

Living Values Education in Teaching Materials to Develop Students' Civic Disposition

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Abstract

The study describes a model of living values education in teaching materials and its impact on the civic disposition of students. It employs the design of research and development in Civic Education Department, Indonesia University of Education. The model of living values education in teaching materials is an integration of the living values in the teaching materials presented in the framework of the material. It includes introduction, keyword, map of concepts, subject matter, discussion, living values, conclusions, reflection on the value application, and references. The application of the model of living values education in teaching materials significantly affects students' civic disposition.

Keywords: *living values education, teaching materials, civic disposition, student*

Introduction

Learning as a core activity in higher education should not only be oriented towards the achievement of scientific competence, but also, more importantly, it should contribute to the development of character of the younger generation. One of the learning components that plays a very important role is teaching materials. Teaching materials is a necessary ingredient in the formation of knowledge, skills, and attitudes that students must gain in order to meet the standards of competence. Teaching materials play a key role in the overall curriculum, which must be prepared to achieve the expected learning competences. Allwright (1990) argues that materials should teach students to learn, that they should be resource books

for students' ideas and activities for instruction or learning, and that they should give teachers a rationale for what they do. Materials often control instruction, since teachers and learners tend to rely heavily on them. Materials that are appropriate for a particular class need to have an underlying instructional philosophy, approach, method and technique which is suited for students and their needs (Kitao & Kitao, 1997).

In the course of Civic Education, the material should really support the achievement of full civic competences. They are civic knowledge, civic skills, and civic disposition (Branson, 1998). Civic knowledge is an essence that all citizens should know. Civic skills are skills that are developed from the knowledge of citizenship, so that the knowledge acquired can be meaningful. They can be used in dealing with the problems of the life of the nation. Civic skills include intellectual skills and participation skills. The third essential component of civic competences is civic disposition. It is "...those attitudes and habit of mind of the citizen that are conducive to the healthy functioning and common good of the democratic system" (Branson, 1998; Quigley et al., 1991).

Among the three components of civic competence, the teaching material often overlooks the achievement of the civic disposition component because the material is too oriented to the scientific development of specific disciplines (Somantri, 2001; Kerr, 1999). Therefore, the values need to be integrated in the teaching materials within the framework of development of students' civic disposition. Associated with values and attitudes that are integrated in the teaching materials, it is necessary to develop universal values in the teaching material. The universal values should be upheld by all religions, traditions, and cultures. These universal values must be the glue for all members of society, despite their different cultural backgrounds, ethnicity, and religion. The values of characters as living values are the basic values of life that are generally embodied in the various habits. They underlie good and harmonious relations between others and us in the life around us. Key personal and social values include peace, appreciation, love, responsibility, happiness, cooperation, honesty, humility, tolerance, simplicity, freedom, and unity (Tillman, 2004).

Therefore, it is necessary to cultivate living values-based teaching materials for students' civic disposition development. Living values-based teaching materials are materials containing facts, concepts, principles, procedures associated with the basic values of life (living values) of students and make connections between their moral knowledge and their application in the lives of students as members of families, communities, and citizens of the country.

Indonesia University of Education, as a teacher education institution, plays a strategic role in the formation of the younger generation character. What kind

of character education should be reconstructed to develop the civic disposition of students? Komalasari (2012) confirms the need for character education that meets the following characteristics: appropriate with the nature of higher education, based on living values, comprehensively involving aspects of “knowing the good, desiring the good/loving the good and acting good”, and applied in all activities in the campus. All of these characteristics must be integrated in campus activities, included in the learning activities. Therefore, it is necessary to conduct research and development based on a simple scale to produce a model of living values education in teaching materials that are assumed to develop the character of students effectively.

This study aimed to describe a model of living values education in teaching materials and its impact on the civic disposition of students. In particular, this study aimed to describe: 1) the model of living values education in teaching materials conceptually; 2) the implementation of living values education in teaching materials; and 3) the effect of the model of living values education in teaching materials on the development of students’ civic disposition.

