2 *Living Values Education Principles*

As one of the development of a learning model of charcter education, living values education have principles which includes: 1) gather grains of reflection, 2) imagine widely, 3) relaxation and focus exercise, 4) expressing artistry, 5) developing personal, social, and emotional skills, 6) developing cognitive awareness of justice, 7) developing social harmony, 8) gather values ofv culture, 9) information acceptance, 10) values exploration in the real life, 11) discussion, 12) transfer of learning, and 13) ideas exploration [6]. The principles of living values education applied on learning activities such as [9]:

| No | Activities | Explanation |
|----|------------------------|--|
| 1 | Internal Reflection | The activities of imagining and reflecting in which the students are asked to create their own ideas, for example the students are asked to imagine a world full of peace. Doing visualization about the value that wants to be discovered that makes it relevant with the students because they have opportunity to create their own experience. Reflection activity asks them to think their experience related to values. |
| 2 | Information Acceptance | Reflection refers to the information of each value, which is about the meaning and application. Reading/ literature material, story and information about culture are the valuable sources to discover and explore value. It will be more effective if the story or information presented is positive, for example the students will be more motivated if they listen to the story about one's success because of the firmness in holding the positive values in stead of the failure of people who do not have positive values in their lives (giving positive reinforcement is more effective than negative reinforcement or consequence). |

| | | |
|---|--|---|
| 3 | Values Exploration in the Real Life | Most of the activities in living values learning use games, real situation, news or particular issues in its learning activity, for example the Unit of Honesty is started with a story as stimulus or introduction, the next activity is asking the students to arrange a drama with honesty and corruption theme from the past history material that is learnt previously. In such session, the impact of dishonest action can be generally explored previously before going to their personal or individual honesty. |
| 4 | Each unit is designed to be started with value stimulation so that its relevance and meaning can be reached. | For example, giving lecture to the students about the bad of fighting at school is not an effective way to create peaceful and respectful situation. In contrast, starting the lesson about peace by imagining activity and not only giving lecture about how to be 'a good student' will be more effective for the students because they are asked to correlate it with their feeling, thinking and experience. Once they can define the meaning of peace by themselves, they will be interested to discuss the effect caused by peace. |
| 5 | Discussion | Creating an open space full of respect each other is the important part in discussion process. Sharing is a reinforcement process in which when the students express their feeling related to value, such situation can reemphasize their viewpoints and develop empathy of other students. The negative things or ideas can be accepted as part of exploration process and open for further questions. In some living values activities, there are usually opening questions as discussion material, directing to further cognitive exploration and discovery of various alternatives. |

| | | |
|---|--|--|
| 6 | Idea Exploration | Discussion activity, then, can be followed by self reflection or small group formation to do various art activities, scientific writing or drama. Discussion can refer to mind mapping activity about value and the meaning of value. This method is very useful to see how far the impact caused by value and the meaning of value of themselves, and its correlation with various different elements in society. If the young generation is to be able to implement values not only for themselves but also for the society, it is important for them to discover more in issues related to social justice and those having good model in implementing such values consistently. |
| 7 | Creative Expression | Art is an appropriate media for the students to express their ideas or feeling creatively and discover their own values. Drawing and painting activities, including wall painting, can be combined with various art performance activities. Dance, movement and music give space for expression and create togetherness sense. Other activities are compiling and writing journals, writing creative stories and poems. Short stories, making humorous pantun (traditional poetry), advice pantun, song and other interesting forms. |
| 8 | Skill Development | Besides imagining and discussing value and understanding the caused impacts, the skill to apply value is very needed in daily implementation. Today young generation needs to experience positive feeling of the value by themselves and not only focuses on cognitive domain, has skill in taking decision based on social awareness. |
| 9 | Personal, Social and Emotional Skills. | There are various interpersonal skills practices in living values activities. Relaxation/ concentration practice helps the students to penetrate the process of 'feeling' such values. The skill to control emotion and reduce stress is the important skill needed in adaptation and communication. Other activities are building the understanding about individual's various positive qualities; developing belief that 'I can do the difference', learning more about individual rights and respecting their points of view, improving the positive reinforcement on self, focusing on goal/ aim and being responsible for the decided choice and action. |

| | | |
|----|--|---|
| 10 | Interpersonal Communication Skill. | Emotional intelligence is improved by various activities offered above and various follow-up activities directing to the understanding about the role of various emotion, such as fear or anxiety, anger and their consequences on individual's relation with other. The practice of solving a conflict in conflict resolution, positive communication practice, various games emphasizing in cooperative and helping each other in completing a task, are activities in living values improving interpersonal communication skill. |
| 11 | Society, Environment and World. | To help the young generation to give real contribution to the wider society is important for them to understand practical implication of value and its correlation with society and world. Some activities are arranged to support such practical implication. Definition including; Developing cognitive awareness and motivation to have social justice and responsibility. Besides that, this part contains the topic about awareness and responsibility to environment. |
| 12 | Transfer of Learning- Integrating Values in the Real Life. | Living value activity is given as homework, it increase indirectl the students' opportunity to bring such values into their own family environment. The students are asked to make a project or particular task that is the real example of value difference existing in the classroom, school and society. The aim of value. |

Civic Education as values education mean through civic education be expected embedded and transformative values, moral, and norm who rated good by nation and state to students self, so that support nation and character buildings effort [1].

