

# Living Values Education Model in Learning and Extracurricular Activities to Construct the Students' Character

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The research is financed by Directorate General of Higher Education, Indonesia Ministry of Education.  
No. 120/SP2H/DIT.LITABMAS/V/2013

## Abstract

School is a place to construct the students' character through various activities such as learning and extracurricular activities. These activities should be based on living values so that they are easily internalized and performed to construct the students' character. The study uses research and development design. The first year of study is a development and validation stage of living values education model. Data collection technique uses observation, interview, documentation study and focus group discussion. Data analysis technique uses interactive model. The subjects of study are the students, teachers and headmasters of two junior high school and two senior high school in Bandung, Indonesia. The findings of study show that: 1) the living values education model in learning activity is the integration of living values into material, method, media, learning source and assessment. The integration of living values education into learning is conducted by contextual learning strategies (problem-based learning and work-based learning) with living values learning in pre, whilst and post activities (value reflection); 2) the living values education model in extracurricular activities of boy scout is conducted through general activity, outbound/character activity, competition, and camping. Living values are constructed through learning and extracurricular activity such as discipline, cooperative, solidarity, tolerance, care, togetherness, bravery, responsibility, compactness, entrepreneurship, creativity, independence, honesty, social skill and competence.

**Keyword:** living values education, learning, extracurricular activity, boy scout, and character

## 1. Introduction

The change of social living values causes the degradation of moral quality and demoralization problem in Indonesia, indicated by (1) the increasing violence among teenagers; (2) the use of bad words and language; (3) the strong influence of peer group in violence action; (4) the increasing self-destruction behaviors such as the consumption of drugs, alcohol and free sex; (5) more faded good and bad moral orientation; (6) the decreasing work ethos; (7) lower respect to parents and teachers; (8) lower individual and citizen responsibility; (9) the culture of dishonesty; and (10) mutual suspicion and hatred (Megawangi, 2004:9-11). Therefore, the character education of Indonesia young generation should be reconstructed.

School as education environment is a place to construct the character of young generation. The construction of character at school is conducted through the integration of learning activities in the classroom and outside the classroom through extracurricular activities, as stated by Kementerian Pendidikan Nasional (2010:28-30) that the format of character education at school is integrated into teaching and learning activities, school culture, extracurricular activities and daily activities at home and society.

Learning activity is the core activity at school. Extracurricular activity is students' activity out of lesson hours, which is conducted in or out of school aiming at enriching knowledge, understanding the interconnectedness of various lessons, channeling the talent and interest, improving the students' belief and faith to the only God, the awareness of having a nation and state, behaving well and etc. (Wahjosimidjo, 2008: 256).

What kind of character education is offered in learning and extracurricular activities at school that is different from current practice, which is considered to be ineffective to construct the students' character? Theoretically, the answer is the method as the distinguished. Thus, character education model through learning and extracurricular activities should be developed with the following characteristics: First, learning and extracurricular activities are based on living values activity so that they are easily internalized and implemented. Second, learning and extracurricular activities involve "knowing the good, desiring the good/loving the good and acting the good" aspects so they are more meaningful for the students' daily life.

Based on such assumption, living values education model in learning and extracurricular activities should be developed. This program presents experience activities and practical method for teachers and facilitators in helping the children and teenagers to explore and develop personal and social core values. The specific purposes of living values education as stated by Tillman (2004:x) are: (a) helping individuals to think and reflect different values and practical implication in expressing such values related to themselves, others, society and the whole world; (b) broadening the understanding, motivation and responsibility in deciding positive personal and social

choices; (c) inspiring individuals to select personal, social, moral and spiritual values and being aware of practical methods in developing and broadening such values; (d) encouraging the teachers and facilitators to assume education as a means of giving life philosophy for the students, so that they can facilitate the students' growth, development and choices to make them integrate with society respectfully, confidently and having clear target.

In this study, living values education model is developed in learning and extracurricular activities. This model is hoped to be able to construct the students' character effectively. Therefore, this study generally aims at developing living values education model in learning and extracurricular activities to construct the students' character. Specifically, this study aims at describing:

- a. The living values education model in learning activity at school conceptually.
- b. The living values education model in extracurricular activity at school conceptually.
- c. The students' characters that are developed through learning and extracurricular activities at school.

