

Urgency Living Values Education at Kindergarten Tiara Chandra Yogyakarta

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Abstract

The sides proper application of the methods in encouraging child blossoms and implanting character values becomes the primary focus of all early childhood education. Many of the methods and models offered to be used and referral in meeting these requirements. Living Values Education has become one of the methods present among communities to implant values focused on the character of learners. Those values are flexible, tailored to need, culture, and tradition. Hence, researchers research at the Tiara Chandra Kindergarten Yogyakarta to understand the Living Values Education implementation's turmoil on all the agency elements. The study uses a qualitative method of phenomenology, a small sample interview technique with data analysis of interpretive phenomena. Tiara Chandra Kindergarten Yogyakarta became one of the kindergartens in Yogyakarta that applied Living Values Education and integrated into the curriculum with twelve fundamental values of love, peace, cooperation, tolerance, sincerity, compassion, respect, honesty, humility, happiness, and unity. I create a peaceful atmosphere full of the rules, order, and peace in the setting of the values of a life lived with a smile. This creation is the essence of the association of Living Values Education in the Tiara Chandra Kindergarten Yogyakarta, which can only happen if there is cooperation between all sides.

Keywords: *Living Values Education; Kindergarten; Urgency.*

Abstrak

Penerapan metode yang tepat dalam menstimulus tumbuh kembang anak serta penanaman nilai-nilai karakter menjadi fokus utama dari seluruh pendidikan anak usia dini. Banyak metode dan model yang ditawarkan untuk dapat digunakan dan dijadikan acuan dalam memenuhi tuntutan tersebut. LVE (*Living Values Education*) menjadi salah satu metode yang hadir di tengah-tengah masyarakat dengan tujuan penanaman nilai-nilai yang difokuskan kepada karakter peserta didik. Nilai-nilai tersebut bersifat fleksibel yang disesuaikan dengan keperluan, adat, budaya dan tradisi. Maka dari itu peneliti melaksanakan penelitian di TK Tiara Chandra Yogyakarta untuk mengetahui urgensi dari implementasi LVE pada semua elemen di lembaga itu. Penelitian ini menggunakan metode kualitatif fenomenologi, teknik wawancara sampel kecil dengan analisis data berupa analisis fenomenologi interpretatif. TK Tiara Chandra menjadi salah satu TK yang ada di Yogyakarta yang menerapkan LVE dan diintegrasikan ke dalam kurikulum dengan 12 nilai dasar yaitu cinta, damai, kerjasama, toleransi, ikhlas, kasih sayang, tanggung jawab, penghargaan, kejujuran, kerendahan hati, kebahagiaan dan persatuan. LVE menciptakan nuansa damai yang penuh dengan aturan, keteraturan, dan kedamaian yang di muat dalam tatanan nilai-nilai kehidupan yang dijalankan dengan senyuman. Penciptaan ini merupakan makna atas urgensi dari LVE di TK Tiara Chandra Yogyakarta. Yang mana semua hanya dapat terjadi jika ada kerjasama antar semua pihak.

Kata Kunci: *Living Values Education; Taman Kanak-Kanak; Urgensi.*

INTRODUCTION

Times are growing, demanding all sectors to be able to develop and improve their quality. Including in terms of education is engaged in the service, printing, and application of the nation's generation to educate the world. Education in view as one of the most critical sectors in a country. This is because education is a container, space, a place, a factory for people to educate themselves and others.

The application of education itself has been divided again into several types, paths, and models. Especially for early childhood, education is divided into three lines, namely formal, no formal, and informal ("Undang-Undang Republik Indonesia Nomor 20 Tahun 2003, Pasal 28 Tentang Sistem Pendidikan Nasional Dengan Rahmat Tuhan Yang Maha Esa Presiden Republik Indonesia," N.D.). Education for early childhood began to be seen as necessary by all parties in any part of the country. Many failed generations who destroyed the country because of the optimal education in their age.

