

Living Values Educational Program: Children Literature Instruction to Improve Character Values of Elementary School Students

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ABSTRACT

This study aims at improving the learning outcomes and character values integrated in children literature instruction through Living Values Educational Program (LVEP). The research instruments were an achievement test, observation guides, and interview guides. The action in this study was the application of LVEP to integrate character values in the learning of children literature. The data on the learning outcomes were collected through achievement test and analyzed using the quantitative technique. The data on the implementation of values collected through observation guides were analyzed using quantitative technique, while the data on the implementation collected through interview guides were analyzed using the qualitative technique. The improvement is indicated by the average scores of the formative tests from Cycle I to Cycle IV, which were 77.81; 80.46; 77.18; and 85.15. The improvement of the religious obedience from Cycle I to Cycle IV is 90.00; 98.00; 102.00; and 116.00 respectively. The improvement of the love and affection values from Cycle I to Cycle IV is 84.00; 92.00; 98.00; and 116.00 respectively. The improvement of the responsibility value from Cycle I to Cycle IV is 86.00; 96.00; 100.00; and 114.00 respectively. The improvement of the cooperation value from Cycle I to Cycle IV 82.00; 84.00; 86.00; and 112.00.

Keywords: LVEP, children literature, character values

1. INTRODUCTION

Until recently, character education attracts enormous attention on the part of society, teachers, parents and other stakeholders. Almost every week, mass media, both printed and electronic ones, report on crime conducted by student in several region. In big cities, there are several cases of crime involving students such as mass fighting, drug abuse and free sex. Those misconduct reflecting moral decadence, increasing violence instinct, decreasing virtue of honesty and moral raise a big concern for us.

Some people believe that it is due to school failure in improving students' character through instructional process. Schools are not able to prevent their students from doing negative behaviour. character education should be revived due to lack of moral values in our education system (Asbari, et al, 2020). Character education is one of the nation's critical need character education is one of the nation's critical needs in the life of the nation. The Government through the Ministry of Education and Culture is very intensively conducted studies to get the best formulation in the application of character values to students. Several criminal cases involving school children like brawl, drug use, bullying

and cheating in examinations is evidence of how important the character education early. Realization through the most basic education is primary school.

The elementary school has a strategic role in cultivating and developing the character of the learners in the life of the nation. The Government through the Ministry of Education and Culture is very intensively conducted studies to get the best formulation in the application of character values to students. Several criminal cases involving school children like brawl, drug use, bullying and cheating in examinations is evidence of how important the character education early. Realization through the most basic education is primary school. The elementary school has a strategic role in cultivating and developing the character to learners (Abdullah, et. al, 2019).

Indonesian Education System outlines that the objective of education is to educate the nation and to develop an ideal profile of Indonesian citizen possessing noble character, superior skill and knowledge. It is also expected that Indonesian citizen are healthy and sound both physically and spiritually and having independent character and responsibility to the people. Character education in instructional material strengthens the concept

that education is not only a transfer of knowledge but also transfer of values. School plays crucial role on the values transfer. It functions as effective medium for transferring value to shape affective domain covering attitude, virtues and interest on the part of students.

The internalization of character values should be conducted as early as possible. Machfoedz, et al, (2008) stated that children reading materials influence the development of skill and even soul of children. Interesting reading material will turn to be a need to achieve something (need for achievement). Reading materials containing interesting character theme will be able to encourage the children to imitate the behaviour of the character provided that they are given continuously. Such reading material containing character theme can be found in children literature.

Literary work is crucial aspect that cannot be taken away from children's life. Children's world which is full of imagination is close to literature. Through literature, children will plunge into funny, beautiful and simple imaginary world and it makes education becomes fun. Unconsciously, literature becomes a very effective way to internalize moral value and education to children.

Saxby and Winch (2006) stated that children literature is literary works containing life images and metaphor which are delivered within students' knowledge, involving emotional aspects, thoughts, senses and moral experiences and expressed using language forms that can be easily understood by children. Meanwhile, Huck (2006) outlines that children's book are books that have the child's eye at the center. Children literature is a book using children's point of view as the center of images.

Concerning the importance of character value contained in literature instructional material, there should be a proper instructional strategy, approach, method, technique or program in order to internalize positive character values to children. It is expected that proper strategy, approach, method, technique or program of literature instruction are able to motivate students to improve during teaching learning process and implement attitude and behaviour reflecting noble character values. Creating fun and motivating situation for learning is also crucial for students to learn Indonesian Language especially children literature.

