



CULTUREN VALUE EDUCATION IN SCHOOLS

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Abstract

Values-oriented education today is urgently needed in order to develop and strengthen the noble character of humanity in the midst of concerns about social phenomena lately which have been very troubling. The purpose of this research is to cultivate values education in schools as the core of the learning process and objectives. The method used in this research is descriptive method, namely the researcher's attempt to solve the actual problem (up to date) by collecting data, compiling or classifying it, analyzing it, and interpreting it. As for data collection techniques using library research (library research) where researchers collect data by reading, studying, and analyzing journals, books, articles from previous researchers.

Keywords: *Values education values, culture, school*

A. Introduction

National education is currently still characterized by the practice of dichotomy, which is marked by the separation of types and sectors of general education and religious education. This has implications in the scientific dimension, one of which is the phenomenon of sacralization of religious sciences and general science, so that the learning that is held is not integral. Before entering school, children are accustomed to looking at and studying all the events that occur around them or that they experience as a whole (holistic) whole, they do not see all of it partially (separately). Unfortunately, when entering a formal learning situation in

school, they are treated to various sciences or subjects that are separated from each other so that they sometimes have difficulty understanding phenomena that occur in the surrounding community and natural environment. Implementation of education with an emphasis on learning that separates the presentation of one subject from other subjects will result in quite serious problems, especially for school-age students (Authors, 2017).

Learning that strictly separates the presentation of these subjects will only produce difficulties for each child because it will provide an artificial learning experience or a contrived learning experience. Therefore, the learning process, especially for the early grades, must pay attention to the characteristics of children who will live the learning experience as a unified whole. Learning packaging must be designed appropriately because it will affect the meaningfulness of children's learning experiences. (Wright et al., 2016) Learning experiences that show the connection between conceptual elements both within and between subjects will provide opportunities for effective and more meaningful learning to occur. Because good and quality education is the hope and goal for the Indonesian nation, education is expected to give birth to a complete Indonesian human being, that is what is mandated by our normative rules. In fact, the learning process teaches students more about verbalistic knowledge that does not prepare students to be able to face the social life they will encounter.

The meaning of education which is full of moral values shifts to the meaning of teaching which connotes the transfer of knowledge, education "tends to focus on memorization and getting good grades and ignores the development of the attitude and character of citizens. There has been a clear separation between intellectual education on the one hand and

values education on the other. Education so far has been more directed at increasing the ability of the left brain, whereas the ability of the right brain has not been developed. It can even be said that it was never developed systematically.

Looking at the phenomenon above, it is clear that the meaning of education, which is loaded with moral values, shifts to the meaning of teaching, which connotes the transfer of knowledge. Changes in the substance of education to teaching have a direct impact on the formation of the personality of students. Students' brains that are filled with knowledge cause students to be less critical and creative. In addition, the neglect of the value system that should accompany the learning process can lead to an intellectual and emotional imbalance which will only give birth to specialists who do not care about the environment.

In fact, education is a vehicle for humanizing humans. So that education is bound by two important missions, namely hominization and humanization. As a hominization process, education has an interest in positioning humans as creatures that are in harmony with their ecological habitat. Humans are directed to be able to fulfill biological needs such as eating, drinking, work, clothing, shelter, family, and other biological needs in ways that are good and right. In such a hominization process, education is required to be able to direct humans to ways of selecting and sorting values according to human biological nature. Likewise, education as a humanization process directs humans to live according to moral principles, because humans are inherently moral beings. Human morality is related to God, fellow human beings, and the environment. In this case, education should not reduce the learning process solely for the benefit of one aspect of ability, but must be able to balance moral and intellectual needs. Thus, values and education are two things that cannot be

separated from each other because the relationship that is supported by values creates a sense of belonging among group members.

B. Method

The research approach used in this study is a qualitative approach, namely the researcher's efforts to try to understand the meaning of previous opinions or theories. Qualitative research seeks to understand and interpret the meaning of the opinions and behavior displayed by humans in a situation according to the researcher's own perspective (Gavareshki et al., 2012). Meanwhile, to facilitate the development of the experts' thinking by using a descriptive method. The descriptive research method is an analysis that is carried out by describing facts which are then followed by analysis, not merely describing, but also providing sufficient understanding and explanation. The data collection technique in this study used library research where researchers collected data by reading, studying.

C. Finding and Discussion

Value which is then translated into Indonesian into value, comes from the Latin *valere* or the ancient Latin *valoir*. As far as its denotative meaning, *valere*, *valoir*, *value*, or *value* can be interpreted as price. However, when the word is associated with an object or perceived from a certain point of view, price has various interpretations. There are prices according to economics, psychology, sociology, anthropology, politics, and religion. Differences in interpretation of the price of an external value are not only caused by differences in human interest in material things or in scientific studies, but more than that, the price of a value needs to be articulated in order to realize and make use of the meanings of life.

