

*Didin Saripudin,
Kokom Komalasari*
Indonesia

Living Values Education in School Habituation Program and Its Effect on Student Character Development

Abstract

This study describes the model of living values education (LVE) in school habituation activities and its impact on character development. It employs the design of research and development in junior and senior high-schools in Bandung. The model of LVE in school habituation is carried out by clearly defining the values of life and expected behaviors, learning of values in the real life contexts, regular awards for expected behaviors, proactive correction of deviant behaviors through clear procedures, and by using the principle of example, correction, awards, and enforcement. The application of the model of LVE in school habituation significantly affects the student's character development by 42.1%. Thus, the model of LVE in habituation program can be implemented in schools.

Keywords: *living values education, habituation, character, students*

Introduction

Changes in the values of public life have led to a decrease in the quality of character. According to Lickona (1992), there are ten signs of degradation of characters. They are (1) an increase in violence among adolescents, (2) the use of deteriorating language and words, (3) the strong influence of peer group in violence, (4) an increase in self-destructive behaviors (drugs, alcohol, and free sex), (5) the blurring of moral guidelines, (6) the decline of work ethic, (7) the lowering

of respect for parents and teachers, (8) the lack of the sense of responsibility of the individual and the citizen, (9) an increase in dishonesty, and (10) the existence of mutual suspicion and hatred among people. Megawangi (2004, pp. 8–11) examines the emergence of such signs in the younger generation of post-reformation Indonesia today, concluding the character education of Indonesian younger generation needs to be reconstructed for the betterment of the nation. Wonohadidjojo (2004) asserts that the true character of citizens reflects the personality of the nation. The good or bad image of a nation is determined by the character of citizens in the form of national identity.

Characters do not automatically appear in people at the time they are born. It requires a long process through parenting and education. Therefore, a process of character education is required. Lickona (1992) defines character education as *“when we think about the kind of character we want for our children, it’s clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right –even in the face of pressure from without and temptation from within.”* Thus, character education is not just about teaching what is right and what is wrong. Moreover, it encourages good habits so that learners know what is right and wrong, feeling good values and being accustomed to them. Therefore, character education is closely associated with “habits” that are constantly practiced and performed.

Character education is a habit. Consequently, the formation of a person’s character requires communities of character. The role of schools as communities of character is essential. In this context, Lockwood (1997) defines character education as *“any school-initiated program, design in cooperation with other community institutions, to shape directly and systematically the behavior of young people by influencing explicitly the nonrelativistic values believed to bring about that behavior”*. The school is the main sector that optimally needs to utilize and to empower all existing learning environments to initiate, improve, strengthen, and enhance the process of character education continuously.

Character education is closely related to the continuing habits that are practiced or carried through a habituation program in the form of routine and spontaneous activities, examples, and conditioning by the school (Ministry of Education, 2010, pp. 10–30). Naping, (2007, p. 67) explains that habituation can be understood as internalization and institutionalization. Internalization refers to the efforts to plant values, attitudes, feelings, views, and knowledge that grow and thrive in society, where its individuals are members of its culture. On the other hand, institutionalization emphasizes the aspects of values, norms, and behaviors agreed jointly by individuals in a social context, which controls and

directs behavior in achieving specific goals. Saripudin (2010, p. 136) confirms that habituation in school is associated with the creation of the culture of the school, or school climate, that is the characteristic of the school. The influence of the climate and culture of a school is significant for the success and the quality of the school's graduates.

Although the culture and climate of the school are considered as unique for each school, the values of the character that needs to be imparted to students are universal values. All religions, traditions, and culture certainly uphold these values. These universal values must be able to unite all members of society from different cultural, ethnic, and religious backgrounds. The values of character are living values, the basic values of life embodied in various habits that universally underlie good relations and harmony in life. The key personal and social values are peace, appreciation, love, responsibility, happiness, cooperation, honesty, humility, tolerance, simplicity, freedom, and unity (Tillman, 2004, p. xiii). These values are developed in the living values of education through activities. Tillman (2004, p. xv) explains that this education includes collecting points of reflection, broad imagination, practicing relaxation and focus, expressing artistic creation, developing social skills, developing cognitive awareness about justice, developing social harmony, and collecting cultural values.

Schools should develop character education that meets the characteristics stated by Komalasari (2012, pp. 246–251). First, character education is based on the living values, making it easier to be internalized and implemented. Second, character education is based on school culture, considering each school is unique in character building. Third, character education comprehensively involves all aspects of character. Fourth, character education is integrated in all school activities. Based on these ideas, it is necessary to develop a model of living values education in school habituation. This model is assumed to be able to effectively shape the characters of learners, because living values are taught in the context of real life at school, in line with the uniqueness of each school in implementing character development.