The internalization of character values integrated in children literature might be conducted through various activities during teaching learning process such as reflecting, imagining, relaxation practice, art expression, self-development activities and social skill building. Related to characteristics of the instructional activities, it is found out that LVEP (Living Values Educational Program) might be implemented to improve students' achievement and implement character values of students such as values of religious obedience, love and affection, responsibility and cooperation integrated in children literature instruction. The reason why the writer chooses LVEP is because it is designed to motivate students and

encourage them to be more active and creative in doing their tasks and accountable in taking part during teaching learning process meaningfully. Concept, meaning, message and values learned from children literature might be implemented during students' daily life during which teachers function as facilitator and guide.

2. METHOD

This study employed Classroom Action Research. It is a reflective, participative, collaborative and spiral study aiming at improving system, working procedures, process, content, competence or situation. This study is based on the result of analysis of previous cycle which is used as basis to plan for the next cycle. The subject in this study is third year students of SD Anak Saleh at Malang City. Action conducted is the implementation of LVEP method to integrate character values through children literature instruction and it is expected that it would be able to improve students' learning achievement and to implement targeted character values (those are religious obedience, love and affection, responsibility, togetherness and cooperation).

Observation, interview, and test are employed to collect data and the research instruments used are observation sheet, interview guidelines, and learning achievement test. There are 2 types of data which are qualitative and quantitative. Qualitative data are analyzed based on the field notes and interview transcript. Meanwhile, quantitative data are analyzed descriptively by displaying table and percentage. Data in the form of percentage will then be described and conclusions are taken for each component and indicator based on pre-determined criteria.

3. RESULT

Implementation of children literature instruction integrating character values by using LVEP method in cycle I focused on basic competence of listening children story in order to mention events and personality of characters in story. In this classroom action research, LVEP method with its various learning activities such as reflecting, imagining, question and answer, storytelling, discussing and singing a song is used in cycle I. Using those various learning activities, it is expected that there would be positive change on teaching learning process. The expected change are improvement of skill and performance on the part of teachers in implementing LVEP method with its various activities. It is also expected that there will be improvement on students' learning achievement and character values such as religious obedience, love and passion, responsibility and cooperation can be internalized.

LVEP method in children literature instruction integrating character values in cycle II makes use basic competence of reading poetry using proper pronunciation, intonation and expression based on the content of the

poetry. Learning activities employed are points of reflection, relaxation, question and answer, poetry reading, discussion, reflection and singing a song. Action conducted in Cycle II resulted in improvement on teacher's skill and performance during teaching learning process. Teacher is able to create value-based and conducive learning situation. Teacher functions as motivator and facilitator encouraging students to be more active during teaching learning process. Through action delivered in cycle II, there would be improvement on students' learning achievement and implementation of characters value (religious obedience, love and affection, responsibility, and cooperation).

The next basic competence that will be achieved is to imitate dialogue with proper expression based on previously read children drama text. Learning activities employed are points of reflection, game, question and answer, role play, discussion, group work, completing work sheet and reflection. In cycle III, there has been improvement in teacher's skill and performance during instruction. Teacher facilitated students to be more active in discussion and group work. Concerning values that have not been adequately implemented as indicators of character values, it is expected that cycle III results in significant change.

Basic competence that will be delivered during children literature instruction integrated with character values using LVEP method in cycle IV make use is to write children poetry based on given picture with attractive choice of words. Learning activities employed are points of reflection, conflict resolution, question and answer, creative and reflective writing, discussion and reflection. During cycle IV, teacher was able to maintain skill and performance in teaching learning process just like those in previous cycle. Students were also able to implement character values to improve themselves.

4. DISCUSSION

The Figure 1 shows the improvement of teaching process conducted by teacher of Third Year Students of SD Anak Saleh at Malang City employing LVEP method during children literature instruction integrating character values. The figure shows improvement from cycle I up to cycle IV. The percentage of improvement during instruction is obtained from comparison between the number of LVEP method used by teachers with all components in LVEP.

LVEP method consists of developing learning situation which is based on value, the use of stimulus value, discussion, idea exploration, skill development, integrating value in daily life and evaluation. Those components are elaborated into indicators that should be implemented during instruction by teacher. In cycle I, II, III and IV, teacher has been successfully implemented LVEP method resulting in percentage value of 70%, 90%, 100%, and 100%.