Research Methodology

This research was conducted based on the research and development design. It is “a process used to develop and to validate an educational product” (Borg and Gall, 1989). Development of a model of living values-based lecture materials is carried out through two forms of activity: (1) qualitative exploration, and (2) quantitative, through a quasi-experimental activity.

The sample in this study consisted of 98 students of the two Civic Education Department classes at the Faculty of Social Sciences Education, Indonesia University of Education, who enrolled in the course of “Basic Concepts of Indonesian Civics” in the 2014/2015 academic year. This study was implemented in two classes: the experimental class (Class B), which consisted of 48 students, and the control class (Class A), which consisted of 50 students.

The data collection instruments used in this study include (1) an observation/participation sheet, (2) documentation study, (3) interviews, and (4) the attitude scale questionnaire. The research procedure of “Research and Development” is an adaptation and modification of the one by Borg and Gall (1989), consisting of four stages: (1) a preliminary study, (2) preparation of a conceptual model, (3) conceptual model validation and revision, and (4) an implementation model.

Analyzing qualitative data was carried out in several steps. The first step was data reduction by summarizing the field report, noting subject matters relevant to the focus of the study. The second was to develop a systematic way based on certain categories and classifications. The third was to make the display of data in the form of a table or a picture so that the relationships among the data become clear and intact (not separated-off). The fourth was to conduct cross-site analysis by comparing and analyzing the data in depth. The fifth was to present the findings, to draw conclusions in the form of general trends, and to formulate the implications for implementation, as well as recommendations for development (Fraenkel and Wallen, 2006). Analyzing quantitative data was performed for the data collected through questionnaires attitude scale by using different test analyses (gain score) and t- test (Shadish, et.al., 2002).

Research Results

A Model of Living Values Education in Teaching Materials

Living values education (LVE) in teaching materials are the integration of living values in the teaching materials. The living values developed include peace, award, love, tolerance, honesty, humility, cooperation, happiness, responsibility, simplicity, freedom, and unity (Saripudin and Komalasari, 2015). Descriptions of each value can be seen in Table 1.

Table 1. Description of Living Values

Values	Description
1. Peace	Attitudes, words, and actions that cause others to feel happy and safe in one's presence.
2. Award	Attitudes and actions that encourage students to produce something useful for their society and recognize and honor the success of others.
3. Love	Attitudes and actions to help other people and communities who are in need.
4. Tolerance	Attitudes and actions that respect differences in religion, race, ethnicity, opinions, attitudes, and others that are different from themselves
5. Honesty	Behavior that is based on an attempt to make students as persons who always believe in words, actions, and work.
6. Humility	Behavior that accepts the advantages and disadvantages of self and others
7. Cooperation	Actions that demonstrate cooperation with others

Values	Description
8. Happiness	Actions that show a sense of fun and enjoyment.
9. Responsibilities	Attitudes and behaviors of a person to perform duties to self, society, environment (natural, social, and cultural), country, and God Almighty
10. Simplicity	Attitudes and behavior that are understated (not excessive)
11. Freedom	Attitudes and behaviors which show independence according to the rules
12. Unity	Action that shows a sense of unity and the collective interests rather than an individual or a group

Living values are integrated into the subject material of “Basic Concepts of Indonesian Civics”, which includes class distinction and resentment, citizenship in a liberal society, citizenship in a civil society, psychology and citizenship, ideology and citizens, political participation, citizens under regional autonomy, nationalism of citizens, and global citizens. The integration of living values implemented in the course materials of “Basic Concepts of Indonesian Civics” is presented in Table 2.

