

## Conference Paper

# Analysis of Living Values in the Textbook of Civic Education in Higher Education

Rianda Usmi\*, Oksiana Jatningsih and Maya Mustika Kartika Sari

Universitas Negeri Surabaya, Indonesia

## ORCID

**Abstract.**

The purpose of this research is to identify and examine the living values in 2016 civics textbooks produced by the Ministry of Technology, Research, and Higher Education. The technique used was content analysis. Reading, examining the contents of the book, and taking notes with meticulous examination of the substance of life values in the textbooks were used to gather data. The data were analyzed by examining the material content in each chapter. The results of the study show that the values of life contained in the teaching materials in civics education textbooks for college are unity, love, responsibility, tolerance, cooperation, freedom, peace, happiness, and honesty. The most dominant life values in the teaching materials in civics education textbooks for college are the values of unity and love. Nonetheless, in general, the material in the civics education textbooks for college which were made by the Directorate General of Learning and Student Affairs of the Ministry of Technology Research and Higher Education is still full of theoretical and conceptual or cognitive aspects, so it is still lacking in attitudes and behavior aspects. The development of basic values of life in teaching materials for civics education courses should be presented in the overall framework of learning materials in the form of facts, concepts, principles, and procedures which include an introduction, keywords, concept maps, discussion of the material, appreciation of values, conclusions, reflections, and references.

**Keywords:** living values, textbooks, civic education, higher education

## 1. Introduction

Today, the crisis of character that has plagued the lives of the Indonesian nation has become so widespread. This nation is increasingly experiencing a dry season of morals, which is causing symptoms of moral illiteracy on all fronts. At its extreme, today's crisis of character or moral ethics infects all walks of life, including students at schools and colleges. Lickona [1] suggests ten signs of decline in character quality as a result of changes in the values of people's lives, namely (1) an increase in youth violence; (2) the use of deteriorating language and words; (3) the influence of a strong peer group in acts of violence; (4) an increase in self-destructive behavior such as drug use, drinking, and free sex; (5) the blurring of good and bad moral guidelines; (6) a decline in work ethic;

Corresponding Author: Rianda Usmi; email: riandausmi@unesa.ac.id

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(7) a decline in respect for parents and teachers; (8) a decline in a sense of individual and citizen responsibility; and (9) the cultivation of dishonest. If these 10 indicators of deteriorating character are increasingly apparent in the life of a society, then it may be argued that the country is on the verge of collapse [2].

Since 2010, the government has attempted to create a national character-building policy for the period of 2010-2025 [3]. This policy was developed in response to six character issues that exist in Indonesia, namely: 1) disorientation and the lack of internalization of the Pancasila values; 2) the inadequacy of integrated policy tools in realizing the Pancasila values; 3) the shifting ethical values of national and state life; 4) the diminishing awareness of cultural values; 5) the threat of national disintegration; and 6) the weakening of national independence. Through the national strategy on character development, it is envisaged that all components, including the government, society, the corporate sector, the media, and notably educational institutions, would engage in character-building initiatives.

The problem of the character of the younger generation continues to be a concern today. Problems of character that are prevalent in the younger generation's lives such as moral decadence, a culture of materialism, pragmatism, and hedonism are increasingly eroding the morality and character of the younger generation [4]. Therefore, greater contribution and attention from the world of education is needed. Education is the backbone of the formation of the nation's character [2]. Among the character-building efforts that can be carried out in educational units is learning civic education based on living values education.

Living Values Education is a form of life education that was officially established by the United Nations (UN) through the United Nations International Children's Emergency Fund (UNICEF) in 1996 [5,6]. It emphasizes values and integrity to provide opportunities for children and young people to explore and develop positive awareness, attitudes, and behaviors appropriate to universal values and to incorporate these values into social skills, emotional and intrapersonal-interpersonal skills in everyday life [2,7,8]. The practice or application is integrated into all activities in the school, such as habituation [9], extracurricular activities [10], and especially through learning activities, which are core activities in schools in this case integrated into values and character education, including one of them is civics education [11]. Integration of life values in civics education learning can be done through learning methods, learning media, learning evaluation, as well as learning resources or teaching materials [12].