The focus of this research is a model of Living Values Education (LVE) in school habituation activities to develop the character of learners. The objectives of this study were to describe 1) the model of LVE in school habituation activities and 2) the impact of the model of LVE in school habituation activities on the development of the characters of learners.

Research Methodology

Research Design

The research was carried out by using the design of research and development. The application of Research and Development aims to develop a model of LVE in school habituation to develop students' characters. The research was conducted in two forms of activity. They were (1) the qualitative exploration and (2) quantitative correlation-regression (Nasution, 2003, p. 12). The exploration activities are used to develop and implement the model, while the correlation-regression is used to observe the impact of the model application.

Research Sample

Subjects of the study were students, teachers, and principals of public and private high schools in Bandung, West Java, Indonesia. The research sample was selected with the use of a purposive sampling technique based on the best school in Character Education. The study sample consisted of three schools at the junior and senior high-school levels (which represents public and private schools). The junior high-school level sample included SMP 44 Bandung, SMP labschool UPI, and SMP Darul Hikam. The senior high-school level sample included SMA 3 Bandung, SMA 14 Bandung, and SMA Kartika Siliwangi XIX-2 Bandung.

Instrument and Procedures

Data collection instruments included (1) an observation sheet of participation/observation, (2) a documentation study, (3) focus group discussions, and (4) a questionnaire. The study used the concept of Research and Development of Borg and Gall (1989, p. 784) adapted and modified at four stages. The fourth stage included preliminary study, preparation of conceptual design model, validation/verification of the conceptual model, and model implementation.

Data Analysis

Qualitative data analysis covered (1) reducing the data (field reports and summarizing the relevant key points); (2) categorizing and classifying data systematically; (3) displaying the data in the form of a table or image (to explain the relationship between the data); (4) conducting cross-site analysis (by comparing and analyzing the data in depth); and (5) presenting the findings (drawing general conclusions and implications of implementation, as well as recommendations for development) (Fraenkel and Wallen, 1993, pp. 399–403). Quantitative data analysis was performed by using correlation-regression analysis.

Research Results

Model of Integration of Living Values Education in Habituation

The habituation activity that is based on LVE is developed in several steps. The steps are (1) development of living values at each school, (2) the living values and expected behaviors are clearly defined and formulated to be easily understood, (3) applying the patterns of expected behaviors in school habituation activities; 4) the teaching of the living values and expected behaviors in the real contexts of in-classroom, outside classroom, and around the school environments, and (5) awarding behaviors, which is in conformity with the expectations of regular reward system and correcting deviant behaviors proactively with clear procedures.

Values of life are described and elaborated into the patterns of behaviors in school habituation.

Table 1. Description of living values and patterns of habituation in school

VALUES	DESCRIPTION	HABITUATION IN SCHOOL
1. Peace	Attitudes, words, and actions that cause others to feel happy and safe in their presence.	<ul style="list-style-type: none"> • Creating a peaceful school atmosphere • Familiarizing smiles, greetings, and welcoming • Familiarizing polite behaviors and speaking politely • Familiarizing non-violent behaviors in school community • Learning without gender bias • Kinship in school that is full of affection
2. Award	Attitudes and actions that encourage students to produce something useful for their society; recognize and honor the success of others.	<ul style="list-style-type: none"> • Providing appreciation for the work of learners • Displaying signs of achievement awards • Creating a school atmosphere to motivate learners to be achievers
3. Love	Attitudes and actions to help other people and communities who are in need.	<ul style="list-style-type: none"> • Empathy for peers and community • Studying social actions • Building mutual affection and sharing
4. Tolerance	Attitudes and actions that respect the differences of religion, race, ethnicity, opinions, attitudes, and others that are different from themselves	<ul style="list-style-type: none"> • Providing equal services to the whole school community regardless of race, religion, ethnicity, class, social and economic status • Providing services to children with special needs • Working in a different group • Respecting school community in carrying out worship according to the teachings of their religion