## 2. Theoretical Review

### 2.1 Living Values Education

Living values are various universal habits that serve as a basis of good relationship and harmony between us and others around us. Living Values Education was legally established by United Nations, by UNICEF. This movement was pioneered by Brahma Kumaris (in the anniversary of United Nations in 1995) considering and measuring that there were a lot of drastic changes toward the degradation of living values. This program presented various experience activities and practical method for teachers and facilitators to help the children and teenagers in exploring and developing the personal and social core values such as peace, respect, love, responsibility, happiness, cooperation, honesty, modesty, tolerance, simplicity, freedom and unity. (Tillman, 2004:xiii).

Living values education is one of learning model developments of character education emphasizing in fun learning. The various values activities of living values education quoted by Yunianto (2009) and Komalasari (2012) can be grouped as: 1) reflection point; 2) imagining; 3) relaxation/ concentration practice; 4) artistic expression; 5) self-development activity; 6) social skill; 7) values awareness of social justice; 8) developing skill for social unity; and 9) integrating the values into the existing curriculum.

### 2.2 Learning Process

Learning can be defined as a system or a process educating the students or learners, which is planned or designed, implemented and evaluated systematically to help the students reach the learning goals effectively and efficiently (Komalasari, 2010:3). Learning can be viewed from two points of view. First, learning is viewed as a system, learning consists of a set of organized components such as learning aim, learning material, learning strategy and method, learning media, class organization, learning evaluation, and learning feedback (remedial and reinforcement). Second, learning is viewed as a process so that it is a set of teacher's effort or activity in order to make the students learn. Such process includes: 1) Preparation, starting from yearly and semester teaching programs and arranging lesson plan preparation with its complete instrument such as teaching and evaluation instruments. This preparation includes the teacher's activity in reading books and other printed media that will be presented to the students and checking the number and function of the teaching instrument that will be used; 2) Doing learning activity that refers to the planned learning preparation. In this implementation stage, the structure and situation realized by the teacher are mostly influenced by learning approach, strategy or method that has been selected and designed its implementation, work philosophy, teacher's commitment, perception and attitude toward the students; 3) giving the feedback of arranged learning. This post-activity can be in form of enrichment and remedial teaching for the students who have difficulty in learning (Komalasari, 2010:3-4).

Teaching and learning are two activities that can be separated one another. The interrelatedness of those activities can be described as a system, learning and teaching process needs raw input that is learning experience material in learning teaching process with hope that it can be output or particular competence. Besides that, learning and teaching process is influenced by environmental factor, which becomes environment input, and instrumental input, which is a factor intentionally designed to support teaching and learning process and the resulted input.

Living values education is integrated into learning by contextual learning (Komalasari, 2012). Blanchard (2001:1) and Berns & Erickson (2001:2) stated that: Contextual teaching and learning are a conception of teaching and learning that helps teachers relate subject matter content to real-world situations; and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires.

Meanwhile, Hull & Sounders (1996:3) explained: In a Contextual Teaching and Learning (CTL), student discover meaningful relationship between abstract ideas and practical applications in a real-world context. Students internalize concepts through discovery, reinforcement, and interrelationship. CTL creates a team, whether in the classroom, lab, work site, or on the banks of a river. CTL encourages educators to design learning environments that incorporate many forms of experience to achieve the desired outcomes.

Based on such definition of contextual learning, it can be concluded that contextual learning is learning approach that correlates the learnt materials and the students' daily real life in family, school, society, citizenship environment in order to find out the meaning of such materials for their lives.

Contextual learning has some characteristics that make it different with other learning. Johnson (2003:24) identified eight components of contextual teaching and learning such as: a) making meaningful connections; b) doing significant work; c) self-regulated learning; d) collaborating; e) critical and creative thinking; f) nurturing the individual; g) reaching high standards; and h) using authentic assessment. Such characteristics can be realized in various contextual learning strategies (Bern and Erickson: 2001:4-9) including: 1) problem-based learning; 2) cooperative learning; 3) project-based learning; 4) service learning; and 5) work-based learning).

