

## IMPLEMENTATION OF LIVING VALUE EDUCATION PROGRAM IN THE MANAGEMENT OF EARLY CHILDHOOD EDUCATION INSTITUTIONS

Issaura Dwi Selvi<sup>1</sup>, Muqowim<sup>2</sup>, Suyadi<sup>3</sup>, Zulfadhly Mukhtar<sup>4</sup>, Nurkamelia  
Mukhtar AH<sup>5</sup>  
{[issauradwis2239@gmail.com](mailto:issauradwis2239@gmail.com)<sup>1</sup>, [muqowim@uin-suka.ac.id](mailto:muqowim@uin-suka.ac.id)<sup>2</sup>, [suyadi@uin-suka.ac.id](mailto:suyadi@uin-suka.ac.id)<sup>3</sup>,  
[zulfadhly@stain.kepri.ac.id](mailto:zulfadhly@stain.kepri.ac.id)<sup>4</sup>, [nurkamelia@uin-suska.ac.id](mailto:nurkamelia@uin-suska.ac.id)<sup>5</sup>}

UIN Sunan Kalijaga, Yogyakarta<sup>123</sup>, STAIN Sultan Abdurahman, Kepulauan Riau<sup>4</sup>,  
UIN Sultan Syarif Kasim, Riau<sup>5</sup>

**Abstract.** This research was conducted against the background of the quality of Indonesian education, which is currently experiencing disorientation. The management of an underdeveloped ECE institution harms the character of the nation's children. So it is necessary to modify the management structure of Early Childhood Education (ECE) institutions by including the right educational program, namely the Living Values Education Program (LVEP). The purpose of this research is to find out how the implementation and impact of the LVE program-based ECE management. The research method used a qualitative researcher. Qualitative research was conducted by describing the subject under study using written and oral data on the LVEP-based RA Tiara Chandra management. Sources of data collection through primary data are interviews, Focus Group Discussions (FGD), observation and documentation. The results of the study found that LVEP in the management of ECE institutions at RA Tiara Chandra was appropriately implemented according to 5 levels of Paradigm, Policy, Program, Personnel, and Practices. Meanwhile, the impact that occurs in the implementation of LVEP in institutional management at RA Tiara Chandra is that it can animate the values of the institutional management system and its human resources. The 12 values of life are love, peace, respect, cooperation, tolerance, happiness, honesty, simplicity, humility, freedom, responsibility, and unity.

**Keywords:** ECE Institution; Living Values Education Program; Management.

### INTRODUCTION

Our education is not education 2.0 which still makes teachers the center of the world in the learning process. However, we are currently facing education 4.0, where learning must focus on children to be active, creative and characterful in line with technological advances. Education is one of the vessels in producing human beings who have good morals, are full of compassion, and are noble. Through proper education, every human being will be able to live in peace, happiness and serenity. Education begins through the family, environment and in an institution (Selvi & Saraswati, 2021). Parents need to choose and place their children's education through decent, quality and appropriate Early Childhood Education (ECE) institutions.

## Implementation of Living Value Education Program In The Management of Early Childhood Education Institutions

Issaura Dwi Selvi<sup>1</sup>, Muqowim<sup>2</sup>, Suyadi<sup>3</sup>, Zulfadhly Mukhtar<sup>4</sup>, Nurkamelia Mukhtar AH<sup>5</sup>

But in reality, Indonesia is currently experiencing disorientation in the world of education. The fact is known from a survey by UNESCO through the results of the 2016 Global Education Monitoring (GEM) report which said that out of 14 developing countries, Indonesia was ranked 10th in evaluating the quality of education. As many as 75% of national schools in our country do not meet the proper educational service standards. Even the results of The Learning Curve in 2014 found that out of 40 countries, Indonesia was in the last rank, namely the 40th rank itself (Yunus, 2020). It's sad to face this fact, but that's the fact and the real state of our education.

We need to start making changes in the education system or program. If the education program from the central government has become a mandatory policy that must be implemented, then we can start by modifying the education program itself (Suyadi & Selvi, 2022). Silent and flowing alone will not change the development of the quality of education in Indonesia. It is very important to get out of the comfort zone for the advancement of children's education in the future.

