

## VALUES EDUCATION IN THE ERA GLOBALIZATION: PREPARING STUDENTS TO FACE AN INCREASINGLY COMPETITIVE WORLD

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### **Abstract**

Values education is a medium or vehicle for instilling moral values and religious teachings whose presence is expected to be able to bring about meaningful changes and new contributions to the improvement of human morals, both at the theoretical and practical intellectual levels. The purpose of this article is to conceptualize the importance of education values that educators need to know in facing conditions of global technological progress. The results of the conceptual preparation show that the use of technology needs to be balanced with values education so that the values and personality of the Indonesian nation remain intact and maintained. If the current instillation of values in education is not strengthened, it is not impossible that the Indonesian nation will gradually lose its identity and be unable to maintain its national identity because it is easily influenced by global foreign culture. So it can be concluded that technological progress needs to be strengthened by values education as a filter so that students are able to be critical in reasoning and moral considerations and are able to choose

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good and correct values based on the foundations, religion, ethics, morals and norms that apply in Indonesia.

**Keywords:** Values Education, Globalization Era, Competitive World

## **INTRODUCTION**

In conditions of the rapid flow of transformation of cultural values, values education becomes an essential thing because it has a very central and strategic position in education, so it needs to be specifically designed to be able to provide meaning to each material subject to lead the Indonesian nation towards an advanced national civilization. What educators need to realize is that in learning activities they need to pay attention to students' conditions with a set of values brought from socio-economic conditions, culture originating from family, society and their peer environment. Educators must be able to adapt and understand students in order to be able to provide value education well and democratically (Windarti, 2010).

The application of values education needs to be reviewed based on several aspects. Guilford (1985; Smith, J. K., & Smith, 2010) stated that there are 4 things that need to be developed in values education, including; 1) students need to be trained by working while learning so that students' thinking intelligence continues to develop; 2) must be able to cultivate children's personalities based on Indonesian concepts (dynamic, confident, brave, responsible, independent); 3) provide learning content not only in the learning process but outside class hours as well; 4) provide good modeling so that students follow the behavior exemplified. This is the difference between education carried out by humans and machines in the era of industrial revolution 4.0.

Values education is a means that leads humans to noble values and teaches humans good norms and values in doing things (Berkowitz, M. W, 2011). Without values education, humans will not know how to act and act to carry out activities with attitudes and behavior that have noble values. As an agent of social change, values education in the current atmosphere of modernization and globalization is required to be able to play its role dynamically.

According to language, global is whole, comprehensive. Globalization is the globalization of all aspects of life, a comprehensive manifestation in all aspects of life. Globalization, which has become increasingly evident in the third millennium, has implications for demands for democracy, respect for human dignity and human rights, as well as demands for openness. This

means that an open competency climate cannot be avoided in all fields of science and profession, especially in the field of education (Steger, M. B., et al, 2023).

The era of globalization has given rise to an era of competition that speaks of excellence. Only superior humans will survive in a life full of competition. Therefore, one of the problems that arises is regarding efforts to improve human quality through values education. An overview of the solution for value education in facing the challenges of globalization is a big design. However, this does not mean it is only romantic and must be realized in order to create modern humans who are able to answer the challenges of the era of globalization based on education with personality.

Globalization affects almost all aspects of society, including cultural aspects. Culture can be interpreted as the values held by society or the perceptions that citizens have of various things (Jenks, C, 2004). Both values and perceptions are related to psychological or psychological aspects, namely what is contained in the mind. Psychological aspects become important when it is realized that a person's behavior is greatly influenced by what is in that person's mind. One of the results of someone's thoughts and discoveries is art which is a subsystem of culture (Halstead, M, 2005).

The intensive development of cultural globalization occurred at the beginning of the 20th century with the development of communication technology. Contact through the media replaces physical contact as the main means of communication between nations. These changes make communication between nations easier so that the development of cultural globalization accelerates. John Neisbitt (1998) states that conditions like this are a "global lifestyle" which is characterized by the mingling of cultures between nations, such as the development of almost the same way of life, the same hobbies, and the same tendencies, both in terms of food, clothing, entertainment, as well as other aspects of human life. A reality like this will have implications for the loss of original personality and being polished by a culture that tends to be more powerful.