### 2.3 Extracurricular Activity

Extracurricular activity is an activity conducted out of the lesson hour (including on holiday), either at school or out of school, aiming at broadening the students' knowledge about the correlation among various subjects, channeling talent and interest and completing the effort to construct the real people (Sehertian, 1985: 132; Wahjosimidjo, 2008: 256). The aims of this activity according to Directorate of Vocational Secondary Education in Suryosubroto (2009: 288) are: 1) extracurricular activity should be able to improve the students' competence in cognitive, affective and psychomotor aspects; 2) developing the students' talent and interest to construct personality toward the construction of the real positive people; and 3) can know and distinguish the correlation of a subject and another.

Peraturan Menteri Pendidikan dan Kebudayaan No. 18A Tahun 2013 about the Implementation of Curriculum: the Guidelines of Extracurricular activity classifies the types of extracurricular activities as following: 1) *Krida*: includes Boy scout, Students' Leadership Practice, the Young Red Cross, the Flag Display Group; 2) Scientific Works: include Young Scientific Activity, science mastery and academic competence activities, research; 3) Achievement or talent competition: includes the improvement of sport, art and culture talent, nature love, journalistic, drama theater, religious activity; and 4) Seminar, workshop and exhibition/ fair with the substance of career, education, health, human rights protection, religious, art and culture activities.

Contribution that can be given by extracurricular activities for school according to Makaliwey from Percy E. Burrep (Azhar, 2009) are: 1) To provide opportunities for the pursuit of established interest and the development of new interest; 2) To educate for citizenship through experiences and insight that stress leadership, fellowship, corporation and independent action; 3) To develop school spirit and moral; 4) To provide opportunities for satisfying the gregarious urge of children an youth; 5) To encourage moral and spiritual development; 6) To strengthen the mental and physical heat of student; 7) To provide for a well rounded of student; To widen student contacts; 8) To provide opportunities for student to exercise their creative capacities more fully.

### 2.4 Character

Philips (2008:235) emphasized that character was a set of values system toward a system that has a basis for thinking, behavior and attitude presented. Character relates to moral strength and has 'positive' connotation, not neutral. Thus, 'character people' is the one who has positive (particular) moral quality. It is supported by Peterson and Seligman, in Raka (2007:5) who correlated 'character strength' directly to virtues. Character strength was viewed as psychological component constructing virtues. One of the main criteria of 'character strength' was that such character contributed significantly in realizing the whole potency and wish of someone in creating good life, meaningful for himself and others.

Kementerian Pendidikan Nasional (2010:28) defined character as special-good values (knowing the good, desiring the good, acting the good, living the good, and having the good effect on environment) have been internalized and reflected in behavior. Lickona (1991) identified moral knowing, moral feeling and moral action. Moral knowing is the important thing to be taught, which consisted of six aspects: 1) moral awareness, 2) knowing moral values, 3) perspective taking, 4) moral reasoning, 5) decision making, and 6) self-knowledge. Moral feeling is another aspect that should be internalized in the students, which is an energy source for people to act according to moral principles. The six things included in emotional aspects that should be felt by someone to be character people are: 1) conscience, 2) self esteem, 3) empathy 4) loving the good, 5) self-control, and 6) humility. Moral action is how to make knowledge and moral feeling can be realized as the real action. This moral action is the outcome of other two components. To understand what encourage someone to act morally, it

should be aspects of character such as: 1) competence, 2) will, and 3) habit.

Indonesia Heritage Foundation (Megawangi, 2004:94) has composed such three components into a set of values that should be taught to children such as: (a) loving the God and His creation, (b) independence and responsibility, (c) honesty and wisdom, (d) respect and politeness; (e) generosity, loving to help and cooperative; (f) self-confidence, creative and hard working; (g) leadership and justice; (h) nice and modest; and (i) tolerance, peace and unity.

Meanwhile, Kementerian Pendidikan Nasional (2010:8-9) stated the configuration of character in totality context of psychological and sociocultural processes that can be grouped into spiritual and emotional development, intellectual development, physical and kinesthetic development, and affective and creativity development.