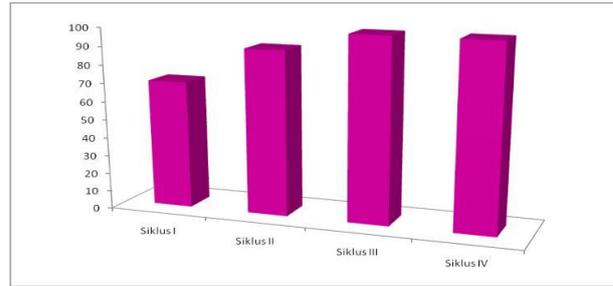


Figure 1 Graph of Percentage of Improvement During Instruction using LVEP Method

Activities designed for children literature instruction are in line with value-based instructional program. It is also expressed by Tillman (2007) that using LVEP, students will take part in value-based activities designed to motivate and encourage them to think of themselves, others and values using interrelated ways. Those activities aim at creating internal experience and developing self-potentials. They also aim at strengthening and arousing potentials, creativity and talents of students. Students are encouraging to reflect, imagine, have dialogue, communicate, create, write and express themselves through art and game containing target values. During the process, it is expected that personal, social and emotional skill will be able to develop in line with social skills in order to obtain peaceful partnership with others.

However, based on information from teachers, there are still some components in LVEP that cannot be implemented optimally to create value-based situation because it requires enormous patience and personal approach to students with different need based on their diverse characters. Mastery level for learning achievement is > 75%. Table 1 shows data on learning achievement.

This study shows that the use of LVEP method to integrate character values in children literature instruction is able to improve students' learning achievement. It is in line with Benninga (2006) stating that schools implementing character-based education are able to improve students' motivation in order to obtain higher learning achievement. Classes involved in character education shows significant decrease on students' negative behaviour which impede their academic success.

Children literature instruction integrating value character in LVEP method is conducted based on comprehensive educational approach. There are four value theme that are internalized to students. Those are religious obedience, love and affection, responsibility and cooperation. The four themes are integrated with listening, reading, speaking and writing skills. The four language skills are elaborated in children literature material consisting story, drama and poetry. To measure achievement in cognitive, affective and psychomotor skills, the writer employs integrated assessment on literariness test category focusing on concept, perspective and appreciative level.

Table 1 Data on Mastery Level of Students Learning Achievement

Cycle	Average Score	Number of Students Passing Mastery Level	Number of Students Failed	Percentage of Mastery Level	Note
I	77,81	22	10	68,75%	Failed
II	80,46	25	7	78,12%	Passed
III	77,18	27	5	84,37%	Passed
IV	85,15	32	0	100%	Passed

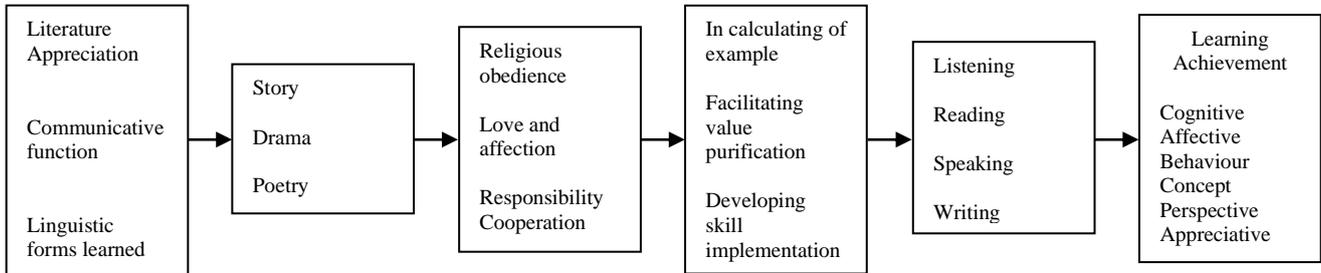


Figure 2 Development of Children Literature Instruction

Reading children literature is also able to improve students' awareness on moral, ethics value and other aspects that they don't understand such as developing empathy and passion, merit behaviour. Furthermore, it also helps students to be aware on the value of cooperation. It also arouses student's sensitivity toward social, culture and economic aspects of others in the world. Children literature enriches students' knowledge on art and humanism such as art show and drama and it improves student's imagination (Haiyan, 2008; Almerico, 2014).