In this context, Western culture, which has gone far in the fields of industry and information technology, is the only choice as a modernization standard that will be followed and used as a mecca by every individual. Globalization causes social changes that give rise to pragmatic and individualistic values. Without exception, Indonesian people who already have a local culture are forced to use Western culture as a measure of their lifestyle in order to be called a modern society. Various destructive behaviors, such as

alcoholism, promiscuous sex, and abortion are social diseases that must be fought together. This reality causes many people to no longer trust the government's ability to reduce crime rates and various other social ills (Lovat, T., & Toomey, R, 2009).

From the picture above, regardless of which is the most significant, this reality has made moral and religious education one of the efforts to overcome diseases and social crises that exist in society. Apart from that, the awareness of each individual and group regarding the collective benefit will also be the right solution for efforts to cure existing social diseases.

Thus, moral and religious education is absolutely essential for the establishment of a peaceful, just, prosperous and dignified social order. Moreover, in the context of global life which is increasingly transparent and full of competition, religious values and morality are a bulwark so that every individual does not fall into practices of arbitrariness and injustice (Manea, A. D, 2014).

## **RESEARCH METHOD**

The study in this research is qualitative with literature. The literature study research method is a research approach that involves the analysis and synthesis of information from various literature sources that are relevant to a particular research topic. Documents taken from literature research are journals, books and references related to the discussion you want to research (Earley, M.A. 2014; Caruth, G.D. 2013).

## **RESULT AND DISCUSSION**

### **The Nature of Development in the Era of Globalization**

#### **A. Mindset of Educational Challenges in the Era of Globalization**

A very influential challenge in the world of education is the modern lifestyle in the global era which tends to be global and individual. Therefore, all aspects of life cannot be guaranteed to be compatible with life itself, while the world of education tries to make life happy in this world and in the afterlife by prioritizing togetherness, harmony and care. Failure to carry out education means failure to develop the next generation. Ideal education is to provide hope for a quality future, both physically and spiritually, materially and spiritually (Suarez-Orozco, M, 2007).

In the history of human life, education has never stopped shaping a person's personal qualities. Efforts to improve personal quality are the basis or principles that must be developed in facing the global era. Because

education is a comprehensive process, education covers all aspects of life in order to lead students to become humans who survive in their time (Suradi, A, 2018).

Through education, both general education and religious education, it is hoped that the basis of the nation's values, thoughts and morality can be organized so that it is able to produce a generation that is strong in faith, strong in personality, rich in intellect, and superior in mastery of science and technology.

#### B. The Influence of Globalization on Nationalism Values

The Positive Influence of Globalization on Nationalist Values includes: (Ariely, G, 2012)

1. Judging from political globalization, government is run openly and democratically. Because government is part of a country, if the government is run honestly, cleanly and dynamically, it will get a positive response from the people.
2. From the aspect of economic globalization, the opening of international markets increases job opportunities and increases the country's foreign exchange. This will improve the nation's economic life which supports the nation's national life.
3. From socio-cultural globalization, we can imitate good thinking patterns, such as high work ethic and discipline as well as advanced science and technology from other nations to increase the nation's progress, which ultimately advances the nation and strengthens the sense of nationalism towards the nation.

The Negative Influence of Globalization on Nationalist Values ((Ariely, G, 2012):

1. Globalization is able to convince the Indonesian people that liberalism can bring progress and prosperity. This does not rule out the possibility of changing direction from the Pancasila ideology to the ideology of liberalism.
2. From the economic aspect of globalization, the loss of love for domestic products due to the large number of foreign products in Indonesia. The loss of love for domestic products shows a symptom of reduced people's sense of nationalism towards the Indonesian nation.
3. Many of our people, especially teenagers, have forgotten their identity as Indonesians. This is because their lifestyle tends to imitate Western culture which is considered the mecca by the world community.

## **The Importance and Role of Moral Values Education**

### **A. The Meaning of Moral Values Education**

Values education is education that aims to shape the whole person, develop all human potential, both physical and spiritual, and foster harmonious relationships between each individual. Values education is a medium or vehicle for instilling moral values and religious teachings. It is hoped that its presence will be able to bring about changes and new, meaningful contributions to the improvement of human morals, both at the theoretical and practical intellectual levels (Thornberg, R, 2008).