III. METHODS

This study uses a qualitative research approach. Meanwhile, the research method is a case study. The case study research method is a research method that is focused on just one phenomenon that is chosen and wants to be understood in depth, ignoring other phenomena [12]. The research participants in this study were the Civic Education Teachers and students of SMA 3 Bandung. The teachers as an informant provides information about the ins and outs of learning Civic Education based on Living Values Education, along with obstacles and efforts to overcome obstacles in Civic Education learning based on Living

Values Education, while students of 10th, 11th, and 12th grade took a role as learning subject. Data collection techniques in this study were interviews, observation, documentation studies, and field notes to complete the research data. Data validity used triangulation based on sources and triangulation based on techniques. Both of these are done in order to close the possibility if there is a shortage of data from one source or another method. Data analysis in this study took place during the data collection process and after completion of data collection using techniques from Miles and Huberman [11] ranging from data reduction, data display, and conclusion drawing / verification activities.

IV. RESULTS AND DISCUSSION

The implementation of the principles of living values education in Civic Education at SMA 3 Bandung is not understood as a special program as the original concept developed by Diane Tillman [6], but is an integration of living values education indicators / principles into Civic Education learning activities as one of the core activities of organizing education in SMA 3 Bandung which occurs in 2 (two) contexts, namely class and outside class. In the context of the class actualized in 3 (three) stages of learning namely 1) introduction, 2) core, and 3) closing with multi-method learning such as: VCT, Ice Breaking, and Roundtable Method. Whereas, in the context outside the class is inserted in culture-based learning namely RBL (Research Based Learning) and Bakti Desa.

First, in the context of the class actualized in 3 (three) stages of learning including; 1) introduction, 2) core, and 3) is always dynamic so that it requires teachers's skill in teaching so that students follow and enjoy the learning process. Activities carried out include: ice breaking, VCT, story telling, and rountable methods; and at the closing stage students are asked to make summaries and conclusions from the learning activities carried out to live up to the values of life through activities that reflect the value of learning.

Second, in the context of the outside class, living values education is integrated in culture-based learning, namely RBL (Research Based Learning) and Bakti Desa. Behrmann says research culture-based learning (Research Based Learning) is a special type of learning where the learning process is embedded in actual research practices which contain authentic problem solving with the point of view of problem formulation, problem solving, and communicating the benefits of research results by collaborating between learning methods who use authentic learning (there must be real examples), problem-solving (answering cases and contextual), cooperative learning (together), contextual (hands on & mins on), and inquiry discovery approach (find something) based on constructivism philosophy (continuous student self-development) [10]. RBL (research based learning) learning has been carried out since 2010 and continues because it is a prerequisite for graduating from SMA 3 Bandung so that students are required to always conduct research based learning from 11th grade to 12th grade.

Furthermore, the stages in research culture-based learning include: 1) Stage of exposure that is building students's knowledge from various disciplines with literature studies and developing analytical and technical skills; 2) Experience stage, this stage is carried out with the characteristics that students develop knowledge, work and study independently, and learners get the correct guidance in communication skills; and 3) The capstone stage, namely the stage of presenting the final project with characteristics covering the application of experience during learning and research carried out in the form of displaying product results, presenting written and oral works, and scientific publications [14].

At 1) the exposure stage, students are asked to do a research either in groups for 11th grade and individuals for 12th grade which aims to solve a problem in daily life in the form of social activities which later offered the solution were expected to become a culture in the community. Just mention: electoral education, the danger of LGBT, and environmental caring behavior. The approach used is interdisciplinary to multidisciplinary. Therefore, the learning material is adapted to the theme of their respective research work. The method used is structured guidance. The media used in the form of a draft research that has been printed. Learning resources can be in the form of textbooks, magazine / newspaper articles, and the internet. Learning assessment uses research reports and products in the form of papers, videos, and powerpoints to the evidence that research results are published in the mass media.

At 2) the stage of experience, the students by being guided by the teacher to do activities in the form of; 1) character learning class contracts; 2) the division of the literature study group for 11th grade students and they are asked to submit a title to the supervisor they choose when they are on 12th grade; 3) students and supervising teacher discuss to get a mutual agreement about which research is feasible to do; 4) when it has been approved from the supervising teacher, then the students compile the material to be consulted with the supervising teacher at the next meeting; 5) before consultation, the students are asked to communicate first with the supervising teacher as a manifestation of cultivating the value of the award, and 6) the students conduct literature studies and field studies.