Teaching materials are one of the important components of the learning system in achieving competency and learning objectives. As stated by Komalasari and Saripudin

[2], learning materials or teaching materials play a prominent place in the whole curriculum, which must be created by the instructor for the implementation of learning in order to fulfill its aims and objectives. According to Komalasari & Sapriya [13], teaching materials are required for the development of knowledge, skills, and attitudes that must be mastered by students in order to meet predetermined competency standards; therefore, the content of teaching materials must be comprehensive and proportionally address all three learning domains (cognitive, affective, and psychomotor).

The curriculum for civic education in elementary, secondary, and higher education must include all three elements of civic competence: civic knowledge, civic skills, and civic character. This is because the primary objective of civic education is to produce excellent citizens with these three skills. As Murdiono [14] states, good citizens are those who have knowledge, skills, and attitudes that enable them to effectively fulfill their duties and obligations to society, nation, and state.

However, the empirical reality of civics education in the field shows that most of the teaching materials tend to emphasize instructional effects limited to content mastery or only the cognitive dimension [2]. In the meanwhile, the growth of the psychomotor dimension and the effective dimension, as well as the acquisition of a nurturing impact as a hidden curriculum for the character formation of pupils, have not gotten the space and attention they need [2]. This reality has been expressed for a long time by Somantri [15] and Kerr [16], that among the three components of civic competence, the accomplishment of civic character competences is sometimes neglected in teaching materials because they are overly focused on scientific growth. whereas the character or attitude of citizenship in the form of life values serves as the foundation for the development of the two preceding citizenship competencies, namely knowledge and skills, the character or attitude of citizenship in the form of life values serves as the foundation for the development of the two preceding citizenship competencies [14].

The problems of civics education teaching materials are still evident in the implementation of its three main competencies, and the decline in the character quality of the younger generation as described above shows the need for a reconstruction of civic education learning that pays more attention to aspects of civic character. This is intended so that citizens who are educated through civics education are intelligent, skilled, and have good character. This paper aims to identify and analyze the basic values of life on material or teaching materials for general compulsory civics education courses in higher education so that they can be used as material for evaluation and reflection in the development of teaching materials for civics education courses that are more comprehensive, including the three components of citizenship and values-based

living education. The novelty of this research lies in its focus on conducting an in-depth search of living values in teaching materials in textbooks of educational subjects for college-level citizenship education. While previous research has researched and developed civics education learning in the form of models, and methods, including civics-based teaching materials and living values education, for primary and secondary school levels.

## 2. Method

This research is a content analysis study in which documents serve as the source of research data, thereby not confining the study to a certain site. This research applies qualitative methodologies for content analysis. The study was conducted on the Ministry of Research, Technology, and Higher Education's 2016 edition of textbooks for mandatory civic education topics in higher education. The parts identified and analyzed are the values of life contained in the material of each chapter of the civics education textbook for higher education. This research seeks to identify and analyze the extent to which living values are embedded in civics education teaching materials for higher education, as well as examine the conceptual formulation of the development of basic values of life in civics education course materials. Reading, watching, and taking notes with rigorous examination of the book's content, which included life values, were used to gather data. The main data in this study are life values, a topic description, and learning materials including pictures, tables, summaries, and assignments or exercises related to the basic values of life. Analysis of content qualitatively with teaching materials in each chapter of the book which shows the content of the basic values of life. Data were analyzed through several stages: (1) data procurement/collection; (2) record keeping; (3) reduction; (4) conclusion; (5) narrative/description of research results.

## 3. Result & Discussion

The teaching materials analyzed in this study are those contained in the 2016 publication of the Civics Education general course book for higher education, issued by the Ministry of Research, Technology, and Higher Education. Overall, the textbook for the civics education course consists of 10 chapters arranged as follows: Chapter I discusses the role of civic education in building undergraduate or professional skills. Chapter II provides instructional resources on the significance and urgency of national identity as one of the factors of national and personal growth. The importance of national

integration as one of the criteria for national unity and integrity is discussed in Chapter III. Chapter IV discusses the relationship between the constitutional ideals and norms of the 1945 Constitution of the Republic of Indonesia and the validity of the Constitution's provisions. Chapter V explores how the harmony of the responsibilities and rights of the state and citizens under a democracy is based on the sovereignty of the people and consensus-seeking discourse. Chapter VI presents material on how the essence, instrumentation and practice of Indonesian democracy are based on Pancasila and the UUD NRI 1945; Chapter VII contains material on how the dynamics of constitutional history, socio-politics, culture, and the contemporary context of law enforcement are justice; Chapter VII examines the historical dynamics and importance of Wawasan Nusantara as a communal notion and vision of Indonesian identity in the context of global interactions. In Chapter IX, the importance and problems of national security and state defense for Indonesia's collective national commitment are discussed. and finally Chapter X contains material about organizing project citizens for citizenship education courses.

