



Implementation Of The Living Values Education Program (Lvep) In The Formation Of Moderate Students (Study At Junior High Schools In Ambon City)

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Abstract

Received: 01 Mei 2024

Revised: 04 Mei 2024

Accepted: 10 Mei 2024

Penelitian ini menunjukkan bahwa pembentukan siswa moderat dengan melaksanakan program pendidikan nilai-nilai hidup (LVEP) di SMP Negeri 9 Ambon dan SMP Negeri 4 Salahutu keduanya mempunyai kegiatan yang sama, antara lain kegiatan pendidikan, keagamaan dan sosial yang akan melahirkan lima nilai. Kelima nilai di atas baik, nilai cinta kasih, toleransi, perdamaian, persatuan dan kerjasama dihasilkan dari kegiatan yang sama. Sedikit berbeda kerjasama antara SMP Negeri 9 Ambon dan SMP Negeri 4 Salahutu dengan nama program pelatihan pendidikannya. Dengan kegiatan dan kegiatan pendidikan, keagamaan, sosial pada khususnya yaitu hangatnya perayaan pendidikan yang akan melahirkan lima nilai. Serta faktor pendukung dan penghambatnya. Secara khusus faktor pendukung yang paling berperan adalah badati (antusiasme) dan semangat (terus menerus) dan secara spesifik faktor penghambatnya adalah kurangnya finansial (financial) dan sarana (frastruktur). Sehingga program kerjasama pela pendidikan merupakan wujud pelaksanaan program pendidikan nilai-nilai hidup (LVEP) dengan mengedepankan kearifan lokal maluku sebagai bentuk program yang terbaik dan merupakan solusi untuk mengatasi minimnya pengalaman hidup bersama dan minimnya nilai-nilai yang dimiliki. oleh pelajar milenial masa kini dengan menanamkan nilai-nilai melalui berbagai kegiatan sekolah dan memadukan budaya daerah.

Keywords: Implementasi, Program Pendidikan Nilai-Nilai Hidup, Siswa Moderat

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How to Cite: Sangaji, K., & Muzni, M. (2024). Implementation Of The Living Values Education Program (Lvep) In The Formation Of Moderate Students (Study At Junior High Schools In Ambon City). *Jurnal Ilmiah Wahana Pendidikan*, 10(10), 1051-1059. <https://doi.org/10.5281/zenodo.11605642>

INTRODUCTION

The role of education through schools in the development of knowledge in the context of character formation is a very basic need, therefore education is a very effective instrument for transforming the civility or civilization of a nation. In line with Socrates' statement, education is a process of human development towards wisdom, knowledge and ethics. Education is not just the transfer of knowledge but also involves the transfer of values in line with the function of education to develop abilities and shape the character and civilization of the nation. Apart from education, it concerns aspects of hard skills, but it also concerns soft skills which are in line with the goal of national education to make the life of the nation intelligent and develop Indonesian people as a whole. The same is true for the four pillars of education created by UNESCO. In line with the need for soft skills in Indonesia, it is also fulfilled with an educational program through a curriculum called the 2013 curriculum.

Living values education program is a learning program about life values. Living values education program as a non-profit group in the form of collaboration



between teachers around the world. In the Living Values Education Program series, reflective and visualization activities help students to use their creativity and talent. There are two schools that have just implemented the living values education program on Ambon Island. Pela education is a form of transformation of the living values education program in general by combining local Maluku wisdom with the same goal, namely cultivating values. Educational pela carries out a series of activities such as education pela hot events, religious events held together called Pendidikan Orang Basudarah (POB) with the name educational pela.

These two schools are one of the many areas in Maluku, especially in the city of Ambon, which experienced the bitterness and pain of the dark period of the 1999 riots which had a negative impact on the social order of Maluku. SMP Negeri 9 Ambon which is in Lateri is where the Christian community who were victims of the 1999 riots gathered in Lateri and SMP Negeri 4 Salahutu is where the Muslim community who were victims of the riots. This gives rise to quite complex social segregation, not only regional segregation between the Muslim community and the Christian community, but also mental and thought segregation. Based on this problem, the researcher felt compelled to research and study this problem in this journal.

METHODOLOGY

Researchers used a qualitative descriptive research type with a phenomenological approach. The research subjects are research directors of ARMC, educators, education trainers, students and alumni. The data collection techniques used in this research are observation, interviews and documentation as well as using data analysis, namely data reduction, data presentation, and drawing conclusions or verification.