### 3. Methods

This study used research and development which was conducted in multi years (two years). In this study, research and development was used to create living values education model in learning and extracurricular activity to construct the students' character. In the first year of study, qualitative exploration activities were conducted. Qualitative exploration activities were used with assumption that the world, reality and events happened as the objects of study about human behavior and social phenomenon, should be viewed by various ways and understood through humanism approach (Nasution, 2003:12).

The procedure of study used research and development by Borg and Gall (1989:784) that had been adapted and modified. For the first year of study, the introductory study, conceptual model design arrangement and validation/ verification stages of conceptual modal were conducted. The study located in Bandung, Indonesia. The subjects of study were the students, teachers, and headmasters of Junior High School 44 Bandung, Junior High School Lab school of Indonesia University of Education, Senior High School 14 Bandung, and Senior High School Kartika Siliwangi XIX-2 Bandung.

Data collecting used in the first year of study were (1) observation, (2) documentation study, (3) interview, and (4) focus group discussion. Data analysis was conducted through following steps of Qualitative analysis : (1) conducting data reduction by summarizing the field report, taking note of main points relevant with the focus of study; (2) arranging systematically based on particular category and classification; (3) making data display in form of table or picture to make the correlation of one data to another clear and integrated; 4) doing cross site analysis by comparing and analyzing data in depth; and 5) presenting the finding, getting the conclusion in form of general tendency and its implementation implication, and recommendation for development (Fraenkel and Wallen, 1993: 399-403).

### 4. Findings

#### 4.1 Living Values Education Model in Learning Activity

Living values education is integrated in all learning system components such as material, method, media, source and evaluation. Learning material is developed based on living values education-based learning having its own characteristics in which fact, concept, principle and procedure selection that should be taught to the students should consider the following things: 1) the connectedness with living values, 2) the connectedness with environment context in which the students lived, either physical, social, cultural, political, psychological or economic environment; 3) the connectedness with other subjects integrated; 4) can be applied in the student's life; 5) giving direct experience though inquiry activity; 6) developing cooperative and independence competence; and 7) developing the competence to do reflection.

Living values education in learning activity is a model integrating contextual learning and value learning. Contextual learning developed in this study includes problem-based learning and work based learning strategies. Problem-based learning strategy is conducted by picture and picture, example non example, problem based introduction, debate, and controversial issues, while work based learning strategy is conducted by role playing. Contextual learning is integrated with value learning through Value Clarification Technique (VCT): picture analysis, story analysis, film analysis, and VCT list. The integration of contextual learning into value learning has various activities as developed by in living values education principle (Yunianto, 2009).

The living values education-based learning media and source used in this study can be classified into two categories: (1) reading materials and resources including text book, encyclopedia, internet, pamphlet, power point material, student's work sheet, newspaper, clipping and other printed materials; and (2) non reading materials and resources including picture, photograph, illustration, cartoon, film, record and society source. The living values education-based evaluation uses authentic assessment that can reveal the students' potency in learning integrated, comprehensively and continuously. Authentic assessments used in this study include performance assessment, attitude assessment, written assessment, product assessment, and self- assessment.

Living values education is implemented in all learning activity stages including: 1) introductory activity: learning contract and establishing character classroom commitment that applies living values in the

classroom and school, apperception by relating the materials with previous material and the student's daily life; 2) learning implementation activity: applying living values education model by the integration of contextual learning, value learning and the application of living values education principle; 3) closing activity: concluding the material and doing reflection of subject material, character values that are developed, and the application in daily life, assessment, and giving reinforcement by giving homework.

Living values education in learning is conceptually formulated as the integration of living values into contextual learning, either in material, method, media, source or evaluation. In living values activity-based contextual learning, the students find out the meaningful correlation between abstract ideas and practical application in the real world, especially related to the living values. The students internalized the concept, value, moral and norm by discovery, reinforcement and connectedness. It is agreed with Johnson's (2003:24) statement that defines: "Contextual teaching and learning enable students to connect the content of academic subjects with the immediate context of their daily lives to discover meaning". Contextual learning enables the students to correlate the material content and daily life to discover the meaning.

The applied contextual learning strategies are problem-based learning and work-based learning, which are two of five strategies developed by Bern and Erickson (2001:4-9) including: 1) problem-based learning; 2) cooperative learning; 3) project-based learning; 4) service learning; and 5) work-based learning. Moreover, Komalasari (2010:62-81) states that problem-based learning can be implemented through problem based-introduction, picture and picture, example non example, debate, and controversial issues. Meanwhile, work-based learning can be implemented by role playing.

