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Cultivating an Attitude of Honesty Through the Living Values Education Model in PAI Learning

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Article Info	Abstract
	Honesty is a valuable moral value that must be owned by everyone. Researchers are trying to find alternative ways to instill this attitude of honesty. Therefore, this study aims to examine the related literature whether the Living Values Education (LVE) learning model emphasizes character education? Can this LVE model be an alternative Islamic education learning model that can train students' honesty? This study uses a qualitative approach with the method of literature study. Data was collected through document study, then analyzed using content analysis method, then data was presented using description method. The results of this study indicate that the Life Values Education learning model can foster student morale such as the moral values of tolerance, anti-radicalism, responsibility, peace, and respect. Application of the LVE in Islamic Religious Education learning significantly instills and enhances honesty in students. This is evident in the changes student behavior, leading to greater honesty in speech, attitude, and actions. LVE model also encourages active student involvement through value reflection, discussion, and role modeling, making Islamic Religious Education learning more meaningful and character oriented. This is a reference that the LVE model can be used as an alternative to instill an attitude of honesty as well. *Kejujuran merupakan nilai moral berharga yang harus dimiliki oleh setiap orang. Peneliti berupaya mencari alternatif cara dalam menanamkan sikap kejujuran tersebut. Oleh karena itu, riset ini bertujuan mengkaji secara literatur terkait benarkah model pembelajaran Living Values Education (LVE) menekankan pada pendidikan karakter? Apakah model LVE ini dapat menjadi alternatif model pembelajaran PAI yang dapat melatih kejujuran siswa? Riset ini menggunakan pendekatan kualitatif dengan metode studi pustaka. Data dikumpulkan melalui studi dokumen, lalu dianalisis menggunakan metode analisis konten, dan selanjutnya data disajikan dengan menggunakan metode deskripsi. Hasil penelitian ini menunjukkan bahwa model pembelajaran Living Values Education dapat membina moral peserta didik, seperti nilai moral toleransi, antiradikalisme, tanggung jawab, kedamaian, dan penghargaan. Selain itu penerapan model Living Values Education dalam pembelajaran PAI mampu menanamkan dan meningkatkan sikap kejujuran peserta didik secara signifikan. Hal ini terlihat dari perubahan perilaku peserta didik*

yang lebih jujur dalam berkata, bersikap, dan bertindak, baik selama proses pembelajaran maupun dalam kehidupan sehari-hari di lingkungan sekolah. Model LVE juga mendorong keterlibatan aktif peserta didik melalui refleksi nilai, diskusi, dan keteladanan, sehingga pembelajaran PAI menjadi lebih bermakna dan berorientasi pada pembentukan karakter. Hal ini menjadi acuan bahwa model LVE ini dapat dijadikan sebagai alternatif untuk menanamkan sikap kejujuran pula.

A. INTRODUCTION

The character of each generation of students will continue to change with the times. This presents a challenge for educators to continually innovate in developing learning strategies. Learning models should be further studied to adapt to the times and the characteristics of each student. Asyafah (2019) states that learning models are a crucial component of learning. If effective, they can inspire and motivate students to learn, facilitate the learning process, and ultimately facilitate the achievement of learning objectives. Therefore, evaluation and innovation in learning models are necessary efforts to achieve effective and targeted learning.

In the past 5 years, there has been a lot of discussion about the Living Values Education Program which is internalized into the learning approach or model in schools, universities, and non-formal institutions. There have been quite a lot of researchers who have studied this Living Values Education learning model. Among them are: 1) Development of PPKN learning based on Living Values Education, which was developed by several PKN lecturers at the Indonesian University of Education (UPI), namely Kokom Komalasari, Muhammad Halimi, and Susan Fitriasar, their journals are widely available; 2) Implementation of value education (Living Values Education) in social studies learning (Sukitman and Ridwan, 2016); 3) Islamic guidance through Living Values Education to increase tolerance (Badriah, Satriah, Mujib, 2019); 4) Student character development based on Living Values Education (Nusus, 2019); There has also been research on the Living Values Education learning model for Islamic Religious Education (PAI), one of which is Kasinyo Harto, a lecturer at Raden Fatah State Islamic University (UIN), entitled "PAI Learning Model Based on Living Values Education" (Harto, 2021). These previous studies sparked researchers' interest in further researching this learning model to determine whether the LVE learning model truly has advantages in creating learning that emphasizes character education. Can it be an alternative PAI learning model that can cultivate students' honesty?

The term "Living Values Education" itself originates from the Living Values Education Program (LVEP). LVEP was established by the United Nations through UNICEF as an official global character education program (Saputra and Fahmi, 2021). LVE was then internalized into a learning model.(Nisa', 2018)The LVE learning model is a values-based learning model, namely discussing life values and training in instilling those values (Nufus, 2019). Specifically for Islamic Religious Education (PAI), PAI itself includes discussions on values, namely values based on the Qur'an.an & As-Sunah which are in accordance with the values of life as emphasized in UNICEF's Living Values Education (LVE).