RESULTS

a. Formation of Moderate Students through the Implementation of the Living Values Education Program in Junior High Schools throughout Ambon City

Implementation of the living values education program in Junior High Schools throughout Ambon City with activities that foster universal values, such as the values of love, tolerance, peace, unity and cooperation. Each of these values will grow and be brought to life through educational, religious and social activities. These three activities were packaged specifically by Ambon City Junior High Schools with the name of educational heat as a form of activity for the Maluku basudara people as a bond of brotherhood between all residents of City-wide Junior High Schools.

All residents of Ambon City Junior High Schools, both educators and students, have different ethnicities and religions. There are Muslims, Catholic Christians, Prosetan Christians, Hindus and Buddhists as well as with different ethnicities, tribes and cultures. This Heat Pela Education activity is to eliminate social segregation and will revive the values of basudara (brothers) in a strong and sturdy bond with the terms Ale Rasa Beta Rasa (We feel, You Feel), Satu Hati Satu Jantung (one heart). One heart) which is reflected in the following values:

1. Love Value

The value of love for others is a benchmark for someone to create feelings of compassion for fellow human beings, such as other people, friends, friends and lovers, which aims to avoid disputes, quarrels, hostility, etc. that do not cause division so that it will result in harmony in an environment. The love we feel is proof of the love and affection that we have for every member of the school community. Every activity carried out by all residents of Ambon City Junior High Schools fosters a sense of love through the feelings of care, love and affection given. The value of love that exists in every member of Junior High Schools throughout Ambon City is love that grows from the diversity of students and educators who come from different regions, religions and cultures.

This value of love is realized in the residents of Ambon City Junior High Schools in four major activities, namely:

1) Educational panas pela Activities

The welcoming activity with traditional regional dances, depicting the value of love when accompanied by traditional dances sung with musical accompaniment, made everyone smile with a warm welcome by the host who held the warm pela education celebration, with the singing of pela and gandong songs. This song depicts the value of love between all members of Junior High Schools in Ambon City when they sing the song while holding hands to the music and their bodies swaying to the right and left. Everyone there felt emotional and it was followed by tears of joy and hugs between fellow students and teachers.

During the Panas Pela Education activity, a ritual procession of eating siri and betel nut (betel nuts and siri fruit) is also carried out as proof of the strong bonds of brotherhood among basudara people (bonds of brotherhood) which symbolize affection which is an embodiment of the value of love. The Hot Pela Education activity ended with two activities, First, eating patita (eating together) feeding each other and having fun joking around. Second, making inscriptions as a form of binding and proof of the education of the brothers. Creation and ratification of peace inscriptions by brothers, where they jointly agreed and signed the inscription with great happiness and smiles.

2) Tolerance Value

The value of tolerance is active involvement in maintaining differences into something that has positive value, is useful and produces prosperity and policy. Not claiming sole ownership of the truth, this means that every religious teaching teaches truths of love or truths that are substantial and universal as well as an attitude of tolerance and mutual respect. Everyone respecting other people's differences is proof that we respect every diversity that exists as a form of tolerance that we have towards everyone. Any religion teaches us to respect each other's differences, to bring peace, not to make other people feel difficult or heavy-hearted with our attitude towards anyone.

Junior High Schools throughout Ambon City are rich in diversity, every value grows and develops there, one of which is the value of tolerance. The value of tolerance grows among the residents of Junior High Schools throughout Ambon City. Appreciation can be seen during each other's

worship times, respecting each other's beliefs. This can be seen in four major activities, namely:

a) Educational Training Hot Activities

Welcoming activities with traditional regional dances, in this activity the value of tolerance is illustrated when the dancers perform their dances, opening with greetings and symbols of their respective religions. Similar to the singing of *pela* and *gandong* songs, this activity shows the value of tolerance when each person wears their clothes, Muslim women wear the hijab, join in one big group, there is no direct box between men and women who are not their mahrom. Likewise with the procession of eating *siri* and areca nuts, in this activity the value of tolerance is illustrated when they replace those who previously had to drink *sopi* (a regional liquor) with betel and areca nut which have symbols of sacredness without reducing the solemnity and instrumental value in this hot celebration of educational *pela*.

b) Religious Activities

Implementation of the *halal bi halal* celebration together, in this activity the value of tolerance is illustrated when the welcome and opening greetings are opened with several religious greetings and general greetings, prayers are led by Muslims but with instructions to adapt to other religions, and every meal is provided by one of the Middle Schools. Firstly, the residents of the Junior High School in Ambon City were agreed upon by consensus to be the organizers of the educational training activities.