Each chapter in the civics education textbook is observed and analyzed in terms of what content presents the values of life. In general, the textbook framework for civics education courses consists of an initial introduction, discussion, or description of the material including pictures and summaries, and ends with civics practice assignments at the end of each chapter. Based on the results of observations and content analysis reviews of each chapter of the textbook for general compulsory civic education courses, the content of life values has been included in all the chapters or materials taught, both in the material descriptions, drawings, and civics practices. However, as a whole, not all life values are integrated or contained in the material chapters of citizenship education textbooks for higher education. As classified by Tillman [8], Drake [6], Arweck & Nesbitt [17], and Hassan & Kahil [18], living values education develops twelve fundamental personal and societal values: peace, respect, love, tolerance, honesty, humility, collaboration, happiness, responsibility, simplicity, freedom, and unity.

Integration of living values into civics education teaching materials in higher education falls into three types of learning materials: concept material, principle material, and procedural material. There are five types of learning materials as stated by Komalasari [19] namely: first, material facts, including the names of objects, people, parts of objects, places, symbols, and historical events, are tangible and true; second, concept material, namely everything in the form of notions, including definition, essence, core/content, and characteristics or special features; third, the primary material consists of all things that are main, primary, and have the most important position, including paradigms,

propositions, postulates, theorems, adages, formulas, and relationships between concepts that describe cause and effect; fourth, procedural material, namely material in the form of systematic steps in carrying out an activity; fifth, attitude or value is the result of learning affective aspects, such as the value of honesty, helping, and tolerance.

Descriptively, the mapping of living values in the subject matter of each chapter of the civics education textbook material for higher education is presented in Table 1 below.

TABLE 1: Mapping of Living Values in Teaching Materials for Citizenship Education in Higher Education.

Subject	Concept, Principle, Procedure	Discovered Living Values
CHAPTER I How does the essence of civic education help develop undergraduate or professional full capabilities	The concept and urgency of civic education in the intellectual life of the nation The reason for the need for civic education Historical, sociological, and political sources on civic education in Indonesia Civic education dynamics and challenges The essence and urgency of civic education for the nature	Unity, Love
CHAPTER II How does the essence and urgency of national identity affect national and character development	The concept and urgency of national identity The reason for the need for a national identity Historical, sociological, and political sources on Indonesian national identity The dynamics and challenges of Indonesian national identity The essence and urgency of Indonesian national identity	Unity, Love, and Respect
CHAPTER III How does the urgency of national integration in terms of the unity and integrity of the nation	The concept and urgency of national integration The reason for the need for national integration Historical, sociological, and political sources on national integration The dynamics and challenges of national integration The essence and urgency of national integration	Unity, Love, and Peace
CHAPTER IV How to do the constitutional values and norms of the UUD NRI 1945 and the constitutionality of statutory provisions under the UUD NRI 1945	Constitutional notion and importance in the existence of the nation-state The need of a constitution for the Indonesian state. Historical, social, and political sources on the life of the Indonesian nation-constitution state's Constitutional dynamics and problems in the existence of the Indonesian nation-state Constitutional significance and urgency in the existence of the nation-state	Peace, Freedom, and Responsibility
CHAPTER V How is the balance of the obligations and rights of the state and citizens in a democracy that is centered on people's sovereignty and deliberation	The notion and need of equilibrium between state responsibilities and citizen rights Reasons for the necessity to strike a balance between the state's duties and the rights of Indonesian people Historical, social, and political sources on the balance between governmental duties and citizen rights in Indonesia The dynamics and difficulties of achieving a balance between state duties and citizen rights The significance and importance of balancing between the state's duty and people' rights	Freedom, tolerance, and responsibility
CHAPTER VI How does the essence, instrumentation, and praxis of Indonesian democracy based on Pancasila and UUD NRI 1945	The concept and urgency of democracy stems from Pancasila The reason for the need for democracy comes from Pancasila Historical, sociological, and political sources on democracy originate from Pancasila The dynamics and challenges of democracy stem from Pancasila The essence and urgency of Pancasila democracy	Freedom, Responsibility, and Cooperation

TABLE 1: (Continued).