They grow, develop, and study themselves without guidance, supervision, service, development, and full attention from their environment. This is the basis and the main reason why education at an early age is considered *necessary*. In the application, early childhood education needs the right methods, ways, and strategies to stimulate and develop good values in the child as small. Many well-known experts and researchers offer a wide range of methods to be used. However, one learning method focused on values and emphasized the action, not just the material and the words out of the many methods and offerings.

This method has a flexible shape. Both in terms of implementation, assessment, evaluation, and development. An amended method is LVE or in English, referred to as *Living Values Education*. Living Values Education is a learning method that uses predefined values in an institution to be applied to participants in various ways. Living Values Education comes as an answer and a way out of the community during this time.

Intelligent yet uncivilized personal unrest. Over-intelligent interpersonal, and

intrapersonal, but have a psychiatric disease. Unrest over the many generations of today are unhealthy socially, mentally, and resourceful. Living Values Education gives enlightenment to all the unrest. The implementation of Living Values Education on the scope of early childhood education is on the fundamental values and repairs and efforts to minimize the adverse impact that will be done and perceived by future generations.

Living Values Education is flexible because each institution can adjust twelve values that can be implemented, and used as milestones. This is done because Indonesia consists of various tribes, customs, and cultures so that the values needed and required by each region are different. The main reason why LVE does not define twelve values of implementation in a primary, unique, and fixed it for that reason. Indonesia is an NKRI whose ideology PANCASILA and upholds the "insult." PANCASILA was born from Indonesian nationalism, which is interpreted as a feeling of one to the nation and society (Rukiyati, 2008: 69).

This is why Living Values Education is made as flexible as possible to be implemented at an early age level and can be implemented in any region. Parents, teachers, people, and all government levels and educational elements need to support and voice Living Values Education at all levels of education. Living Values Education focuses on implementing value, whereas Indonesia is known as the country with the most hospitable citizens in the world's eyes. Indonesian people certainly do not appear. Except for the implementation of values and cultural customs and traditions from previous ancestors, until this second can still be felt, benefits by all the world's residents who visit/travel to Indonesia.

Living Values Education can be applied in an educational environment, family, community, or in other words anywhere, and anytime. Because it can be used as an exit or alternative answer of all violence, social. Tiada Chandra Kindergarten Yogyakarta became one of the kindergartens that successfully implemented Living Values Education in several years. It is based on the seminar, and training of about six months in 2006/2007 by Pak Dr. Muqawim, M.Ag One of the lecturers at Sunan Kalijaga State Islamic University Yogyakarta, which

was later applied in the KINDERGARTEN. TK Tiara Chandra was founded by a beautiful woman, strong, and intelligent, Ibu Ratna Marlinda, S. Psi, with a background of a veterinarian who graduated from UGM in Yogyakarta. It was first established by five people in 2002 as TK Proactive with the foundation's support, which later changed its name to the Tiara Chandra Kindergarten Yogyakarta in 2004.

Tiara Chandra Kindergarten Yogyakarta is an institution that provides education in the form of Islamic religious teachings and character-building aimed at superior education. The existence of a festive atmosphere in the neighborhood Tiara Chandra also becomes the main motto of the word owner and principal Tiara Chandra ("Punya PAUD Mimpi Ratna Sejak Remaja" n.d.). The primary purpose of the establishment of Tiara Chandra is to print the Muslim generation independently through the potential and the creation of children characters who have personality SBY/Solehah.

Living Values Education applied in Tiara Chandra Kindergarten Yogyakarta to boost the potential and academic of all the ranks and elements of the institution's inhabitants because Living Values Education is the simplest way to embed universal values at all levels, ages, stages, and generation (Tilman, and Colomina, 2000). Suppose Living Values Education can be used as a culture in learning throughout the level of education. Most likely, someday, Indonesia will become one of the most respected countries in the world. His good device, polite behavior, praiseworthy, intelligent nature, and etiquette are intrinsic and balanced.