Table 2. Mapping of living values in the materials of “Basic Concepts of Indonesian Civics”

No.	Topic	Concept, Principle, Procedure	Living Value
1	Class distinctions, and Resentment	a. Understanding of Social Classes b. Social Classification c. Determinant Factors of Social Class d. Comparison of the Theory of Conflict with Functional Theory e. Correlation between social class and Conflicts f. Conflict Resolution Strategies	Tolerance, Love, Peace
2	Citizenship in a Liberal Society	a. Definition of Liberalism b. History of Liberalism c. Core of Political and Economic Liberalism d. Characteristics of a Liberal Society e. Strengths and Weaknesses of a Liberal Society	Freedom, Cooperation, Simplicity
3	Citizenship in a “Civil Society”	a. Definition of “Civil Society” b. History of a “Civil Society” c. Characteristics of a “Civil Society” d. Comparison of Citizenship concept in a “Civil Society” and Liberal Society e. Implementation of a “Civil Society” in Indonesia since Proclamation until now	Happiness, Honesty, Hu- mility

No.	Topic	Concept, Principle, Procedure	Living Value
5	Psychology and Citizenship	a. Understanding of Social Interactions b. Correlation between Social Interaction and Self-Adjustment c. Factors Affecting Social Interaction d. Understanding of Attitudes e. Characteristics of Attitude f. Factors that Contribute to the Formation and Change of Attitudes g. Analysis of citizen attitudes in Social, Cultural, and Political Life	Happiness, Respect, Humility
7	Political participation	a. Understanding of Political Participation b. Differences between Autonomy Participation and mobilized Participation c. Forms of Political Participation d. Tendency to Autonomous Participation Implementation and Participation in the Electorate in Indonesia	Honesty, Cooperation, Responsibility
8	Citizens under regional autonomy	a. Basic Concept of Regional Autonomy b. Principles of Policy in the Autonomous Region c. Impact of Regional Autonomy d. Implementation of Regional Autonomy	Responsibility, Freedom, Unity
9	Nationalism of citizens	a. The Nature of Nationalism b. The development of nationalism in Indonesia c. Challenges of nationalism d. Reconstruction of nationalism in the era of global and regional autonomy	Unity, Love, Peace
10	Global Citizens	a. Understanding of Globalization b. Characteristics of Globalization c. Impact of Globalization d. Characteristics of Global Citizens e. Multidimensional Citizenship f. Contemporary Issues of Global Citizenship g. Role of Civic Education in the Era of Globalization	Unity, Cooperation, Freedom

The framework of living values-based teaching materials is organized in sections/features as follows:

1. Introduction: Containing background, Aims, and Scope of Materials
2. Keywords: Containing keywords in teaching materials
3. Map of Concepts: Reflecting the scope and sequence of teaching materials

4. Materials: Containing facts, concepts, principles, and procedures in accordance with materials of Basic Concepts of Indonesian Civics.
5. Living Values: The integration of the living values in the lectures (peace, appreciation, love, responsibility, happiness, cooperation, honesty, humility, tolerance, simplicity, freedom, and unity)
6. Conclusion: Substances of teaching materials containing materials and living values conclusions based on the context of materials.
7. Reflection: The distinctive feature of teaching materials. Students are asked to reflect on living values by completing a Value Clarification Technique (VCT) list.
8. References: The end of the lecture. Parenting sources – books, journals, articles, and encyclopedias that are used in the lectures

The Implementation of Living Values-Based Teaching Materials

The integration of living values in the teaching materials is implemented in the course of Basic Concepts of Indonesian Civics through a contextual learning model based on living values education as follows.