Modification of education in ECE institutions can be started by changing the ECE management system. ECE management itself is an effort to manage, regulate and direct the process of relations with regard to education between students and educators and the environment in a planned, systematic and orderly manner to achieve the desired goals of ECE institutions (Ulfah, 2015). Management of education in ECE institutions must be properly systemized and programmed (Rosyid & Suyadi, 2022). So that the implementation of ECE institution program activities can be realized smoothly.

One of the modified ECE management programs that is very suitable for the above problems is the Living Values Education Program (LVEP). LVEP is an educational program to revive values in all things related to life itself, objects, living things such as plants, animals, nature and all kinds of life in our world (Apriani et al., 2017). LVEP brings peace, serenity, love, and serenity anywhere, including in the management of ECE institutions. One of the formal ECE institutions that has LVEP-based institutional management is Raudhatul Atfal (RA) Tiara Chandra Yogyakarta, which is also used as a place to conduct research.

Based on this background, the researcher wants to raise the theme of an education program to revive values in the management of ECE institutions, namely the living values education program so that it becomes an insight and inspiration for all ECE institutions in Indonesia to be aware of simple things that can start from external ourselves such as place, environment and infrastructure that is used for ourselves and especially children. In addition, the principal of this institution is one of the official LVEP Indonesia trainers domiciled in Yogyakarta.

### ***Living Value Education Program***

The history of the Living Values Education Program (LVEP) in Early Childhood Education (ECE) was originally developed by the Education Cluster of UNICEF, New York and Brahma Kumaris (Tilman dan Diana, 2022). The group discussed the needs of children around the world, their experiences working with values, and how educators can integrate values to better prepare students for lifelong learning. Several representatives of Member States expressed their concern about children not receiving proper quality education, some not receiving education, character values getting eroded. They want to find ways to strengthen the values that exist in Early Childhood (UNESCO).

Living Values Education Program (LVEP) in Indonesian is defined as an educational program to bring values to life. LVEP is a global effort dedicated to nurturing and educating hearts and minds. LVE provides approaches and tools in the form of discoveries, observations, experiments to educators, educators, parents, employees, facilitators, caregivers and all those involved in providing education to children from an early age and adolescents so that they

## Implementation of Living Value Education Program In The Management of Early Childhood Education Institutions

Issaura Dwi Selvi<sup>1</sup>, Muqowim<sup>2</sup>, Suyadi<sup>3</sup>, Zulfadhly Mukhtar<sup>4</sup>, Nurkamelia Mukhtar AH<sup>5</sup>

have character and can live out the following 12 values: Love, Peace, Respect, Cooperation, Tolerance, Happiness, Honesty, Simple, Humble, Free, Responsibility and Unity. Educational programs to enliven values will always be carried out by early childhood and adolescents until they are able to relate these 12 values in their daily lives (Choiriyah, 2020).

The general aim of the LVE program is to provide the main principles and as a medium in developing a person to recognize himself that the individual consists of cognitive, emotional, spiritual and physical. While the main objectives of the LVE program are; 1) individuals are assisted to think and reflect on the values of life and follow various practices to uncover these values by relating them to the individuals around them; 2) individuals are assisted by strengthening understanding, encouragement that arises in a person consciously and is able to be responsible for making positive choices for themselves and the environment; 3) inspire individuals to choose moral, spiritual, personal and social values and awareness based on practice to deepen and develop them; 4) individuals such as parents and educators are encouraged to make education a medium to provide basic theories about life to their students by providing facilities for growth, development and choices as a whole so that they can integrate themselves into the community with a sense of pride and trust (Muqowim, 2012).

Research by M. Arafik, a Postgraduate Program (PPs) student at Yogyakarta State University in 2010 entitled Living Values Education Program (LVEP) in Learning Children's Literature to Improve Elementary School Students' Moral Values. The results of the study found that the implementation of an education program that revives values (LVEP) through learning can foster ethical values such as respect, tolerance, cooperation, love, obedience to religious teachings, love for the environment, objects and people around them (Arafik, 2010).

The concept of the LVE program can be incorporated into the management of ECE institutions. This is because the concept of the LVE program is very easy to understand, has life values that relate to each individual. The application of LVEP in the management of ECE institutions has several levels of fields or lines of thought based on the theory of Caleb Rosado, Ph.D, a Professor of Sociology from Southern Connecticut State University. Rosado said that there are 5 levels of management in implementing the LVE program, namely Paradigm, Policy, Program, Personnel, Practice (Rosado, 2006).