Substantially, values education is oriented towards the importance of students having positive attitudes and behavior towards themselves and others. Therefore, teachers need to be familiar with various value approaches, including the value instillation approach, cognitive development approach, value analysis approach, value clarification approach, and action learning approach (Halstead, M, 2005). These five approaches can be applied according to the student's situation and conditions so that teachers can apply the approach collaboratively. The application of values education needs to be done holistically and designed in a fun learning process.

Values education is not just a process of instilling moral values to protect oneself from the negative access of globalization (Lipset, S. M, 2018). The most important thing is how the moral values that have been instilled in value education are able to liberate people from ignorance and backwardness. Globalization holds the view that the world is dominated by the economy and the emergence of capitalist world market hegemony and the neoliberal ideology that supports it. To balance the rapid flow and challenges of globalization, it is necessary to develop and instill values education characteristics that are able to play a role and answer these challenges. Value education in the era of globalization means how value education is able to face changes in all aspects of life which are full of challenges that must be faced with better education (Wrigley, T, 2011).

Morals are a condition of human thoughts, feelings, speech and behavior related to good and bad values. Explicitly, morals are things related to the individual's socialization process. Without morals, humans cannot carry out the socialization process.

Morals are absolute values in social life as a whole. Moral assessments are measured from the culture of the local community. Morals are a person's actions/behavior/speech in interacting with humans. If what

a person does is in accordance with the values that prevail in that society and is acceptable and pleasing to the community, that person is considered to have good morals, and vice versa (Kirschenbaum, H, 1992).

Thus, it can be concluded that moral education is a planned effort to change the attitudes, behavior, actions and behavior of students so that they are able to interact with their community environment in accordance with the moral and cultural values of the local community.

#### B. Challenges of Moral Values Education

The challenges facing efforts to overcome the decline in children's morals and character include the following:

1. The flow of globalization with its rapidly developing technology is a challenge when positive or negative information can be directly accessed in the room or at home. Without strong provision in cultivating religion, it will have a negative impact if not filtered properly.
2. Lifestyles and behavior that have shifted simultaneously in society are challenges that cannot be ignored.
3. The inherent morals of officials/bureaucrats, such as corruption, cheating/dishonesty, not caring about other people's difficulties, etc., are challenges in themselves because if they issue a policy, there is doubt about its sincerity and seriousness in implementing it properly.
4. The school curriculum regarding the inclusion of moral and character material into every subject is quite difficult. This happens because not all teachers can apply the integrated learning model to other subjects they are teaching or teaching.
5. Indonesia's economic condition is a challenge that cannot be ignored. However, every policy definitely requires quite a bit of funding (Kaur, S, 2015).

#### **Educational Dimensions of Student Values towards a Competitive World**

Improving the quality of education in a country is important and appropriate efforts need to be made, one of the efforts that can be made is by increasing the competency and ability of teaching staff. This can be done by providing provision and training that focuses on technology, such as basic training on the use of office programs such as Microsoft Word, Excel, and Power Point (Khumairoh, A., & Pandin, M. G. R, 2022). By increasing the ability of teaching staff to use technology, the learning process will become more effective and interactions between teachers and students will be better.

Moreover, by using a digital-based learning system, teaching staff who have good technological skills will be better able to manage and optimize learning.

Scientifically, increasing the competence and ability of teaching staff in using technology can be seen from several perspectives. First, from a pedagogical perspective, the use of technology in learning can increase interaction and collaboration between students and teachers, and enable teachers to provide more varied and enjoyable learning. Second, from a curriculum perspective, the use of technology can increase the relevance of the curriculum to the real world, so that students can more easily understand the concepts being taught. Third, from an evaluation perspective, the use of technology can simplify the evaluation process and increase accuracy in evaluating student learning outcomes. However, it should be remembered that to achieve the desired effectiveness, the implementation of technology in learning must be carried out appropriately and supported by adequate infrastructure (Kuning, D. S, 2018).