1. Learning Contract, “Class Characters” Contract, and Group Distribution.
2. The students and the lecturer agree on the rules of lectures and commitment to make class of characters.
3. The students are divided into 10 groups democratically with the name of a national hero for each group.
4. The students agree on the coursework. (a) Each group presents one subject paper and presents it. (b) All groups must collect the task at the same time, despite the presentation time. (c) The papers should be free of plagiarism. (d) Each group clarifies human values to be applied in daily life. (e) Each group should make some art creation to be presented at the end of the presentation.
5. Presentation of Living Values-Based Teaching Materials
During each teaching time, a group of students presents a paper with each subject and its analysis of living values. Activities of lectures are carried out inside and outside of the classroom (Campus Park and open area of the campus). Measures implemented include:
 - a. *Inquiry*, through the following steps: (a) Students examine a variety of literature related to the subject matter and a variety of issues in the community; (b) Students write a paper related to the subject matter by references to a variety of literature and case/problems in society; (c)

Students present a paper by using a creative power point (paper content, video and audio tapes, computer software, and visual aids); (d) Students pose questions to a moderator; and (e) Students present artistic creations (singing, dancing, fairy tales, poetry, motivational videos, etc.) to close the presentations; and (f) Lecturer provides summary of the material covered and the issues discussed.

b. Analysis of living values through the following steps: (a) Students clarify and reflect on the living values contained in the lecture material through VCT List and VCT analysis of stories, images, and videos; (b) Lecturer provides confirmation of the living values and builds a shared commitment to implement them in daily life.

6. Reviewing of the Course materials of Indonesian Civic Basic Concepts with Living Values.

At the end of the lecture, the lecturer reviews the material (data, facts, concepts, principles, procedures) of the Basic Concepts of Indonesian Civics and explores, clarifies, reflects on, internalizes, and motivates students to work together to implement a sustainable way of living values in family, campus, and society.

Influence of Living Values-Based Teaching Materials on Students' Civic Disposition

Based on the test results of paired samples t-test, Sig. (2-tailed) is $0.000 < \alpha (0.05)$. It means there is a difference in the development of students' civic disposition between the beginning of the measurement (pretest) and the final measurement (posttest) in both the experimental and control classes. The mean values of the pretest and posttest in the experimental class are better than the pretest and posttest in the control class.

The obtained scores of the control and experiment classes show significant differences in the development of the students' civic disposition between the class that used living values-based teaching materials (0.406) and the class that used conventional teaching materials (0.167). The students' civic disposition in the class that integrated living values in the teaching materials is higher than that of the one that used conventional teaching materials. The average score of pretest-posttest and obtained scores of the control and experimental classes can be seen in Table 3.

Table 3. Average Score of Pretest – Posttest and Obtained Scores of the Control and Experimental Classes

	Class	N	Test	Mean	Gain	Std. Deviation	The test results		Gained Score
							T	Sig	
Pair	Control Class	50	Pretest	19.29	3.46	2.052	17.12	0.00	0.167
		50	Posttest	22.75		2.863			
Pair	Experimental Class	48	Pretest	19.86	8.18	2.189	35.51	0.00	0.406
		48	Posttest	28.04		2.861			

Discussion

Character must be developed in individuals, especially when they do not obtain character education at home (Bennett, 1991). Consequently, educational institutions play a very important role in the process of character education. “Character Education” defines character aspects in two aspects: “character is a congenital condition that humans cannot reject“ and ”character is the ability of individuals to master these conditions“. By looking at character in two aspects, a person’s character is not static but can be changed (dynamic). Human freedom allows people to develop into good and vice versa. The character is also closely related to “habits” continuously practiced and performed. Thus, character is not the result or product but one of the results of one’s efforts to cope with certain conditions. With the understanding that the character of a person is dynamic and plays a very important role in determining the future of both self and social environment, education that can develop one’s character is needed (Koesoema, 2010).

Conceptually, the living values education is an integral part of the educational process as a whole (Komalasari, et. al., 2014). Value is neither thought nor caught, it is learned (Hermann, 1972). It means that the substance of value is not merely captured or taught but, further, it is digested in the sense of captured, internalized, and standardized as the inherent part of one’s personal qualities through a learning process. Therefore, the educational process is a process of acculturation, which produces civilized man, including cultured human. One of the models of values education is the integration of the living values education in the learning process.