VALUES	DESCRIPTION	HABITUATION IN SCHOOL
5. Honesty	Behavior that is based on an attempt to shape students into persons who always believe in words, actions, and work.	<ul style="list-style-type: none"> • Providing facilities for announcements of finding and missing items • Transparency of financial statements and periodic assessment of academic achievement • Prohibition of cheating • Establishing cafeteria with honesty concept
6. Humility	Behavior that accepts the advantages and disadvantages of self and others	<ul style="list-style-type: none"> • Creation of a healthy competition atmosphere in achievement • High-achiever learners are willing to share their knowledge with other learners • Learners who experience difficulties are willing to learn from achievers • Teachers are open to suggestions from students • Learners are open to suggestions (warning) from other learners
7. Cooperation	Actions that demonstrate cooperation with others	<ul style="list-style-type: none"> • Setting-up a classroom and school to facilitate the interaction of learners • Cooperative learning • In communicating, teachers are not to distance learners
8. Happiness	Actions that show a sense of fun and enjoyment	<ul style="list-style-type: none"> • Classroom and school settings are active, creative, and fun • Learning is interspersed with fun games (ice breaking) • Teacher appearance amuses students
9. Responsibility	Attitudes and behaviors of a person to perform duties toward self, society, environment (natural, social, and cultural), country, and God	<ul style="list-style-type: none"> • Implementation of regular post duty • Active participation in school activities • Asking trouble shooting suggestions • Submitting assignments on time • Working duties in accordance with its role within the group • Maintaining cleanliness, tidiness, and beauty of schools
10. Simplicity	Attitudes and behaviors that are understated (not excessive)	<ul style="list-style-type: none"> • Frugality in the use of school facilities (electricity, water, and school supplies) • No arrogance • Not bringing fancy equipment (mobile phones, jewelry, gadgets, etc.)
11. Freedom	Attitudes and behaviors which show independence according to the rules	<ul style="list-style-type: none"> • Atmosphere of democratic school • Teachers provide opportunities for learners to express opinions • free and responsible • Learners are courageous to express their idea • Providing a suggestion box

VALUES	DESCRIPTION	HABITUATION IN SCHOOL
12. Unity	Action that shows a sense of unity and collective interests rather than an individual or a group	<ul style="list-style-type: none"> • Maintaining the integrity of school • Avoiding student grouping based on ethnicity, religion, race, and social class • Maintaining the good name of school • Giving priority to the interests of school rather than an individual or a particular group

The development of LVE-based values integrates activities (collecting points of reflection, broad imagination, practicing relaxation and focus, expressing artistic creation, developing social skills, developing cognitive awareness about justice, developing social harmony, and collecting cultural values) by using the principle of example, correction, award, and enforcement. The example principle is fulfilled by providing examples of good behaviors by all members of the school community (principals, teachers, administrators, school guards, cafeteria personnel, and, of course, the students themselves). The correction principle is done by providing direct criticism in an oral or written form, and actions of politeness and courtesy to other people's behaviors that are incompatible with the living values. The award principle is fulfilled by giving recognition to good behaviors that have been shown by a person, both verbally and non-verbally. The enforcement (the appropriate sanctions) means the rules or school regulations that have been implemented should be applied and enforced. Violation of rules will be subject to strict sanctions according to clear procedures.

The Impact of the Implementation of the LVE Model on Students' Character Development

The result of the correlation analysis of LVE variables in the habituation and student character development (Y) is the Pearson Product Moment correlation $r = 0.649$ and P-value (Sig.) = 0.000. Since the P-value (Sig.) = 0.000 is smaller than $\alpha = 0.05$, it can be stated that there is a significant linear correlation of 0.649 between the application of the LVE in habituation and the character development of students. Interpreted by using the rules of Guilford (Guilford's Empirical Rule), the closeness of the relationship is considered a high category. The analysis of correlation data is shown in the following table.

Table 2. Correlation of LVE variables in habituation to the Character Development of Students

No.	Variable		Correlation	X	Y
1	Habituation	X	Pearson Correlation	1	.649**
			Sig. (2-tailed)		.000
			N	436	436
2	Student Characters	Y	Pearson Correlation	.649**	1
			Sig. (2-tailed)	.000	
			N	436	436

The results of the regression test from SPSS 18.0 are presented in the following table.

Table 3. Regression of X on Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.649a	.421	.405	7.832

a. Predictors: (Constant), X

Based on the regression table, which has been described previously, the value of R² (R Square) shows 42.1% (0.421 x 100%) of the variance “Y variable,” which can be explained by changes in the ‘X’ variable. This suggests there is a significant positive effect of LVE model implementation in school habituation on student character development by 42.1%. The remaining 57.9% is influenced by other factors that are not examined in this study. It can be concluded that the application of the LVE model in school habituation positively-significantly affects student character development.