RESEARCH METHODOLOGY

This study's main idea is to unveil the importance of the Living Values Education for the whole element of the Tiara Chandra Kindergarten Yogyakarta included educators and learners. This research is done at the Tiara Chandra Kindergarten Yogyakarta based on the street address. I mean, have an address on Ali Maksum street, Krapyak, Panggungharjo, Sewon, Bantul, Yogyakarta budgeted as planned for three days. A day of face-to-face interviews, and two days followed by questions via social media. The study uses qualitative research methods with types of phenomena. The phenomenon is intended to unlock

events or real meaning in our surroundings. So it is suitable for revealing the identity of a learning method or model. Phenomena ology highlights the essence of science in the form of consciousness, and objects of excellent value, and correlation to the design of human consciousness (Donny, 2005: 150). The consciousness here meant, not in the form of conclusion fixing, but rather the filtering of the data obtained so that the resulting consciousness can be worth purer than (Moeryadi, 2005). Pure consciousness can be achieved by important content identification of the data acquired thoroughly (Smith, 2009: 11). This is done to minimize bias in research.

The technique used was an interview with a small sample size. The interview is defined as a question and answer process. Some use structured or premeditated questions, and others use the term free questions. The interviews that researchers are using are correct with a premeditated list. The subject in education is the educators and the objective. The AFI method stage is reading and re-reading, initial noting, developing emergent themes, searching for connections across emergent themes, and the last moving the next cases (Smith et al. 2009).

RESULT AND DISCUSSION

Definition of Living Values Education

Living Values Education is an educational program that provides opportunities for children and adolescents to explore and then develop the twelve universal values offered through practical value activities and practical methodologies run by educators, parents, facilitators, child escorts, social workers (Tillman, 2004: 174 n.d.). LVE (Living Values Education) is a practical learning method that offers training, adoption, and supply to provide opportunities for all generations to develop universal values. The values are arranged in such a way by providing a series of skills built into the social, emotional, and personal skills development process (Nufus, 2019: 155).

The main focus of this learning method is on emotional and interpersonal skills in everyday life. Living Values Education is a part of the effort to implement a transfer of values. Education has always been seen as a container and means that it

provides a wide range of facilities to implement knowledge transfer (Nufus 2019: 103). But the fact that the transfer of values is also an essential part of holding education around the world.

Living Values Education was introduced in Indonesia in 2002. Trainers who initially participated in international training then opened training at the national level. Seminars and training were then conducted in several areas in Indonesia, followed by the activities of Living Values Education in the community, refugee, rehabilitation, and other institutions. As time went on, Bali became a city designated as representative of the Living Values Education Association in Indonesia by ALIVE (International Life Education Association) under the International Karuna Foundation Bali and set to be a legal umbrella.

ALIVE is an independent organization of all the world's organizations with a valuable education that is unified in a non-profit association in Switzerland. The main goal of ALIVE is to cultivate peace and violence after the International Decade of the United Nations in all generations of the world and create the Living Values Education program. The UN's charter opening Spirit gave birth to Living Values Education, which formulated three keys (human rights, values, and human self-esteem) (Qomaruzzaman and Al-bustomi, 2018: 119).

Many years Of Living Values Education Program received full support from various forms of organization and Union, UNESCO, government agencies, foundations, community groups, and Individuals ("About Us | Living Values Education," n.d.).

The Karuna Bali Foundation is responsible for issuing coach accreditation and coordinating all forms of Living Values Education activities throughout Indonesia. Value can be applied, cultivated, perceived, implanted, captured, and disseminated in a fun way or, other words implied (not necessarily informal form, rigid, and elegantly impressed). Living values Education believes that the value of values used undoubtedly adheres to the meaning of "peace", "positive", and "beneficial".

Implementation of Living Values Education

Living Values Education as a learning method has a form of "flexibility", making it easier in terms of application/delivery in the field. Previously, it was discussed that Living Values Education was not rigid in both materials and delivery. Flexible, and not stiff into two main points of implementation of LVE should be. Different ages in different ways of delivery.