At 3) the capstone stage, students are asked to do things in the form of; 1) presenting exposure to research results in the form of papers, videos / photographs / posters, and powerpoint presentations; 2) excavating character values by students; and 3) students and teachers jointly carry out a learning reflection activity related to research-based learning that has been carried out as an effort to reflect the life values that have been obtained and internalize positive life values that would be better if developed for the future.

Bakti Desa is a culture-based learning for 12th grade students in SMA 3 Bandung which is conducted for 3 (three) days 2 (two) nights which aims to recognize culture, be more sensitive to the environment that is far

below the habits of students, know wisdom of local culture, and develop a sense of empathy. Forms of activities such as conducting a survey of the community looking for people who need a helping hand and then distributing basic necessities, free medical activities, and planting trees. In the Bakti Desa program it collaborates in various types of subjects such as Biology, Religious Education, and Civic Education / Social Sciences.

Bakti Desa includes; 1) the preliminary stage, students are given briefing instructions by the supervising teacher on technical preparation, departure, activities during the location, and return from the location of service; 2) the activity stage, students learn to live in the midst of society by socializing through interaction with citizens by conducting a series of activities such as conducting community surveys to record which communities need a helping hand and then given assistance in the form of basic needs, free medical activities, and planting tree; 3) the closing stage, the students say goodbye accompanied by giving memories with the villagers who they have visited for a few days and doing learning reflection activities before the departors return to their homes. Through Bakti Desa students learn about values of appreciation, compassion, humility, love, cooperation and tolerance which are pillars of universal life values in the principles of living values education.

V. CONCLUSION

The Implementation of Pancasila and Civic Education Learning based on living values education in SMA 3 Bandung is actualized through 3 (three) stages of learning namely, covering; 1) preliminary stages, in the form of a learning contract in the form of commitment to building identity as students of SMA Negeri 3 Bandung who are characterized, researched, and excel in faith and piety, 2) core stages, such as through VCT, Ice Breaking, and Roundtable Method, culture-based learning namely RBL (Research Based Learning) and Bakti Desa, and 3) the closing stages, in the form of reflection of internal values. This result could be try as a best practice on civic education learning in senior high school for nation and character building.

REFERENCES

- [1] B. Maftuh, "Internalisasi Nilai-Nilai Pancasila dan Nasionalisme Melalui Pendidikan Kewarganegaraan". *Educationist*. Vol. II No. (2) pp. 60 – 78 ISSN: 1907 – 8838, 2008
- [2] D. Budimansyah, D. and S. Syam, "*Pendidikan Nilai Moral Dalam Dimensi Pendidikan Kewarganegaraan*". Bandung: Laboratorium Pendidikan Kewarganegaraan (PKn) FPIPS-UPI, 2006
- [3] D. Saripudin, and K. Komalasari, "living values education in school habituation program and its effect on student character development". *The New Educational Review*. Vol. 39 No.1 pp. 51-62, 2015
- [4] D. Tillman, "*Living Value: Activities for Children Ages 8-14*". Jakarta: PT Gramedia Widiasarana Indonesia, 2004
- [5] K. Komalasari, "*Pembelajaran Kontekstual*". Bandung: Refika Aditama, 2010
- [6] K. Komalasari, and D. Saripudin, "*Pendidikan Karakter Konsep dan Aplikasi Living Values Education*". Bandung : Refika Aditama, 2017
- [7] K. Komalasari, "The Living Values-Based Contextual Learning to Develop the Student Character". *Journal of Social Sciences* Vol 8 (2): pp. 246-251, ISSN 1549-3652, 2012
- [8] K. Komalasari and D. Saripudin, "The influence of Living Values Education-Based civic education textbook on student character formation". *International Journal of Instruction*. Vol. 11 No.1 e-ISSN 1308-1470, 2018
- [9] K. Komalasari, D. Saripudin, and I.M Masyitoh, "Living Values Education Model in Learning and Extracurricular Activities to Construct the Students' Character". *Journal of Education and Practice*. Vol. 5 No. 7, pp. 166-175, 2014
- [10] L.Behrmann, "The Halo Effect as a Teaching Tool for Fostering Research-Based Learning". *European Journal of Educational Research*. Vol. 8, No. 2, pp.433– 441, 2019.
- [11] M.B Miles, & A.M Huberman, "*Analisis data kualitatif*". Jakarta: Universitas Indonesia Press, 1992
- [12] N.S Sukmadinata, "*Metode Penelitian Pendidikan*". Bandung : PT Remaja Rosdakarya, 2012
- [13] Sugiyono. "*Memahami Penelitian Kualitatif*". Bandung: Alfabeta, 2009
- [14] Suntusia, D. Dafik, and Hobri. "The Effectiveness of Research Based Learning in Improving Students' Achievement in Solving Two-Dimensional Arithmetic Sequence Problems". *International Journal of Instruction*. Vol.12, No.1, 2019
- [15] T. Lickona, "*Educating For Character How Our Schools Can Teach Respect and Responsibility*". New-York- Toronto-London-Sydney-Auckland: Bantam Books, 1992