3) Value of Peace

The value of peace is a state of peace which describes a situation of no war, no riots, safety, peace, calm, or a state of no conflict and disputes regarding peace. Feeling comfortable without chaos, fighting and disputes makes everyone feel love and affection, thus creating peace between each other. All religions teach peace, Islam and Christianity are very clear in every teaching, the Bible and the Koran. The value of peace really exists, this value is present in every activity in the Junior High School community throughout Ambon City.

The value of peace that is given is carried out by mutual trust and not being suspicious, not blaspheming each other, and not fighting between each other carried out in two major activities, namely:

a) Educational Training Hot Activities

Welcoming activities with traditional regional dances, in this activity the value of peace is depicted when strengthening each other on the basis of fellowship in gathering, performing dances, watching dances, and participating in every welcoming dance activity together and achieving harmony with enthusiastic smiles reflected on the faces of the people, faces of educators and students. Likewise with the singing of the *pela* and *gandong* songs, in this activity the value of peace is depicted when singing the *pela* and *gandong* songs together and achieving harmony with enthusiastic smiles that are reflected on the faces of the educators and students.

The process of eating *siri* and betel nut, in this activity the value of peace is depicted when feeding each other and eating betel nut and betel nut together and achieving harmony with smiles full of enthusiasm that are reflected on the

faces of educators and students. Not only that, it continued with the creation and ratification of the Basudara peace inscription.

b) Religious Activities

Carrying out halal bi halal celebrations together, in this activity the value of peace is illustrated when we do it together with the aim of making peace with our hearts and ourselves together and achieving harmony with enthusiastic smiles that are reflected on the faces of educators and students

4) Value of Unity

The value of unity is based on the same unity of history, the same unity of destiny, the same unity of culture, the unity of the same territory, and the unity of the same spiritual principles. Having determination, will and persistence in achieving a goal in love, tolerance, mutual respect and peace must be done together. Working together with each other and helping each other is part of the unity that exists in a unit.

The value of unity in this educational heat pela activity prioritizes common interests, is strengthened on the basis of fellowship, and achieving harmony in harmony is carried out in four major activities, namely:

a) Educational Panas Pela Activities

Welcoming activities with traditional regional dances, in this activity the value of unity is illustrated when combining two saureka-reka dances from one of the designated Ambon Junior High Schools and Cakalele from one of the designated Ambon Junior High Schools. The two dances combine in a traditional dance at the opening of the educational pela celebration. Likewise with the singing of pela and gandong songs, in this activity the value of unity is illustrated when uniting and mingling in one large choir combined from all Junior High Schools throughout Ambon City which is strengthened on the basis of fellowship in following and participating in the process and implementation of each competition. to achieve harmony with enthusiastic smiles reflected on the faces of educators and students.

The procession of eating siri and areca nut, this activity illustrates the value of unity when together representatives of figures and leaders feed each other betel and betel nut together. In line with the making and ratification of the peace inscription of the Basudara people, this activity illustrates the value of unity when mutually validating and as a symbol of unity and binding which is strengthened on the basis of fellowship in following and participating in the process and implementation of each competition to achieve harmony with a smile with enthusiasm. which is reflected in the faces of educators and students.

b) Religious Activities

Implementation of the halal bi halal celebration together, in this activity the value of unity is illustrated when uniting with each other in joint activities which is strengthened on the basis of fellowship in following and participating in the process and implementation of each competition item to achieve

harmony with enthusiastic smiles depicted on the faces of the people. faces of educators and students.

5) The Value of Cooperation

The value of cooperation is a form of group consisting of someone who carries out a task with a number of rules and procedures. Implementation of cooperation can only be achieved if mutual benefits are obtained for all parties involved. If a party is harmed in the cooperation process, then the cooperation will no longer be fulfilled. Any work will feel light and very easy if done together. Collaboration is a way to facilitate the work of every activity of peace, tolerance, cleanliness, love and unity, all of which are carried out together in order to achieve and create a common goal. Educators and students help each other and work together to achieve the learning goals to be achieved.