Islamic Religious Education (PAI) learning based on Living Values Education (LVE) is crucial for development alongside the growth of educational institutions. Many educational institutions today still experience deviant behavior such as murder, molestation, hatred, and selfishness. This means that the level of moral decadence remains very high. Education is responsible for addressing this, and LVE-based PAI is essential for developing morally upright students (Harto, 2021).

Previous studies have revealed that the Living Values Education learning model can instill attitudes of tolerance (Badriah, Satriah, Mujib, 2019), anti-radicalism (Kusmayanti, 2023), responsibility, cooperation, unity, love, appreciation, peace (Arpiani, Sari, Suwandi, 2017), values of religious moderation (Nisa, 2018), spiritual and emotional intelligence (Bakri, 2022), and self-control and character building (Nufus, 2019). Therefore, on this occasion, the researcher intends to review the literature related to the arguments and schemes of the LVE model as an alternative to instilling an attitude of honesty. This is considering the importance of the value of honesty and the lack of research on learning models that can train students' attitudes of honesty.

This research is considered important for two essential reasons. First, Living Values Education is generally agreed upon as one way to overcome moral decadence. Second, honesty is a very important moral value. Honesty is the beginning of all good deeds, and lying is the beginning of all bad deeds (Sadi and Nasikin, 2016). As in the hadith: From 'Abdullâh bin Mas'ûd ra, he said: "The Messenger of Allah*ah Saw. said, 'You should always be honest, because honesty leads to goodness, and goodness takes a person to Heaven. And if someone always acts honestly and continues to choose to be honest, it will be recorded with Allah as an honest person. And stay away from lying, because lies lead someone to evil, and evil leads someone to Hell. And if someone continues*

to lie and chooses lies, it will be recorded with Allah as a liar (liar).'"(Narrated by Bukhari and Muslim). Imam Al-Ghazali also stated that honesty consists of five aspects: honesty in speech, honesty in intention, honesty in determination, honesty in keeping promises, and honesty in actions (Pihasniwati, Lisnawati, Nurwardani, 2016). Therefore, people who are honest in all these aspects will actually be restrained from bad deeds. Therefore, these values of honesty are important to instill in everyone's soul in order to have good morals.The similarities between previous research and current research are seen from the perspective of teaching methods, where similarities are found in the orientation obtained to improve the quality of students' honest attitudes in learning while simultaneously instilling character or morals in students that are in accordance with the rules and are justified by the rules.

Therefore, this study aims to describe the process of instilling an attitude of honesty through the application of the Living Values Education (LVE) model in Islamic Religious Education (PAI) learning, as well as to analyze the effectiveness of the model in increasing students' attitudes of honesty.

B. RESEARCH METHODOLOGY

This research uses a qualitative approach. According to Neni (2017) and Husaini & Purnomo (2008), qualitative research is a research stage that seeks to understand and generate data in the form of certain phenomena, behaviors, and situations based on the researcher's own perspective. Specifically, the method used in this article is a literature study, namely a review of books and other references relevant to the problem being studied (Sarwono, 2006). Furthermore, the review of these references is explained descriptively.

The researcher conducted several research stages. The first stage involved reviewing primary sources, namely Kasinyo Harto's ideas in an e-book entitled "PAI learning model based on Living Values Education (LVE). Second, secondary data sources were reviewed, including other literature collected through Google School. The next stage was data analysis. This data analysis used content analysis methods.This involves analyzing the consistency of information content by comparing one source with another, then performing data reduction (the process of sorting) to content deemed consistent. The data is then presented using descriptive methods to systematically describe the answers to the research objectives.

C. RESULTS AND DISCUSSION

1. Honesty as an Important Moral Value

Honesty is crucial in everyday life, whether it relates to personal, social, individual, or group or organizational matters. Honesty must be maintained and upheld in social interactions to create peace and a healthy personality (Is, 2017). Likewise, according to Sadi and Nasikin (2016), honesty can open the door to various forms of goodness. Therefore, honesty is a virtue among many others that forms the basis of all behavior.

The value of honesty is an essential moral aspect in the character development of students in schools. Studies show that honesty is not merely the act of not lying, but also encompasses integrity, responsibility, and the ability to act consistently between words and actions. According to Elin Marlina et al. (2024), character education strategies that integrate honesty values into various learning activities can increase students' moral awareness of honest actions in everyday life.

In the broader context of moral education, as stated by Widya Silviani (2023), values education through Pancasila and Citizenship subjects can effectively shape students' honest character. The results of this study indicate that a values-based approach in the curriculum helps students understand the principle of honesty and encourages them to be honest in formal learning situations.