Learning in higher education should improve the ways of college students to become intelligent and creative, to be able to recognize themselves, and to develop personal and independent character (self-concept) (Suryadi, 2006). Wahab (2006) considers it as the strengthening of demand-oriented concepts of values and beliefs that are developed in the global era that will ultimately lead to the application of moral values and beliefs in the context of nation and state. It means that civic education through courses of the Basic Concepts of Indonesian Civics as a character education should reflect the reality of the community, which is affected by global trends of "Technology and Communications" (Wahab, 2006; Cogan and Derricott, 1998). The importance of linking students' educational experience in civic education is in line with Kerr's (1999) opinion on the need to develop Civic Education. It focuses on the process of "...equipping students with a set of tools (knowledge and understanding, skills and attitudes, values and dispositions) which enable them to participate actively and sensibly in the roles and responsibilities they encounter in their adult lives". This approach links "citizenship education" with "the whole education experience of students". Civitas International (1998) states "...The development of civic knowledge, skills, and attitudes is embedded in a complex system that includes parents, peers, civic organizations, and the media, but schools do have an important role to play".

Teaching material is one of learning system components that plays an important role in helping students to achieve basic competences and competence standard. Teaching material is the material needed to construct knowledge, skill and attitude that should be mastered by students to reach the competence standard. Teaching materials holds an important position in the whole curriculum that should be prepared to make learning implementation to reach the learning target. The selected material for learning activity should be the material that will support the achievement of competence standard and basic competence contained in the curriculum.

Students should be the center of instruction and learning. The curriculum is a statement of the goals of learning, the methods of learning, etc. The role of teachers is to help students to learn. Teachers have to follow the curriculum and provide, make, or choose materials. They may adapt, supplement, and elaborate on those materials and also monitor the progress and needs of the students and finally evaluate students. Materials include textbooks, video and audio tapes, computer software, and visual aids. They influence the content and the procedures of learning. The choice of deductive vs. inductive learning, the role of memorization, the use of creativity and problem solving, production vs. reception, and the order in which materials are presented are all influenced by the materials (Kitao, & Kitao, 1997)

The selection of instructional materials is always based on the scope and sequence analyses. The scope, or content of the material is intended to express the breadth and depth of materials, while the sequence is about the order of the material contents (Taba, 1962). There are some criteria in defining the scope of learning materials. According to Nasution (1994), the criteria for the selection of learning material are (1) appropriate goals to be achieved, (2) considered valuable as a legacy for generations, (3) able to facilitate discipline mastery, and (4) considered valuable for humans. Karhami (2000) suggests some essential materials in the learning criteria. First, the materials reveal the key ideas of science. Second, the basic structure of the material is a subject. Third, the material has methods of inquiry that are appropriate to each subject. Fourth, the concepts and the principles broadly include a global and complete view of the world. Fifth, there is a balance between the theoretical material and practical matter. Sixth, the material develops the imagination of students. Komalasari (2012) asserts that the necessity of learning material includes five types of materials in a comprehensive manner. They are the material facts, concepts, principles, procedures, and attitudes or values. As a result, the course material does not only contain cognitive understanding (facts, concepts, and principles), but it comprehensively covers the affective aspects (values and attitudes), and psychomotor ones (procedure).

The integration of living values in the teaching materials has its own characteristics as expressed by Komalasari et. al. (2014). The selection of facts, concepts, principles, and procedures should pay attention to the following points.

1) Connection with living values

Living values are integrated into the teaching materials. Students identify, explore, clarify, analyze, internalize, and apply the living values in their daily activities in the classroom, campus, home, and community.

2) Applicability in students' life

Facts, concepts, principles, procedures, and values are developed based on students' life and can be applied in their daily life. A lecturer explores examples of the materials based on the reality of students' life and the teaching materials that are developed can be used by students in the practice of their daily life. Therefore, they can be appropriate and meaningful to students.