The used value learning strategy is value clarification approach as one of six approaches stated by Superka, et al. (1976). The five approaches are: (1) inculcation approach, (2) cognitive moral development approach, (3) values analysis approach, (4) values clarification approach, and (5) action learning approach. The value clarification approach emphasizes in the effort to help the students in analyzing their feeling and action, to improve their awareness about their own values.

The value clarification approach is in line with value clarification technique developed by Djahiri (1985:64-75), such by VCT value analysis, VCT list, and VCT games. The study uses: 1) VCT value analysis, is a learning technique which develops the students' ability to identify and analyze the values contained in event report, writing, picture and fiction story; 2) VCT list, the main instrument is the statement containing values in matrix form that should be selected and clarified by the students. According to Djahiri (1985:65), this kind of VCT includes the list of the good and bad, the list of priority scale, the list of self-assessment and the list of reading other's prediction of ourselves; and 3) VCT games, is a value learning technique by game. In this game, the teacher plays important role to give steadiness and clarity of value target that will be reached and the skill to ask the questions as elicitation and direction.

The activities of living values education-based learning apply various activities as stated by Yunianto (2009) such as:

- a. **Internal Reflection.** The activities of imagining and reflecting in which the students are asked to create their own ideas, for example the students are asked to imagine a world full of peace. Doing visualization about the value that wants to be discovered that makes it relevant with the students because they have opportunity to create their own experience. Reflection activity asks them to think their experience related to values.
- b. **Information Acceptance.** Reflection refers to the information of each value, which is about the meaning and application. Reading/ literature material, story and information about culture are the valuable sources to discover and explore value. It will be more effective if the story or information presented is positive, for example the students will be more motivated if they listen to the story about one's success because of the firmness in holding the positive values in stead of the failure of people who do not have positive values in their lives (giving positive reinforcement is more effective than negative reinforcement or consequence).
- c. **Values Exploration in the Real Life.** Most of the activities in living values learning use games, real situation, news or particular issues in its learning activity, for example the Unit of Honesty is started with a story as stimulus or introduction, the next activity is asking the students to arrange a drama with honesty and corruption theme from the past history material that is learnt previously. In such session, the impact of dishonest action can be generally explored previously before going to their personal or individual honesty.
- d. Each unit is designed to be started with value stimulation so that its relevance and meaning can be reached. For example, giving lecture to the students about the bad of fighting at school is not an effective way to create peaceful and respectful situation. In contrast, starting the lesson about peace by imagining activity and not only giving lecture about how to be 'a good student' will be more effective for the students because they are asked to correlate it with their feeling, thinking and experience. Once they can define the meaning of peace by themselves, they will be interested to discuss the effect caused by peace.

e. Discussion

Creating an open space full of respect each other is the important part in discussion process. Sharing is a reinforcement process in which when the students express their feeling related to value, such situation can re-emphasize their viewpoints and develop empathy of other students. The negative things or ideas can be accepted as part of exploration process and open for further questions. In some living values activities, there are usually opening questions as discussion material, directing to further cognitive exploration and discovery of various alternative.

f. Idea Exploration

Discussion activity, then, can be followed by self reflection or small group formation to do various art activities, scientific writing or drama. Discussion can refer to mind mapping activity about value and the meaning of value. This method is very useful to see how far the impact caused by value and the meaning of value of themselves, and its correlation with various different elements in society. If the young generation is to be able to implement values not only for themselves but also for the society, it is important for them to discover more in issues related to social justice and those having good model in implementing such values consistently.

g. Creative Expression

Art is an appropriate media for the students to express their ideas or feeling creatively and discover their own values. Drawing and painting activities, including wall painting, can be combined with various art performance activities. Dance, movement and music give space for expression and create togetherness sense. Other activities are compiling and writing journals, writing creative stories and poems. Short stories, making humorous *pantun* (traditional poetry), advice *pantun*, song and other interesting forms.

h. Skill Development

Besides imagining and discussing value and understanding the caused impacts, the skill to apply value is very needed in daily implementation. Today young generation needs to experience positive feeling of the value by themselves and not only focuses on cognitive domain, has skill in taking decision based on social awareness.

i. Personal, Social and Emotional Skills.