## RESEARCH METHOD

The type of research used in this research is descriptive qualitative research. Researchers used descriptive qualitative research because in this study they explored situations that cannot be calculated or quantified because this research is descriptive of a process or work step, interpreting valuable and various concepts, describing an object, and characterizing place and atmosphere, and so on. Researchers want to analyze the implementation of the Living Values Education Program (LVEP) in depth regarding how to carry out the management of ECE institutions at RA Tiara Chandra and its relation to the implementation of everyday life in living values.

This research will be conducted at RA Tiara Chandra on Jln. Ali Maksud, Gg. Melati, Krapyak, Kec. Sewon, Bantul, Yogyakarta. Primary data sources used are observations, interviews, focus group discussions (FGD) and documentation. Sources of data on the results of the questionnaire were taken from several managers of ECE institutions at RA Tiara Chandra, such as school principals, teachers and other staff. While secondary data sources are data sources that complement the results of data findings in the field, namely in the form of books, news articles, and journal articles.

Data collection techniques were carried out in accordance with the formulation of the problem, namely First, to analyze the application of LVEP to the management of ECE

institutions, it was carried out using observation and documentation techniques. Second, to find out what impact LVEP has had on the management of ECE institutions, an interview technique was carried out by looking at the most significant change/MSC (Most Significant Change) in the management of ECE institutions at RA Tiara Chandra. Then to strengthen the statement from the interview results, a Focus Group Discussion (FGD) technique was carried out by gathering institutional managers at the RA Tiara Chandra school and then the data needed was used to achieve valid research or research results.

The data analysis technique used in qualitative research is data analysis in the field of the Miles and Huberman Model, namely data analysis that is carried out continuously so that the data obtained is satisfactory. The steps in this analysis are divided into three namely: data reduction, data display, and conclusion drawing/verification.

## RESULTS AND ANALYSIS

### 1.1 LVEP-Based ECE Institution Paradigm

The curriculum for ECE institutions at RA Tiara Chandra RA curriculum was prepared with reference to Permendikbud Number 146 of 2014 concerning the 2013 Curriculum for Early Childhood Education, the 2013 RA Curriculum Development Manual issued by the Office of the Ministry of Religion DI Yogyakarta and the implementation of the Living Values Education Program which is the hallmark of the institution. As a flagship program, RA Tiara Chandra Bantul implements the Living Values Education Program (LVEP) in its series of educational and parenting service activities for building children's character. LVEP activities include values, namely: Peace, respect, compassion, tolerance, honesty, humility, cooperation, happiness, responsibility, simplicity, freedom and unity. The purpose of this value education is to enliven existing universal values and is a means to understand what the impact of an action is on oneself, others, society and to improve leadership abilities based on these values.

### 1.2. LVE Program Life Value Assumptions

The LVE value cannot be measured, but the feelings and values of life have been realized in managing school institutions. Then a statement from teacher 1 said:

*“Nilai LVE tidak hanya satu, apalagi kasih sayang paling utama. Eh. Teman kerja, anak, pribadi sama dengan ibu kepala sekolah, wali. Kasih sayang paling mengena saat saya bekerja, saya juga gak nyangka saya bertahan lama banget, ya karna nyaman itu aja, kurang ada tapi banyaknya cinta itu menutupi kekurangan semua, seperti itu“.*

*" The value of LVE is not just one, moreover love is the most important. Er. Co-workers, children, personal the same as the principal, guardian. Love hit me the most when I was working, I also didn't expect that I would last really long, yes, because it's comfortable, it's not enough, but lots of love makes up for all the shortcomings, like that .”*



**Figure 1. Implementation of FGD Activities**

The interview data above answered that the LVE value that has been implemented in the management of school institutions is the value of Love. The value of love is applied based on affection between friends, children and leaders. A lot of affection at work has an impact on the feeling of comfort in a school institution so that you don't think you have been teaching for more than 10 years.