In (Tillman and Belgrave 2000: 4) revealed that "Living Values Education provides guiding principles, tools, and methods for the development of the whole person, recognizing that each individual is comprised of physical, intellectual, emotional, and spiritual dimensions." Living Values Education provides principles, tools, and methods for the entire personal development, recognizing that each individual consists of physical, intellectual, emotional, and spiritual dimensions. All of these elements certainly have differences both in quantity and quality.

When the youth's subject then must be conveyed in easy-going, creative, and more toward the invitation not in the form of compulsion, emphasize, judges, and teach. The implementation is more embracing than teaching, stepping together instead of guiding, sharing not teaching, and the last listening, and understanding. Learning to understand their problems is the focal point of delivering value as for children, more focused on modeling.

Children learn through their senses. The child grows, develops, understands, explorations thinks, acts, decides, and lives life through his senses. This is the main reason why educators play an important role in the implementation of Living Values Education because they are required to create a learning atmosphere full of values, and become icon/artist for the child to emulate, be prepared, and proud of.

It demands educators to continue digging, discovering, and developing all of their potential, intelligence, and professionalism as figures that struggle in the field of education. Not only teachers but also all walks of life must know the meaning, and value of the application of the Living Values Education itself. The term about long-life education is the foundation for the Implementation of Living Values education throughout the country.

Living Values Education is also not only applied in the academic world as described in the early history of Living Values education in Indonesia. The implementation also led to victims of natural disasters, street children, children in adolescent prisons, children in rehab, and children who were victims of conflicts, wars, and violent acts. The description is also evidence that the Living Values Education is “flexible”, and “universal”. All of them stick to the example/role model of figures that are considered capable of giving effect. A person who is a role model or example is part of one way of learning in social spaces, both individual and inter-individual (Bandura, 1993: 117-148).

Another reason why Living Values Education has a high degree of flexibility due to the primary purpose of education around the value (transfer or values) is the development of self-character in the individual that symbolizes and reflects the complete goodness accompanied by moral action that affects the pleasure, happiness, tranquility, and peace of others (Nufus 2019: 103).

Living Values Education implementation in Tiara Chandra Kindergarten Yogyakarta is run through daily activities with methods of approach, strikes, an opportunity to establish value, and modeled by self-figure/educator to the child (interview results on 02 November 2019 with Ummi Sri Mulyani & Ummi Ratna). Evaluation every one semester remains to see the development of students. Living Values Education implementation in Tiara Chandra Kindergarten Yogyakarta also has some obstacles, namely the personality that is lability and still often err, lack of good, and continuous cooperation between the school, and the parents, the difference of character, and background of each child, the condition of the family environment that does not support.

Living Values Education presence during society and the world is not no other, and not is to facilitate the Government, and all parties in realizing the objectives of education, with children/students of the student/Peseta as objects in the framework of the preparation of mature outside in the Berakhlaqul Karimah, and the virtuous character (Muzni, n.d.).

Implementation Impact of Living Values Education

Living Values Education provides fundamental changes in all aspects—both from the system, personal or organization at Tiara Chandra Kindergarten Yogyakarta. Ummi Ratna (Interview 02 November 2019) mentioned that Living Values Education is suitable for all parties, and it is needed by early childhood education institutions, which are applied to students and educators. There are significant differences between educators who have been given training and who have not. Educators who have been given training show their progress and achievements in becoming role models, working according to their portions, responsibilities, and capacities, and intelligently confronting and educating children.

All forms of false taste, such as the loath, work not according to the portion, and the nature of egoism is no longer in the form of educators. All work with joy, sincerity, and regularity. This way, the vision of the mission and the main objectives of the generation of generations that have been propriety according to the religious observance can be more optimized.