Furthermore, research utilizing thematic learning with the integration of honesty and responsibility values also demonstrated positive results in developing students' character. This study noted a significant increase in students' honest behavior after these moral values were integrated into daily learning activities. This confirms that context-based learning plays a crucial role in the internalization of moral values.

Furthermore, the implementation of honesty values in the context of Islamic education, particularly in Islamic boarding schools (pesantren), has shown a positive impact on the character development of students. According to Ramadani & Sofa (2025), honesty is instilled through various religious activities, exemplary behavior from educators, and continuous evaluation of moral values, enabling students to demonstrate responsible, trustworthy, and high-integrity behavior.

Based on the research findings above, it can be concluded that honesty is a crucial moral value in students' character education. This moral value not only serves as a foundation for personal ethics but also influences social relationships, academic

achievement, and student success in interacting within the school environment. Therefore, instilling the value of honesty needs to be systematically and integratively implemented through various learning strategies so that students not only understand moral concepts but also are able to implement them in real life.

Furthermore, research on the internalization of honesty in learning at the madrasah level shows that a planned and sustainable learning process can encourage students to consistently behave honestly. The results of this study demonstrate that honesty values inspired by culture and religious teachings can influence students' attitudes and actions in the context of school life.

Honesty is one of the essential character traits within the character education program launched by the Ministry of Education and Culture (Kemendikbud). The Ministry of Education and Culture (Kemendikbud) has identified four core character values as the cornerstones of character education for students: honesty (from the heart), intelligence (from the mind), resilience (from sports), and caring (from feelings and intentions). This demonstrates that honesty is a valuable moral value that everyone should possess. Honesty will foster peace, tranquility, and a superior personality.

2. Living Values Education (LVE) Learning Model in Instilling Character Education

According to Diane Tillman in (Harto, 2021), Living Values Education (LVE) is a values education program that provides a practical methodology for teachers, parents, and facilitators to help children experience, explore, and apply values. The values developed are universal values consisting of twelve values: peace, respect, love, responsibility, happiness, cooperation, honesty, humility, tolerance, simplicity, and unity. According to Saputra, Komalasari, and Bestari (2019), the LVE model is a character learning model with varied activities such as role-playing, discussions, mind mapping, conflict resolution, and value clarification techniques. Students are encouraged to capture and experience values and apply them in their daily lives. Harto (2021) explains that the LVE model is one solution to achieving learning objectives, especially in the affective domain.

It can be concluded that the Living Values Education model is an implementative learning model that emphasizes the values of everyday life. This learning model is packaged with a series of varied learning activities and places a strong emphasis on

affective outcomes.

The Living Values Education learning model is believed to be one of the character education efforts. Kusmayanti (2023) in her research found that the Living Values Education-based Civics learning model is effective in improving anti-radicalism attitudes. This is because in the experimental class using the LVE model, all students experienced a significant increase in anti-radicalism attitudes. Therefore, the results of her research concluded that LVE-based Civics learning is effective in preventing radicalism among students in the school environment because it incorporates universal life values and LVE principles into the components and stages of learning.

Nufus (2019) stated in his research that based on interviews and discussions with students about several values using the LVE method, students realized that LVE can foster awareness of the values of responsibility, tolerance, respect for the social environment, peace, and love. LVE helps students recognize themselves as self-control in how to behave towards themselves, others, and the environment.

Other research has shown that the LVE learning model can instill honesty. The research found that in online learning during COVID-19 using the LVE model, honesty is one of the values that can be instilled. This honesty can be instilled by asking students to speak truthfully, according to the situation during online learning (Hanafi & Yuniastri, 2021).

From the explanation above, it can be concluded that the Living Values Education (LVE) model can function as character education/moral development. This is because, besides being conceptually clear that LVE aims to develop a values-based learning formula, it has also been proven by several researchers in practice. Some have found that LVE can foster anti-radicalism, tolerance, respect, peace, and harmony. Therefore, if the LVE model can be used as an alternative to instill the aforementioned moral values, then this model can also be tried to instill an attitude of honesty.

3. Design of the Living Values Education Model in Instilling an Attitude of Honesty in Islamic Religious Education Learning

According to (Harto, 2021), LVE-based Islamic Education (PAI) is a values-based Islamic Education (PAI) learning process. Students are encouraged to identify and apply values in their daily lives for the benefit of themselves, others, society, and the environment. In the process, personal, social, and emotional skills will develop. Students must be able to see the effects of their behavior and choices and develop

environmentally conscious decision-making skills.

The previous discussion concluded that the LVE learning model is a character education effort. This model can be an alternative in instilling moral values such as tolerance, anti-radicalism, peace, and responsibility. Therefore, the LVE model can also be used to instill honesty. To see how the LVE learning model can be used to instill honesty, the researcher outlines the discussion below.