Next interview data with teacher 2 and teacher 3. Where teacher 2 said,

*"Nilai LVE disini tercapai semuanya sih, kerjasamanya paling paling menonjollah."*

*"The LVE values here are all achieved, the collaboration is the most prominent."*

Teacher 2 thinks that all the LVE values have been implemented, and what stands out the most is the value of cooperation. Meanwhile, teacher 3's statement said,

*"Nilai LVE yang tercapai disini biasanya, toleransi, misalnya antri cuci tangan, kasih sayang, berbagi, itu alhamdulillah kan dari kecil sampe TK B tertanam dijiwa anak. banyak mbak yang ditanamkan kebahagiaan, cinta."*

*"The LVE value that is achieved here is usually tolerance, for example queuing to wash hands, love, sharing, thank God, from childhood to Kindergarten B it is embedded in the child's soul. many of you have been instilled with happiness and love."*

The LVE value that has been achieved according to teacher 3 is the value of love and cooperation. Based on the interview data above, it can be concluded that the values of life in the management of ECE institutions have been applied in accordance with the values of the LVE program, namely the values of love, peace, respect, simplicity, responsibility, tolerance, unity, cooperation, happiness, honesty and freedom. This answers that the management of RA

Tiara Chandra applies the value of life in managing school institutions for children, employees and leaders.

### 1.3. LVEP-Based ECE Institution Program

The flagship program for the managers of RA Tiara Chandra is a book of virtue, LVEP training for managers of RA Tiara Chandra, and LVEP pin pickets for each ECE manager. Special and supporting programs for students at RA Tiara Chandra Bantul, in the form of intracurricular programs, extracurricular programs and support programs. 1) Intracurricular Programs include: Islamic religious education including reading and writing the Qur'an (IQRA'), tahfidz qur'an, introduction to asmaul husna, hadith and Islamic history, practice of dhuha and dhuhur prayers in congregation, qurban training, rituals of pilgrimage, exercises fasting in the month of Ramadan, commemoration of Islamic holidays, introduction to vocabulary in Indonesian, English, Arabic and Javanese, mini trip, out bound, fun program. 2) Extracurricular Programs include: kids marching band, swimming, English time arts. 3) Supporting Programs: Monthly health and dental check-ups for children and weekly hygiene checks, reading parks, and parenting. This is in accordance with interviews with ECE institution managers at RA Tiara Chandra stating the following:

*“Programnya seperti pelatihan, kartu kebajikan, pin-pin di setiap kelas ya, baksos pernah sih, pentas nilai setiap graduation itu kita pentas nilai. Anak-anak akan pentas. Kita mengangkat satu tema LVEP, kalo terakhir kemarin tentang toleransi. kita sebetulnya untuk umum juga. Saya sering memberi undangan ke kampus juga, ke pak Sigit juga. Tahun kemarin ada sih 6 mahasiswa yang datang karena kebetulan PPL juga. Undangan dari sekolah lain juga. Ini ada rencana sih, mau buat program sharing atau mengangkat nilai tulisan-tulisan LVEP. misal aktivitas anak-anak yang membentuk nilai cinta. Ini baru rencana ya. Karena desainnya kan butuh orang ahli juga.”*

*"The program includes training, benevolence cards, pins in each class, yes, there have been social services, we perform the grades for each graduation. The children will perform. We raised one LVEP theme, lastly yesterday it was about tolerance. we are actually for the public too. I often give invitations to campus too, to Mr. Sigit too. Last year there were 6 students who came because they happened to be PPL too. Invitations from other schools too. There is a plan, do you want to create a sharing program or raise the value of LVEP's writings? for example the activities of children who form the value of love. This is just a plan. Because the design requires an expert too.”*



**Figure 2.** Children 's activities before the pandemic



**Figure 3.** Children 's activities after the pandemic

Based on the description above, it can be seen that the program of the RA Tiara Chandra institution based on LVEP is adjusted to content standards which refer to six aspects of child development namely cognitive, physical motor, language, social emotional, arts and religious and moral values. The program for implementing LVEP in the management of the RA Tiara Chandra institution, namely a book of virtue, LVEP training for managers, and LVEP pin pickets for each ECE manager. As well as applying values in every learning activity in class according to intracurricular and extracurricular programs.

#### **1.4. LVEP-Based ECE Institution Personnel**

The results of the research data obtained, it is known that all teachers at RA Tiara Chandra are not yet linear with the Early Childhood Education profession. There are still teachers who have graduated from S1 Economics, PGMI, Mathematics, Educational Technology, and there are even some who have graduated from Vocational Schools, none of whom have graduated from early childhood education. Even so, all teachers and education staff have experience that is no less based on the results of participating in training, early childhood education and training to improve the professional competence of educators. Especially the LVEP training, all school administrators including principals, teachers and other staff have attended LVEP training more than 5-8 times. So there is no need to doubt the understanding of the LVEP concept in managing institutions at RA Tiara Chandra.