Value education is part of affection education because the value system aspect is one part of the affection aspect. In full, the affective aspect includes self-esteem, interests, motivation, attitudes, value systems and beliefs. What is emphasized in Values Education is that the entire value education process is very complex and comprehensive, involving a wide scope and a variety of variations experienced. Therefore, values education cannot be presented only by one teacher or only in one lesson, but requires a diverse format of various lessons that are integrated individually or in combination (Suradi, A, 2018).

To apply the concept of value education, several methods are needed, both direct and indirect methods. The direct method starts with determining behavior that is considered good as an effort to indoctrinate various teachings (Biringan, J., & Wua, T. D, 2018). This is done by focusing attention directly on the teachings through discussing, illustrating, memorizing and pronouncing them. Indirect methods do not begin by determining desired behavior, but by creating situations in which good behavior can be practiced. The entire experience at school is used to develop good behavior.

By applying the direct method, it is possible for the indoctrinated values to be absorbed by students, even memorized by heart, but not internalized, let alone put into practice. The second possibility is that these values are applied in life, but thanks to supervision by the authorities, not because of the students' self-awareness. In this case, moral values whose

implementation should be voluntary change into legal values which in all their aspects require legal institutions.

In addition, moral values education can be carried out using the following methods:

- a. The dogmatic method is a method for teaching values to students by presenting values of goodness and truth that must be accepted as they are without questioning the nature of goodness and truth themselves (Kaur, S, 2015).
- b. The deductive method is a way of presenting truth values by explaining the concept of truth so that it is understood by students. This method starts from truth as a theory or concept that has good values, then several examples of applied cases in everyday life in society are drawn or drawn into other values whose scope is more specific or narrow.
- c. The inductive method is the opposite of the deductive method, namely in teaching values it starts with introducing cases in everyday life, then the essential meaning is drawn about the truth values that exist in that life.
- d. The reflective method is a combination of the use of deductive and inductive methods, namely teaching values by providing a general concept of truth values, then seeing them in cases of everyday life or from seeing cases in everyday life returning to the theoretical concept in general. general (Sari, N, 2013).

These various methods then need to be developed in detail into learning techniques or procedures. Value-oriented moral value education techniques include indoctrination techniques, moral reasoning techniques, consequence prediction techniques, clarification techniques, and internalization techniques (Halstead, M., & Pike, M, 2006). As a consequence, educators (parents, teachers and mentors) must be consistent in moral behavior because students grow and develop following the educators' behavioral models. They will do the things that educators do and say. Thus, educators should always maintain the values they teach and be consistent in their behavior.

Based on the explanation above, it shows that the use of technology needs to be balanced with values education so that the values and personality of the Indonesian nation remain intact and maintained. If the current instillation of values in education is not strengthened, it is not impossible that the Indonesian nation will gradually lose its identity and be unable to maintain its national identity because it is easily influenced by global foreign culture (Tilaar in Novitasari, 2017; Faiz et al., 2020) . This condition is very relevant if

you look at Lickona's statement which states that the quality of a nation's character is reflected in the quality of its young generation, so this assumes that a nation can be said to be advanced depending on the values of its young generation (Megawangi, 2009: 3). This was stated by Francis Fukuyama in the theory of the concept of social capital which said that in this global era it is not competition between ideological systems, but competition between countries that have high social capital. Countries that lose in global competition are countries that have low social capital or low social character and values (Megawangi, 2009: 2). With this explanation, the role of the younger generation who have character that is reflected as social capital in facing global competition will lead a nation to success.

## **CONCLUSION**

In the current era of globalization of technological development, the role of values and character education is very much needed to achieve a balance between technology and human development. The presence of globalization makes humans today like slaves to technology, conditions that continue to develop from day to day will influence little by little, bringing changes in thoughts, actions, social culture and upholding human moral values. As previously discussed, technological progress at this time cannot be avoided, but its presence needs to be balanced with strengthening value education. This is to be able to filter the culture that enters the Indonesian nation through technology. By filtering cultural values through values education in schools, it is hoped that students will be able to be critical in reasoning and moral considerations so that they are able to choose good and correct values based on the foundations, religion, ethics, morals and norms that apply in Indonesia.

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