There are various interpersonal skills practices in living values activities. Relaxation/ concentration practice helps the students to penetrate the process of 'feeling' such values. The skill to control emotion and reduce stress is the important skill needed in adaptation and communication. Other activities are building the understanding about individual's various positive qualities; developing belief that 'I can do the difference', learning more about individual rights and respecting their points of view, improving the positive reinforcement on self, focusing on goal/ aim and being responsible for the decided choice and action.

j. Interpersonal Communication Skill.

Emotional intelligence is improved by various activities offered above and various follow-up activities directing to the understanding about the role of various emotion, such as fear or anxiety, anger and their consequences on individual's relation with other. The practice of solving a conflict in conflict resolution, positive communication practice, various games emphasizing in cooperative and helping each other in completing a task, are activities in living values improving interpersonal communication skill.

k. Society, Environment and World.

To help the young generation to give real contribution to the wider society is important for them to understand practical implication of value and its correlation with society and world. Some activities are arranged to support such practical implication definition including; developing cognitive awareness and motivation to have social justice and responsibility. Besides that, this part contains the topic about awareness and responsibility to environment.

l. Transfer of Learning-Integrating Values in the Real Life.

Living value activity is given as homework, it increase indirectly the students' opportunity to bring such values into their own family environment. The students are asked to make a project or particular task that is the real example of value difference existing in the classroom, school and society. The aim of value integration will be reached if the students can make value-based behavior as part of themselves to be applied in their lives, family, environment and society.

#### 4.2 The Living Values Education Model in Extracurricular Activity

Extracurricular activity of this study focuses on Boy scout because it is a compulsory activity that is conducted in every school in order to implement the Curriculum 2013. Boy scout movement is an educational organization training the young people to develop faith and belief to the only God so they can be healthy, competent, character people who have lofty moral and personality. Boy scout movement in the process of implementing education is based on *Among* System (The scouting educational process of students to form a free-spirited, independent mind and strength, discipline, and self-contained in a reciprocal relationship between humans) by

applying Boy scout Basic Principle and Method adjusted with the situation, national development and Indonesia society. In Revitalization of Boy scout Movement, to face globalization era full of challenge and competition, standardization and qualification of human resources are needed to train and develop the members of Boy scout Movement.

The living values education model is a model designed to develop the students' character so that it is appropriate to be integrated into boy scout that has similar aim, in which boy scout aims at creating individuals who have faithful personality, lofty character, patriotic spirit, law-obedience, discipline, respect the national lofty values and have life skill as national cadre in preserving and developing the Unitary State of Indonesia Republic, implementing *Pancasila* (nation ideology of Indonesia) and conserving natural environment.

The activities are divided into some groups according to the material content, with hope that the participants can get various activities as foothold in life in the process of constructing their self-identity. The implementation of boy scout activity directs to the aims of boy scout movement such as a) mental and spiritual training, b) physical training; c) national insight, culture, science and technology; d) brotherhood and friendship; and e) skill improvement.

Materials of boy scout activity include the boy scout knowledge that is designed with different portion in which theory by 40 % and practice by 60 %, thus, the practice portion is more than theory. The knowledge of boy scout learned are 1) definition, characteristic and function of boy scout; 2) the history of boy scout in Indonesia and in the world; 3) boy scout ceremony system; 4) boy scout honorary code and boy scout movement symbol; 5) channeling interest; 6) boy scout technique; and living values in boy scout.

The implementation of boy scout activity for the students in school uses various methods so the participants can feel, learn, understand and deepen more the presented materials. The methods of this activity are a) games, b) expository; c) discussion; d) demonstration; e) simulation and role playing; f) case study; g) giving task. Such methods are developed by directing to educative, productive, creative, recreative, innovative and adventurous activities.

The forms of boy scout activity are categorized into: 1) general Activity including religious activity, ceremony activity, sport activity, curve/ camp clean activity, art performance, boy scout forum, and group dynamics; 2) outbound/character activity including leadership, compactness, cooperative, innovative, recreative and adventure; 3) competition including cooking contest among boy scout group, camp cleanliness contest, boy scout skill contest and yell contest; and 4) camping.