A learning model consists of a series of approaches, strategies, methods, techniques, and learning tactics, as the learning model is the framework (Siregar, 2021). The design of the Living Values Education (LVE) model refers to (Harto, 2021), (Darsana, Putrayasa, Suastra 2022), and ((Komalasari, 2012) that the learning model framework can be described as follows:
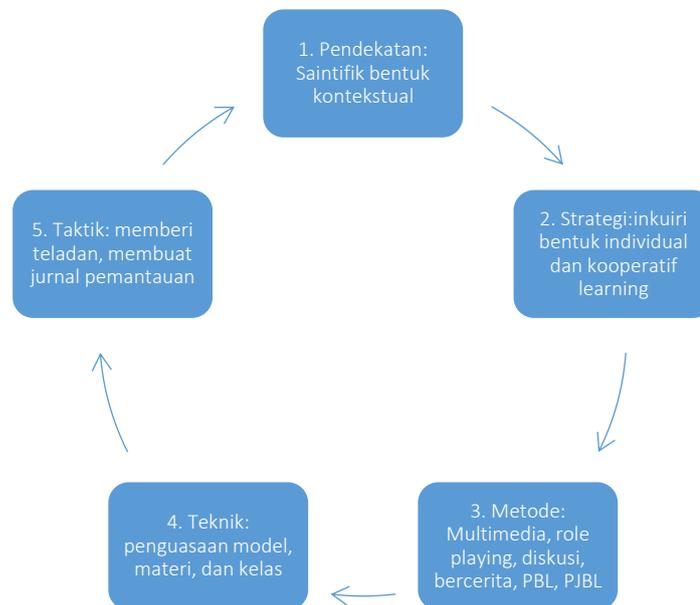

Figure 1. LVE Model Design

The explanation regarding the design of the Living Values Education (LVE) learning model is described as follows:

a. Approach:

The learning approach in the LVE model is scientific, as it places a strong emphasis on student engagement. The learning process is structured to foster a scientific attitude and actively apply living values. The steps in a scientific approach based on living values include observing, questioning, gathering information, associating or reasoning, and communicating. Each step is integrated with life values that can improve students' social attitudes (Darsana, Putrayasa, Suastra 2022).

Then, the LVE model approach is contextual, because it is closely related to

everyday life.*Living Values Education*integrated through contextual learning. The learning process connects the material being studied with students' daily lives, whether within the family, school, or community, with the aim of helping them discover the meaning of the material for their lives (Komalasari, 2012).

b. Strategy

The learning model implementation strategy is inquiry, using individual and cooperative learning. The inquiry strategy is used because the LVE model encourages students to explore various information. This search for information and values can be carried out initially by each individual and then simultaneously implemented as a group through group discussions or class discussions.(Komalasari, 2012).

c. Method

Learning methods in the LVE model include using multimedia, role playing, discussion, storytelling,developed in this study include problem-based learning strategies, project-based learning, cooperative learning, work-based learning, and service learning (Harto, 2021) and (Komalasari, 2012).

d. Techniques and Tactics

The learning technique in the LVE model requires teachers to master the steps in implementing the model, master the material and values being discussed, and be skilled at classroom management. Meanwhile, the tactic requires teachers to lead by example, not only instructing students to apply the values in their daily lives but also providing good examples.

Furthermore, referring to the idea (Harto, 2021), the syntax in the LVE learning model can be simplified as follows:

Figure 2. Syntax of the Living Values Education Learning Model

D. CONCLUSION

Living Values Education (LVE)-based learning is value-based learning that emphasizes moral development/character education. Meanwhile, Islamic Religious Education (PAI) learning is value-based learning that can guide participants.Educate students to apply moral and ethical values in everyday life. The Living Values Education learning model can be an alternative learning model to instill an attitude of honesty in Islamic Religious Education learning. The learning model scheme is that the entire series of learning activities are student-centered (Student Center Learning), with an approach using scientific & contextual learning. The learning method can use multimedia, lectures, discussions, storytelling, role playing, PBL, and PJBL, while the techniques and tactics for implementing the learning are that the teacher must dominate the class and provide examples. The learning syntax is: 1) Conveying the core material briefly; 2) Stimulating values; 3) Discussion; 4) Exploring ideas and creative expression; 5) Linking with society, the environment, and the world; 6) Transfer of Learning (Integrating values in real life).

This research resulted in the design of the Living Values Education (LVE) learning model as an alternative to instilling honesty in students in Islamic Religious Education (PAI) learning. To prove the effectiveness of this model design, future researchers can conduct field research to test the effectiveness of the Living Values Education (LVE) learning model in instilling honesty in students.

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