3) Providing direct experience through inquiry activities

The materials are found and developed by students through direct experience and discovery activity (inquiry). A lecturer, in this case, acts as a facilitator and motivator for students in their inquiry activity. Materials found by students through direct experience and inquiries will be more durable in the cognitive

structure of students. It is because the knowledge is constructed by students and is associated with direct experience related to the object of study.

4) Developing the ability to reflect

The material can develop the student's ability to reflect the form of feedback on their mastery of facts, concepts, principles, and procedures that are developed through materials and reflection on their applications in daily life.

Integration of value reflection in learning activities, especially in the learning material, is very important. This is related to the research by Grosser (2007:50), showing that if educators are going to assist learners to become effective, the reflective functions have to be acknowledged and cultivated. The goal of teaching then becomes one of transferring the initiation and regulation of the learning process from the educators to the learner him/herself. Through effort and application, educators can enable learners to become the type of learner that Curriculum 2005 and the National Curriculum Statement envisage: an independent and confident lifelong learner. Independence and confidence are part of the civic disposition.

Teachers must take note of the powerful implications of the reflective functions during teaching and learning. Acquisition of the reflective functions has many potential benefits for learning, as indicated by Kish in Grosser (2007:51). Firstly, it enables learners to determine why they learn or fail to learn, what skills they have gained, and what they have yet to acquire to progress further. Secondly, it allows for examining socio-cultural influences and factors that influence personality development. The benefit of witnessing one's own progress is to develop positive attributions of learning, which later develop into self-esteem and positive socio-emotional growth. Thirdly, it can promote personal growth by having learners reflect on their own current knowledge, as well as alternative viewpoints to deepen that knowledge. It is important to strive to attain these critical benefits.

Living values-based teaching materials in the course of the Basic Concepts of Indonesian Civics foster the civic disposition of students. It is because the developed living values are ones that reflect one's presence/position as a human in life as a creature of God, an individual and social being, and a citizen who is bound by his/her country. When these values are reflected in living values-based teaching materials, students will learn about life and positive role in their lives practically. These give meanings to themselves, other people, nature, and country. This is in accordance with Lickona's (1992) opinion that "forming" a person's personality and character is done through character education. The results are visible in a person's actions, which are good behavior, honesty, responsibility, respect for the rights of others, hard work, etc. A character education is a deliberate effort to help people to

understand, to care for, and to act based on the core of ethical values in life, which includes moral knowing, moral feeling, and moral behavior.

El-Hassan and Kahil (2005) concluded that living values education is crucial for schools to implement values and social skills programmes in order to enhance students' social, emotional and intellectual development. The students' academic diligence was enhanced by living values education. They showed increased attentiveness in class and a greater capacity to work independently; assumed more responsibility for their own learning; asked questions and worked together more cooperatively; took greater care of and effort in their schoolwork; took more pride in their efforts (Lovat, et.al., 2009). Learning materials have a hidden curriculum that includes attitudes toward knowledge, attitudes toward teaching and learning, attitudes toward the roles of the teacher and student, and values and attitudes related to gender, society, etc. Materials have an underlying instructional philosophy, approach, method, and content, including both linguistic and cultural information. Learning materials affect the development of students' attitudes (Littlejohn and Windeatt, 1989).

Conclusions

The model of living values-based teaching materials is conceptually an integration of living values in the teaching materials presented by the framework that consists of introduction, keywords, map of concepts, subject matter, living values, conclusions, reflection, and references. The use of living values-based teaching materials is performed through contextual learning based on living values education. After the application of the model of teaching materials, it was found that the students' civic disposition in the experiment class, using living values-based teaching materials, was higher than that of the control class. Consequently, there is a significant effect of living values-based teaching materials on the development of student character. Therefore, a continuous process in the development of the model of living values-based teaching materials in other subjects is necessary. It makes it possible for teaching materials to develop the ability to master the facts, concepts, principles, and procedures as well as to cultivate good attitudes and good behaviors as part of good character.

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