Extracurricular activity based on living values education is conducted by considering the function and principle of extracurricular activity implementation as stated in *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 18A Tahun 2013* such as:

- a. The function of extracurricular activity: 1) development is the function of extracurricular activity to develop the students' competence and creativity according to their potency, talent and interest; 2) social is the function of extracurricular activity to develop the students' competence and responsibility; 3) recreative is the function of extracurricular activity to develop relax, pleasant and fun situation for the students in supporting the development process; and 4) career preparation is the function of extracurricular activity to develop the students' career readiness.
- b. Extracurricular activity principle: 1) individual is the principle of extracurricular activity in line with the students' potency, talent and interest; 2) choice is the principle of extracurricular activity in line with the students' desire and followed by the students voluntarily; 3) active involvement is the principle of extracurricular activity in loving and fun situation; 4) work Ethos is the principle of extracurricular activity to stimulate the students' spirit to work well and successfully; and 5) social Benefit is the principle of extracurricular activity that is conducted for the society interest.

#### 4.3 The Students' Character developed by Learning and Extracurricular Activities

The students' character and its description developed by living values education model in learning and extracurricular activities at school can be seen in following table:

Table 1. Character developed by Learning and Extracurricular Activities

No.	Value	Description
1.	Religious	Obedient attitude and behavior to do religious teaching they believe, tolerant to other religious service and living harmoniously with other religious adherent.
2.	Honest	Attitude that is done to make them become trusted people in utterance, action and work.
3.	Tolerant	Attitude and behavior that respect the difference of others' religion, race, ethnic, opinion, attitude and action.
4.	Discipline	The action showing orderly and obedient behavior to various policy and regulation.
5.	Creative	Thinking and doing something to create new way or product of the existing things.
6.	Independent	Attitude and behavior that is not depended on others in completing the tasks.
7.	Responsible	Attitude and behavior to do their duty and obligation, as it should, to themselves, society, environment (natural, social and cultural), state and the only God.
8.	Loving Homeland	The ways of thinking, behaving and acting that show loyalty, care and high respect to language, physical, social, cultural and economic environments, and national politics.
9.	Friendly/ Communicative	Action showing the willing to communicate, socialize and cooperate with others.
10.	Loving Peace	Attitude, utterance and action causing others feel glad and safe of their presence.
11.	Caring the Environment	Attitude and behavior that always try to prevent the natural environment from destruction and develop the efforts to repair such natural destruction.
12.	Social Care	Attitude and behavior that always want to help the needy people and society.
13.	Bravery	Courageous to put forward the opinion and act according to their conscience and take a risk for what have been done.
14.	Entrepreneur	Having entrepreneurship spirit, hard working to reach the goal and being able to take the opportunity by doing positive activity.

The students' characters developed by learning and extracurricular activities at school include all aspects comprehensively, including three aspects as stated by Lickona (1991:51): "Character so conceived has three interrelated parts: moral knowing, moral feeling, and moral behavior. Good character consists of knowing the good, desiring the good, and doing the good-habits of the mind, habits of the heart, and habits of action". Therefore, the way to construct effective character is by involving such three aspects. The citizen's real characters will reflect the personality of nation. The good or bad image of nation in other national's eyes is determined by the citizen character which transforms into national personality.

## 5. Conclusion

The living values education model in learning activity is the integration model of contextual learning, value learning, dan living values education principle. Learning integrates problem-based learning and work based learning by Value Clarification Technique (VCT). The living values education model in boy scout extracurricular activity uses various educative, productive, creative, recreative, innovative and adventurous activities: a) general activity (religious activity, ceremony, sport, cleanliness training, art performance, forum of boy scout, group dynamics); b) outbound/character activity (leadership, compactness, innovativeness, recreation and adventure); c) competition (cooking contest between groups, tend cleanliness contest, yell contest); and d) camping. Living values are developed through learning and extracurricular activities such as discipline, cooperative, solidarity, tolerance, care, togetherness, bravery, responsibility, compactness, entrepreneurship, creativity, independence, and honesty.



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