#### **1.4. Practice of LVEP-Based ECE Institutions**

The practice or implementation of LVEP implementation in the Management of ECE institutions at RA Tiara Chandra is carried out by participating in 3 superior LVE programs, namely using virtue cards, LVEP training for RA Tiara Chandra institution managers such as teachers, principals and other staffing staff, as well as picket Pin 12 values of life in LVE program for each ECE manager. The implementation of the program has been running smoothly while carrying out work at RA Tiara Chandra Yogyakarta.

## CONCLUSION

The implementation of the Living Values Education Program in the management of ECE institutions at RA Tiara Chandra has been well implemented in the management of ECE institutions. Both based on assumptions, policies made, personnel managing the institution, education program plans, and program implementation are all based on LVEP. This can be seen from the unique and novelty flagship programs such as virtue cards, pin 12 values of life and LVEP training every year. The important role of implementing LVEP in managing ECE institutions at RA Tiara Chandra is to help each individual think and reflect on values and practical implications in implementing values with oneself, others, the school environment and the management of ECE institutions. Dig deeper into the understanding, motivation, and responsibility associated with making positive individual and social choices that affect students, leaders, peers and parents.



## Implementation of Living Value Education Program In The Management of Early Childhood Education Institutions

Issaura Dwi Selvi<sup>1</sup>, Muqowim<sup>2</sup>, Suyadi<sup>3</sup>, Zulfadhly Mukhtar<sup>4</sup>, Nurkamelia Mukhtar AH<sup>5</sup>

### REFERENCES

- Selvi, I. D., & Saraswati, D. A. (2021). Pompom Box Toy to Develop Numeracy Skills in Early Childhood. *Sawwa: Jurnal Studi Gender*, 16(2), 191-212.
- Syarif Yunus, "Memprihatinkan, Potret Pendidikan Indonesia Masa Kini", dalam [www.kompasiana.com](http://www.kompasiana.com). Diakses tanggal 20 Februari 2020.
- Suyadi & Selvi, I. D. (2022). Online learning and child abuse: the COVID-19 pandemic impact on work and school from home in Indonesia. *Heliyon*, 8(1), e08790.
- Fari Ulfah. 2015. *Manajemen PAUD (Pengembangan Jejaring Kemitraan Belajar)*. Yogyakarta: Pustaka Pelajar.
- Rosyid, A., & Suyadi, S. (2022). Parental Guidance for Instilling Independence in Worship of Early Childhood in Bungbaruh Kadur Pamekasan. *JOYCED: Journal of Early Childhood Education*, 2(1), 39-49.
- An-Nisa Apriani, Indah Perdana Sari, dan Intan Kurniasari Suwandi. 2017. "Pengaruh Living Values Education Program (LVEP) Terhadap Penanaman Karakter Nasionalisme Siswa SD dalam Pembelajaran Tematik," *Taman Cendekia: Jurnal Pendidikan Ke-SD-an*, Vol. 1(2), Desember.
- Diane G. Tilman dan Diana Hsu. 2022. Living Values Activities For Children Ages 3-7. dalam [www.livingvalues.net](http://www.livingvalues.net). Akses pada 22 November.
- United Nations Educational Scientific and Cultural Organization (UNESCO) and Living Values: an Educational Program. 2000. "Framework for Action on Values Education in Early Childhood", paper dipresentasikan dalam *The Integrating Values in Early Childhood Progeammes/Services Internasional Workshop. Paris*, 20-22 November.
- Choiriyah. 2020. "Penerapan Living Values Education Program dalam Membentuk Karakter Anak usia 4-6 Tahun di TK Islam Al-Fikri Bekasi". *Jurnal JPP PAUD FKIP Untirta*, Vol. 7, Nomor 1, Mei.
- Muqowim. 2012. "Model Pendidikan Karakter Dengan Pendekatan Living Values Education (LVE). *Diskusi Ilmiah Dosen Tetap UIN Sunan Kalijaga Tahun ke-32*.
- M, Arafik. 2010. *Living Values Education Program dalam Pembelajaran Sastra Anak untuk Meningkatkan Nilai-Nilai Budi Pekerti Siswa SD*. Tesis, tidak diterbitkan. Yogyakarta: PPs UNY
- Rosado, Caleb. 2006. "What Do You Mean By "Managing Diversity", dalam *EdChange and the Multicultural Pavilion*. Vol. 3: Concepts and Cases (Hyderabad, India: ICAFAI University).