Subject	Concept, Principle, Procedure	Discovered Living Values
CHAPTER VII How do the historical, constitutional, socio-political, and cultural dynamics, as well as the contemporary context, affect just law enforcement	The concept and urgency of just law enforcement The reason for the need for fair law enforcement Historical, sociological, and political sources on just law enforcement in Indonesia The dynamics and challenges of law enforcement in Indonesia The essence and urgency of just law enforcement in Indonesia	Peace, Happiness, and Honesty
CHAPTER VIII How do the historical dynamics and the urgency of Wawasan Nusantara as a collective conception and view of Indonesian nationality fit into different worldviews	The concept and urgency of the Wawasan Nusantara The reason for the need for the Wawasan Nusantara Historical, sociological, and political sources about the Wawasan Nusantara The dynamics and challenges of the Wawasan Nusantara The essence and urgency of the Wawasan Nusantara	Unity, Love, and Peace
CHAPTER IX How are the urgency and challenges of national resilience and state defense for Indonesia in building a collective national commitment	The importance and conceptualization of national resilience and state defense The justifications for national resiliency and national defense Sources from history, sociology, and politics on national security and state defense The dynamics and difficulties of national resilience and national defense The significance and necessity of national resiliency and national defense	Unity, Love
CHAPTER X Organize project citizens for civic education courses	Procedures for creating and developing class portfolios	Cooperation, Responsibility

Source: Research Results, 2022

Overall, based on the table above, two values of life are not contained in the teaching materials for civics education courses in higher education: humility and simplicity. The dominant life values in civics education textbooks in higher education are unity and love. Meanwhile, the less dominant value today is a demand for honesty in the character of the nation's children. Therefore, this reality should be evaluated and reflected in the development of quality civics education textbooks based on living values in higher education.

Then this study also found that the framework of teaching materials in civics education textbooks in higher education was not as comprehensive as it should be. Ideally, framework-based teaching materials living values as stated by Komalasari & Saripudin [2] and Komalasari & Sapriya [13] should present values holistically in a material framework that includes an introduction, keywords, concept maps, discussion of the material, living the values of life, conclusions, reflections, and references. While the framework of teaching materials in civics education textbooks in higher education is composed of only an introduction, discussion of material, summaries, and civics practices. In other words, the framework of teaching materials in civics education textbooks for higher education published by the Ministry of Research, Technology, and Higher Education



is not as comprehensive as it should be, which should also include concept maps, keywords, value appreciation, and reflections.

Besides that, this study also found that, in general, the teaching materials in civics education textbooks for higher education published by the Ministry of Research, Technology, and Higher Education were still dominant in the cognitive aspect. The meaning tends to emphasize instructional effects, namely content, concepts, and scientific theories which in the study of citizenship competencies are called citizenship knowledge. Meanwhile, the psychomotor and affective aspects are still underdeveloped and do not receive the attention they should. This finding is also supported by research conducted by Komalasari and Saripudin [20] regarding the civics education textbook model based on basic values of life education which also resulted in the finding that textbooks circulating in the field only teach students about concepts and principles of science, but are lacking in teaching students how to behave and act as good citizens. The findings of this study are certainly contrary to the nature of citizenship education in higher education as previously stated by Hayati [21] that civics education as a course in college is an integrated knowledge system that leads to the attainment of participatory (psychomotor) and responsible (effective) citizen character.

In the study of civic education to achieve the expected goals and competencies, including the development of life values-based learning, teaching materials should be developed holistically and proportional to three main components of citizenship, namely civics knowledge, civics skills, and civic dispositions. This is because, in the curricular dimension, citizenship education has the task of developing the three citizenship competencies as a prerequisite for fostering and forming intelligent, skilled, and ethical citizens. Therefore, the development of civics education teaching materials or materials in higher education should be based on living values that can be developed by referring to the study of citizenship dimensions according to Branson [22], namely civics knowledge, civics skills, and civic dispositions.