Ummi Ratna (Interview 02 November 2019) added that after the Living Values Education application in Tiara Chandra Kindergarten Yogyakarta, children have good personal intelligence. Able to be responsible, be friendly, mutual help, big-hearted, caring. And harmonious. Living Values Education also has increased the child’s self-confidence to demonstrate its versatility and the benefits in the race. Children also apply the twelve values in the school/institution's scope and when returning home and interacting in the community.

This is evidenced by the parents' stories on the achievement of children in the scope OF TPA/TPQ (Interview results on 02 November 2019 with Staff curriculum & ACADEMIC Kindergarten Tiara Chandra Yogyakarta, Ummi Sri Mulyani, S. Pd. I). Whatever the form of its achievement, regardless of its intelligence, and like any excess child, all of it will not be meaningful if it is not balanced with good character (character building, and be a good character). As stated by (Lickona 1991: 6) “moral education is not a new idea. It is, in fact, as old as

education itself. Down through history, in countries worldwide, education has had two great to help young people become smart and help them become good”, which means “formal education is not a new idea. As old as education itself. Throughout history, in countries around the world, education has two virtues to help young people become smart and help them be good “.

The expression is similar to the definition of (Muhibbinsyah 2010: 7-8) about education itself “education broadly contains all stages, processes of *ability, and behavior development* based on *life experience*.” Point “*values*” in Living Values Education have become control and controlling in *life experience* that all individuals need to live a good, orderly, peaceful, and happy life.

CONCLUSION

Living Values Education is one of the learning models of breeding integrated into the curriculum and has been applied to the Tiara Chandra Kindergarten Yogyakarta for some thirteen years. Living Values Education applied to Tiara Chandra Kindergarten Yogyakarta contains twelve agreed values of love, peace, cooperation, tolerance, sincerity, compassion, responsibilities, appreciation, honesty, humility, happiness, and unity. All of these values were applied not only to learners but also to all of the caregivers and faculty in Tiara Chandra Kindergarten Yogyakarta.

The implementation of Living Values Education from resource to child age is done through discussion, approaches, refraction, integrated into the curriculum used, and adapted to the existing environment. Besides, the twelve Living Values Education value reductions are performed by simple daily lifeways that focus on the child's character and are always conducted consistent and disciplined evaluations for each child. The implementation of Living Values Education to management to both staff and educators is face-to-face, the policy issued, regularly refresh, counseling approach, and simple reward.

The Living Values Education to the Tiara Chandra Kindergarten Yogyakarta that is performed to staff and educators are the fundamental traits or personality of the original negative its men within itself. That trait is a bit difficult to change. This is

because adults have a mind, an ego, and an environmental dimension that affect and last for a relatively long time. The barriers are the essential character of the role model, the sometimes chilled, the parent or family, the child's character, and the child's family environment.

These four points contribute to the implementation of Living Values Education in the Tiara Chandra Kindergarten Yogyakarta. Moreover, the benefits of the implementation of Living Values Education can be felt not only by educators but also by parents and all-around communities. I make children grow and thrive in the social world with a delightful order, peace, unity, and love.

Living Values Education encouraged all the staff and faculty in the Tiara Chandra Kindergarten Yogyakarta to work professionally, prioritize, minimize debate, and differences, improve the quality of self to be a better and far better person each day. I scored an early childhood in Tiara Chanda Kindergarten Yogyakarta into a virtuous, cultured, respectful, and ethical child according to the values and traditions expected.

Living Values Education encouraged all kindergarten staff, stewards, and educators to become high-quality and professional individuals with work, dynamic, progressive, solidarity, and performance quality. I create a peaceful atmosphere full of the rules, order, and peace in the setting of the values of a life lived with a smile. This creation is a sense of the press of Living Values Education in Tiara Chandra Kindergarten Yogyakarta, which can only happen if there is cooperation between all sides. The value of learning will last only if a learner can personally experience both activities and search processes, mountains, and meaningful discoveries (Hayati, 2017: 156-157). The phrase matches the implementation of Tiara Chandra Kindergarten Yogyakarta.

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