The process of art appreciation aims at understanding, enjoying, and making use of art to develop personality, expand life horizon and improve language knowledge and skill. It is in line with (Manolistis, et al, 2010) stating that the benefit of art appreciation activities is to improve aesthetic sense, education, sensitivity and social or personality aspect. Figure 2 shows the development of children literature instruction which is integrated with value character using LVEP method.

During instruction, there is close relation between learning objective, learning material and assessment with result of instruction. Learning materials should be written based on determined objective which can be obtained using appropriate learning materials. The achievement of learning objectives or mastery of learning material will be found out during assessment. On the other side, assessment will be useless if it is not relevant with objectives and material of learning. It also applies to instruction of literature appreciation (Nurgiyantoro, 2015; Lukens, 2005; Darwish, 2015).

Learning achievement resulting from LVEP method integrating value characters through children literature instruction creates certain cohesiveness giving either direct or indirect impact. Direct instructional effect might be found out from learning objectives that will be achieved. Nurturant effect is based on students' involvement in various learning activities designed by

teachers. In this case, the nurturant effect can be viewed from the implementation of character value (religious obedience, love and affection, responsibility and cooperation).

Based on the finding of this study, scores of implementations of character values consisting of religious obedience, developing love and affection, responsibility and possessing value of cooperation are obtained from observation result of value implementation during teaching learning process and other additional activities. The result of cycle I up to cycle IV is presented in Figure 4.

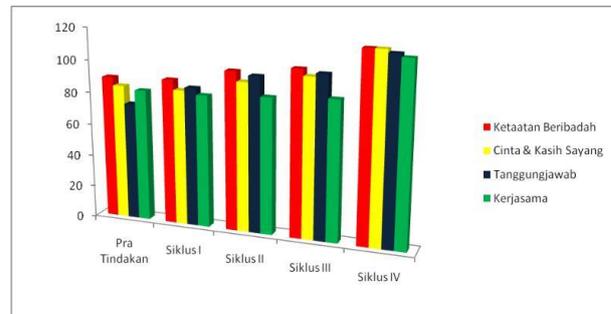


Figure 3 Graph Showing Percentage Score of Value Implementation

The result of character education is not only to understand knowledge on character but also how to implement the knowledge during students' daily life. It also concerns on how deep the knowledge can be internalized and how far students are able to implement them. Education should also be occurred in society life. Parents, religious institution, law officer, policemen and community organization should take part in value education. All stakeholders should conduct value education consistently to improve young generations' character (Kirschenbaum, 2005; Bouley & Godfrey, 2008).

It is hard to evaluate the implementation of value education manifested in certain behaviour forms. It takes long and continuous observation. Upon reviewing the values, Tillman (2007) stated that we should be aware that we are all interrelated to each other in a complicated way in which time is not driving factor but source of faith in the evolution and progress. However, for shorter period of time, it can be found out from students' behaviour.

To minimize error in interpreting students' behaviour, there should be observers who know them well. Therefore, the writer collaborates with 1 fellow teacher to be main observer. They don't observe all behaviour. The focus of observation is apparent behaviour, not unapparent ones and it is based on indicator criteria of agreed value character.

5. CONCLUSION

Based on research finding and discussion, the writer draws conclusion that the use of LVEP method through children literature instruction (story, poetry, drama) is able to improve learning achievement (listening, reading, speaking and writing skill) and implement character values (religious obedience, love and affection, responsibility and cooperation) on the part of Third Year students of SD Anak Saleh at Malang City.

The improvement occurs not only on learning achievement but also on implementation of character values (religious obedience, love and affection, responsibility and cooperation) from cycle I up to cycle IV. The scores of learning achievement in cycle I up to IV are 77,81; 80,46; 77,18; 85,15 using scale of 76-99. Scores for value implementation of religious obedience are 90,00; 98,00; 102,00; 116,00; score for love and affection 84,00; 92,00; 98,00; 116,00; score of responsibility 86,00; 96,00; 100,00; 114,00; and score of cooperation 82,00; 84,00; 96,00; 112,00; using score span of 97,28-126,72.

Students are more enthusiast and happy during instruction. Teachers believe that the use of LVEP method is suitable to integrate character values through children literature instruction. It means that various activities of LVEP method are compatible with children literature material and characteristics of LVEP method are also suitable to integrate characters value. Principal as decision maker provide full support to the development of character education.

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