Citizenship knowledge, the first component of civics education, may be defined as the information or comprehension that citizens must grasp. This component consists mostly of (1) knowledge about citizenship, which might take the shape of politics and government; (2) political system; (3) democratic ideals and principles; (4) international relations; and (5) the role of citizens in a democratic society [22]. Then Triyanto [23] developed and supplemented the idea that citizenship knowledge includes knowledge about government, government goals, constitutional principles, government structures, political systems, power, justice, diversity, law, human rights, citizen responsibilities, citizen roles state in a democracy, and citizen participation in decision-making.



The second dimension of civics education is civic skills. Branson [22] explains that in order to exercise their rights and perform their responsibilities as members of a sovereign state, people need intellectual and participation skills. Therefore, citizenship skills consist of (1) intellectual skills, such as identifying, describing, explaining, analyzing, evaluating, and taking and defending positions on public issues; and (2) participatory skills, such as the ability to influence policy; describe the problem in detail; build coalition relationships, negotiate, and compromise to reach consensus and manage conflict. The development of civic skills by Triyanto [23] also includes two skills: 1) critical thinking skills, such as gathering and assessing information, clarifying, identifying, evaluating, reflecting, communicating, and negotiating; 2) participation skills, such as communicating, negotiating, cooperating, managing conflicts in a peaceful and just manner, and reaching agreements.

Civic disposition is the third component. Civic attitudes may be seen as character development. The resulting civic mindset has both a private and a public character. The private character may consist of traits such as honesty, responsibility, diligence, discipline, respect for variety, and tolerance for other viewpoints. The public character includes law-abiding conduct, desire to participate, dedication to the results of debates, respect for everyone's rights, tolerance, nationalism, and patriotism, as well as the capacity to distinguish between public and private interests [22,23].

Regarding the values and attitudes of citizenship that are integrated into teaching materials, Komalasari and Sapriya [13] argued that it is essential to incorporate basic values of life into teaching materials. Conceptually, teaching materials based on living values will incorporate the basic values and principles of life into textbooks [20]. These basic life values can be integrated into textbooks through features of civic values, aphorisms related to life values, story reviews, practice questions, reflection, and attitude assessments [20]. Value-based learning of life is a viable alternative for learning put forward at the moment. This is because values-based education is one of the developments of learning models from character education that emphasizes the principle of fun learning by providing opportunities for each student to reflect on and explore their values [24]. The basic values of life are essential values embodied in various habits that universally underlie good and harmonious relationships between an individual and others in their daily environment [2,25]. The basic values of life reflect living conditions and facilitate a social space for everyone so that their roles and existence can be realized and become meaningful [26]. Similar to Rozmarin, Tran et.al [7] also revealed that life values are meaningful things, are important, and are needed in everyone's life. This is because life values have the potential to encourage and direct each individual to

play a role that will influence attitudes, feelings, emotions, perceptions, and behaviors in everyday life [7].

The application of living values in education has been proven to yield positive results in improving student character. As the research results of Komalasari and Saripudin [27] demonstrate that the incorporation of living values into educational materials has a substantial impact on the development of students' civic character. This is because the development of teaching materials that are integrated with the basic values of life includes facts, concepts, principles, and procedures related to the basic values of students' lives that are geared toward their application in students' lives as family members, community members, and citizens of the nation [8,13]. To develop a curriculum for civics education at the elementary, secondary, and tertiary levels, the development of instructional materials incorporating content with live values is critical.

## 4. Conclusion

Based on the findings and discussion of the research, the content of life values is already contained or loaded in all chapters or material taught in textbook civics education courses at the higher education level issued by the Ministry of Research, Technology, and Higher Education. However, the basic values of life have not been fully encompassed by the twelve inner values from the living values education program. Ten values have been included, namely unity, peace, respect, love, tolerance, freedom, cooperation, responsibility, honesty, and happiness. While the values of humility and simplicity have not been included. The most dominant basic values of life contained in teaching materials of civics education textbooks for higher education are unity and love. While the basic value of life that is still lacking is honesty. The development of living values-based teaching materials in civics education general courses can be carried out by integrating the basic values of life into the entire framework of learning materials, including facts, concepts, principles, and procedures, as well as in the introduction, keywords, concept maps, conclusions, reflections, and references to teaching materials compiled in civics education textbooks for higher education.

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