Discussion

LVE in school habituation is a process of acculturation, institutionalization, and strengthening the living values in accordance with school climate. This was confirmed by Budimansyah (2010, p. 63), who found that habituation is the process of creating a variety of situations and conditions (persistent life situations). The situations and conditions contain a variety of reinforcements, which allows learners in their education unit, at home, and in communities, to behave according to appropriate values and to make the values internalized and personalized as charac-

ter or nature (Budimansyah, 2010, p. 63). In the habituation process students tend to perform actions or deeds that are relatively fixed and automatic so that attitudes and actions tend to be stable. The attitudes or the behaviors that become habits have several characteristics: among other things, (a) behavior is relatively settled; (b) habituation generally does not require a quite high function of thinking, e.g., greeting can be thought or imitated; (c) habit is not a result of maturity process, but a result of experience or learning; (d) behavior is performed repeatedly in response to the same stimuli (Ministry of National Education, 2007, p. 4).

LVE in school habituation is a process of learning values in practical life, which is done repeatedly so that it becomes a habit. Aswandi (2010, p. 20) explains that the learning process takes place outside of the conscious side (cerebral cortex). Over time, its repetition will be a pattern of thought or behaviors that are new. The events will be moved to the subconscious side of brain (basal ganglia), which is automatic. The more often it is repeated, the more automatic and unconscious the actions will be. The habit will immediately be changed and it will gradually be strengthened. Furthermore, neurologists conclude that the brain has an amazing ability to receive thoughts or repetitive behaviors and connect them to the patterns or habits that are automatic and unconscious. The more often a constructive action is repeated, the deeper, faster, and more automated the action and the thought will be. Repetition as a form of good habits in activities needs to be done to result in a good activity.

Students' characters should be continually strengthened through habituation LVE-based process in schools. Aristotle, as cited by Megawangi (2004, p. 113), confirms that characters are closely related to the "habits" that are continuously repeated. Characters are like "muscles" that can become mushy if they are never trained. They will be strong and sturdy when they are often used. Comparable to a body builder, who constantly works out to form his muscles, characters will also be formed with exercises that will eventually become a habit.

Students' characters are composed of students' habits of. Because habits are consistent, an often-unconscious pattern, they constantly reveal the character of students. Therefore, characters are developed through the stages of knowledge, implementation, and habits, so that character is not limited to knowledge alone. A person who has the knowledge of goodness is not necessarily able to act according to his/her knowledge without a habit to perform it. Characters also reach the area of emotions and habits themselves. This is in line with Lickona (1992) and Aswandi (2010, p. 10), who stated that the importance of character education is comprehensive. It covers three components of good character: moral knowledge, moral feeling, and moral action.

The implementation of the LVE integration in habituation is based on the behaviorist theory of Thorndike, Watson, Clark Hull, Guthrie, and Skinner (Schunk, 2012, pp. 98–155). The theory states that the learning process puts more emphasis on stimuli and responses that emerge from students. In this model, human qualities are observed from the aspects of performance/behavior that can be seen empirically (real). The patterns of stimuli and responses cover several points. First, the stimulus covers habituation processes and continuous repetition of behaviors in daily life at school. Second, response covers reinforcement by using a system of reward and punishment through the addition of points for achievement and reduction of points for offense. The integration of LVE in habituation through this system will provide reinforcement for the expected behavior patterns and to reduce prohibited behavioral patterns.

In the process of LVE-based habituation, the most important thing is the examples set by the whole school community. The example is directly taught through examples of behaviors that appear in daily life at home, school, and community. There is a wise sentence: “Children see, children do”. It can also be taught through learning activities in the classroom throughout the exemplary stories of the prophets, biographies of leaders/heroes of Indonesia, inviting achievers to share their experiences in achieving things. In line with the “exemplary”, the next important thing is the culture of “correction” in the framework of establishing truth and avoiding vices. In Indonesian culture, these habits still seem unfamiliar because our culture is still paternalistic and hypocritical (Kontjaraningrat, 1983). When it is necessary to reprimand someone, the feelings of fear of hostility/scolding/hatred often appear. It eventually leads to apathy (not care) toward what other people do.

Conclusions

The model of LVE in habituation is implemented through the development of living values, which include the value of peace, respect, love, responsibility, happiness, cooperation, honesty, humility, tolerance, simplicity, freedom, and unity in accordance with the school culture. Integration of LVE in school habituation is done in several steps. The steps are the following: (a) the living values and expected behaviors are clearly defined and formulated to be easily understood; (b) the teaching of the living values and expected behaviors in real contexts of in-classroom, outside classroom, and around the school environment; (c) the behaviors that are appropriate are regularly rewarded; (d) proactive correction of deviant behavior

with clear procedures; and (e) the development LVE-based values by using the principle of example, correction, awards, and enforcement.

The application of the LVE model in school habituation positively and significantly affects student character development. The amount of the influence of LVE on student character development is 42.1%. Consequently, the habituation program in schools can integrate the LVE model, both from the aspect of the basic living values and their development activities.

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