The relationship between values and education can be seen from the goals of education itself. As contained in the goals of National Education, developing the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state contain a number of important values. for the development of national character. From the goals of national education it appears that some of the values to be developed are more dominated by moral values than by scientific truth values and aesthetic values (Yasin & Tahir, 2013).

Value is a term that cannot be separated from education. In the idea of value education that he put forward, besides being placed at the core of the learning process and objectives, every letter contained in the word value is rationalized as educational actions. Therefore, in developing a number of values learning strategies, he always displays five stages of value awareness according to the number of letters contained in the word value (Chadwick, 1996) . Those stages are:

a. Value identification

At this stage, the value that is the target of learning needs to be known by every student.

b. Activity

At this stage students are guided to take actions directed at realizing the values that are the target of learning.

c. Learning aids

Assistive devices are objects that can expedite the process of learning values, such as stories, films, or other objects related to the topic of values.

d. Interaction units

This stage continues the stages of activity by adding strategies or methods that can make students aware of values.

e. Evaluation segment

This stage is necessary to examine the progress of learning values through the use of various value evaluation techniques.

These stages imply a belief that values can be developed through learning activities that involve various educational components. Value has the meaning of assessing, namely the act towards awareness of values that cannot be separated from all dimensions of education. A child's awareness of values first emerges, not through theory or concepts, but through concrete experiences that he directly feels at school. This experience includes good teacher attitudes and behavior, fair assessments applied, pleasant associations and a healthy environment with an emphasis on positive attitudes such as respecting uniqueness and differences. In understanding values, children grow and develop according to their experiences. This does not mean that all children's experiences take place in an event and in a unified whole. Experience in children is generally a clue to the development of perceptions and actions which in turn require a learning process to build on that experience. Therefore, the basic strategy that must be developed by the teacher includes: (1) identification of values and goals to be achieved by the child; (2)

compiling life experiences that challenge value judgments, and (3) providing a number of experiences that expand children's ability to build values independently.

For this reason, (Wright et al., 2016) values education for children needs to be adjusted to the stages of development of children's interest and concern for values. UNESCO explains that the development of children's interest and concern for values takes place in four stages, namely: mythical, romantic, philosophical, and ironic stages. The four stages of development take place in line with the physical growth of children who are increasingly mature. In detail, the four stages of human development are:

1. Myth stage (5 - 10 years)

Children learn through playing and telling stories. They are happy to play with toy objects that involve their feelings. At this stage moral values are the main concern which are distinguished in black and white, such as good and bad, love and hate, likes and dislikes, etc.

2. Romantic stage (8 – 15 years)

This age range, children expect a lot of information that can provide descriptions about humans, enthusiasm for life, adventure, technological developments, sports, and even problem areas that are foreign to them.

3. Philosophical Stage (14 – 20 years)

This stage is dominated by the adolescent's desire to simplify the sequence of experiences through drawing conclusions that are made by themselves or through a standardized legal and regulatory framework. At

this stage, children usually feel frustrated when there are special treatments or conflicts and law enforcement.

4. The ironic stage (20 years and over)

At this stage, late adolescents or adults try to find clearer conclusions based on their knowledge and experience. But drawing conclusions and explanations, including on things that are contradictory and confusing, he not only appreciated but also liked. At this stage, late adolescents or adults no longer feel frustrated by the existence of something they like, contradict or oppose.

The stages of developing children's interest and concern for values as stated above have broad implications for values education. The process of introducing and making students aware of values needs to be done in stages, according to the stages of development that children are currently experiencing. The objectives, methods, media, and evaluation of value education specifically must be distinguished for children who are experiencing a period of mythical value development, with those who are in a period of romantic development. For this reason, when the world of education today is widely introduced to constructivism learning methods, it also needs to be understood carefully from the context of students' value experiences. The child's ability to construct experiences takes place uniquely in the stages of his development.

Teaching in values education is the courage to orient values. Teaching about values, in fact, cannot be avoided. everything that the teacher does such as reading assignments for students, arranging seats, topics chosen for discussion, the way they discuss, selected films and filmstrips, instructions for directing, recommended

are expected to be able to internalize values and students learn to

actualize values received directly or indirectly.

D. Conclusion

Humans in their lives are always faced with choices, which ones to do and which ones not to do. Humans make this decision that is carried out, and this is what must be abandoned. Each decision has its own consequences. choosing an action will reveal consequences, and choosing not to do anything will result in consequences for the decision maker. When humans make decisions, of course there is a set or a number of values that underlie human choices. There is also a set of values that become a reference and consideration for human choice. Values become the driving force that encourages humans to act. So, these values are not only the basis and reference for how to act and when carrying out actions, but also color an action, because value is a belief that forms the basis of one's thoughts so as to provide motivation for someone to act and behave, because a value will be seen as good, will be seen as right and legitimate to do. The value in a person will be manifested in his words and deeds, a person's words and deeds reflect his value. What someone says and what someone does reflects the degree of one's worth

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