The value of cooperation given in this educational pans pela activity is by helping each other, carrying out activities together, combining differences for the same goal carried out in the following activities:

a) Educational Training Hot Activities

Welcoming activities with traditional regional dances, this activity illustrates the value of cooperation when helping each other, doing it together and the aim of uniting brotherhood in the differences between all Junior High Schools in Ambon City to provide different welcomes and dances. Likewise with the singing of pela and gandong songs, this activity illustrates the value of cooperation when working together in preparing the choir from each appointed representative of the Junior High Schools throughout the city of Ambon working together in training and singing pela and gandong songs together. compactly and wisely. The process of eating siri and areca nuts, in this activity the value of cooperation is illustrated when each other eats siri and areca nuts, symbolizing the bond of cooperation and strengthening each other in brotherhood. Similar to the making and ratification of the Basudara peace inscription, this activity illustrates the value of cooperation when mutually signing and agreeing to the education of the Basudarah people as a form of cooperation between all Junior High Schools in Ambon City.

b) Religious Activities

Carrying out a joint halal bi halal celebration, this activity illustrates the value of cooperation when working together in planning, hosting joint events, and preparing places and eating together and all activities are carried out in collaboration between all Junior High Schools in Ambon City.

Thus, the formation of moderate students is through the implementation of the living values education program with educational training activities in extracurricular activities that can foster values. As Muh. Hambali and Eva Yulianti in their journal religious extracurriculars on the formation of students' religious character in the city of Majapahit, that extracurriculars in forming and cultivating values are very large so they have a positive impact in helping young students to live up to values and really put pressure on student delinquency.

The formation of moderate students through religious and educational activities brings more of the five values to life, namely; The values of love, tolerance, peace, unity and cooperation are perfect. These five values not only

describe the local wisdom of the Maluku people, namely *pela* and *gandong* which are applied in the world of education under the name *pela* education. Furthermore, it provides an overview of the life of the Maluku people with the philosophy of the life of the Maluku people. The philosophy of life of the Maluku people, in the form of *Cut the Nails Rasa di Meat* (insulting someone in the fellowship, is the same as insulting all members of the fellowship), *Sago Salempeng Pata Dua* (even if life is difficult you have to keep helping), and *Sleeping One Pillow, Eating One Plate* (There is a Bond of Unity).

b. Supporting and Inhibiting Factors in the Formation of Moderate Students Through the Implementation of the Living Values Education Program in Junior High Schools in Ambon City

According to Yogi Nugraha and Lusiana Rahmatiani in their journal, the supporting and inhibiting factors for the implementation of extracurricular activities in developing students' disciplinary character are that the supporting factors in extracurricular activities are the availability of adequate facilities and infrastructure for schools in urban areas, having adequate activity management, and the existence of enthusiasm. to the students themselves if the equipment supports extracurricular activities, there is a commitment from the principal, teachers and students themselves, there is responsibility. Meanwhile, the inhibiting factors for extracurricular activities are inadequate facilities and infrastructure in schools, lack of good cooperation from school principals, teachers and students and lack of attention to activity funds.

The formation of moderate students through the implementation of living values education in Junior High Schools throughout Ambon City, has the following supporting and inhibiting factors:

1. Supporting Factors

The spirit of *badati* (*Patungan*) both in the form of materials and energy in the form of training students in arts, skills and science, materials in the form of an adequate budget, and adequate school equipment and facilities. Support and cooperation from the school, parents, students, community and support from the local government.

2. Inhibiting Factors

Sometimes there is a lack of activity budget and some facilities to hold many activities are still lacking. Sometimes there is a lack of support from the school or parents who do not allow their children to take part in activities. These activities are student activities so that sometimes they collide with the academic schedule so you have to look for the right time and now nature is less friendly, starting from earthquakes and the Covid-19 pandemic right now.

CONCLUSIONS AND RECOMMENDATIONS

Formation of moderate students in implementing the living values education program (LVEP) in Junior High Schools throughout Ambon City through educational and religious training activities with the aim of bringing five values to life, namely the values of love, tolerance, peace, unity and cooperation. The implementation of the living values education program has a positive impact on the behavior of students in *tawassuth*, *tawazzun*, *i'tidal*, *tasammuh*, *musawah*, *shura*,

islah, awlawiyah, tathawwur wal ibkar, and tahaddhur. The supporting factor is the spirit of badati (Joint Venture). Meanwhile, the obstacles are lack of finances (finance) and facilities (infrastructure).

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