

## **VALUES EDUCATION IN SCHOOL CURRICULUM: A SYSTEMATICS LITERATURE REVIEW**

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**ABSTRAK:** Artikel ini bertujuan untuk menyajikan analisis SLR mengenai pendidikan nilai dalam kurikulum sekolah. Dalam menghadapi dinamika masyarakat kontemporer, betapa pentingnya penerapan pendidikan nilai siswa. Melalui pendekatan sistematis, penelitian ini mengeksplorasi dan menyajikan konsep, istilah dan gambaran umum mengenai pendidikan nilai dalam kurikulum sekolah, serta dampak pendidikan nilai terhadap budaya dan lingkungan masyarakat. Metode penelitian ini menggunakan PRISMA (*The Preferred Reporting Items for Systematic reviews and Meta-Analyses*) Hasil penelitian menunjukkan bahwa paper yang membahas mengenai pendidikan nilai masih terbatas. Dari 355 paper yang teridentifikasi, hasil laporan Prisma diperoleh empat paper yang berkaitan dengan pendidikan nilai dalam kurikulum sekolah. Temuan penelitian ini adalah 1) nilai merupakan bagian dari ilmu pengetahuan; 2) pendidikan nilai tidak diajarkan sebagai kurikulum terpisah; 3) mengembangkan kurikulum sekolah terintegrasi dengan pendidikan nilai yang menekankan pada sains, teknologi, dan masyarakat. Masih banyak variabel yang belum terhubung dengan pendidikan nilai. Hal ini memberikan gambaran peluang besar bagi para peneliti untuk melakukan kajian yang berkaitan dengan pendidikan nilai dalam kurikulum sekolah.

**Kata Kunci:** *Systematics Literature Review*, Pendidikan Nilai, Kurikulum Sekolah

**ABSTRACT:** *This article aims to present SLR's analysis of value education in the school curriculum. In the face of the dynamics of contemporary society, the importance of implementing value education in students. Through a systematic approach, this study explores and presents concepts, terms and overviews of value education in the school curriculum, as well as the impact of value education on the culture and environment of society. This research method uses PRISMA (The Preferred Reporting Items for Systematic reviews and Meta-Analyses). The results show that papers discussing value education are still limited. Of the 355 papers identified, the results of the Prisma report obtained four papers related to value education in the school curriculum. The findings of this research are 1) value is part of science; 2) value education is not taught as a separate curriculum; 3) developing an integrated school curriculum with value education that emphasizes science, technology, and society. There are still many variables that have not been connected with value education. This illustrates a great opportunity for researchers to conduct studies related to value education in the school curriculum.*

**Keywords:** *Systematic Literature Review, Value Education, School Curriculum*

## INTRODUCTION

Education in schools is not only about transferring knowledge, but also shaping students' character and moral values (Lonto, 2018). In facing the challenges of the complexity and dynamics of contemporary society, the importance of values education in the school curriculum is increasingly recognized as a crucial aspect. The presence of moral and ethical values not only forms responsible individuals, but also creates the foundation for a just and civilized society (Röpke, 2017). Although understanding of the importance of values education has grown, there is still a need to systematically explore how these values are integrated in the school curriculum. As social, economic and cultural dynamics change, the challenges in shaping student character are increasingly complex (Schleicher, 2018).

Education has a central role in shaping the character and moral values of the younger generation (Abdullah et al., 2019; Pradana, 2020) and the emphasis on values education is increasingly receiving significant attention amidst the dynamics of contemporary society. The school curriculum is the main instrument that facilitates the transfer of these values to students, so a systematic literature review on values education in the school curriculum is an urgent need. Key questions that arise include the extent to which these values are integrated in the curriculum (Barsky, 2019; Akib, 2020), whether the methods used are effective, and what impact they have on students' character development. The background to this problem highlights the need for further research to gain in-depth insight into values education in the context of formal education. As a relevant starting point, a better understanding of the integration of these values in the curriculum can help design more effective educational strategies, forming individuals who are not only academically intelligent, but also ethical and responsible. Therefore, a deep understanding of how these values are integrated in the school curriculum is crucial for the development of students (Nurdyansyah & Arifin, 2018), who have emotional and moral intelligence.

Therefore, through this SLR research the aim is to provide a comprehensive picture of the role and impact of values education in the school curriculum. SLR helps present a holistic picture of values education in the school curriculum through systematic literature analysis. In addition, through SLR you are able to explore concepts, terms, or examples;

details key findings from various sources; and seeks to provide a comprehensive view of the role of values education in shaping student character and creating a positive learning environment (Khaidir & Suud, 2020). Values education is not only about transferring knowledge, but also about forming character, ethics and a positive attitude towards life. As a contribution to the educational literature, this research is expected to provide deeper insight into the importance of integrating values education in the school curriculum and its implications for personal development and student social. Thus, it is hoped that this article can become a basis for decision making in formulating educational policies that are more holistic and values-oriented in achieving comprehensive learning goals.

### **THEORETICAL STUDY**

Values are part of life and cannot be separated from people's lives. Values are things that are developed in the affective realm. Values play a big role in a person's beliefs and attitudes. Values cannot be taught as a separate curriculum. Values are not taught, but values are applied in teaching them. The research results prove that education and value development in students can be implemented and integrated into learning practices (Mohammad Chowdhury, 2016). Therefore, there needs to be synchronization between the values that develop in society and the values instilled in science.

Values are part of science (Chowdhury, 2018). Values emerge as a result of knowledge (Barley, et al., 2018). Values that guide scientific research (Cox et.al., 2023). As a result, values are disseminated into a culture in society. The interaction between values and education that impacts culture and society. A part from that, rapid digital transformation is affecting the social and cultural dynamics of society. This is a challenge for teachers in instilling value education presented in the development and implementation of the school curriculum. The extent to which the teacher's efforts bring out values in every process of learning activities at school. It is important for teachers to understand the values instilled in students, because values are an important part of education. It is hoped that the teacher development program will be able to overcome student grade problems. Teachers must be alert to sensitive issues that are given in class for students to discuss, because it is feared that there may be students who have different views on these issues. Therefore, teachers are advised to use a student-centered learning approach that is able to develop human values related to issues developing in society.

Because values bind and connect each related component and the process of developing and implementing the curriculum must focus on an orientation to the application of values that emphasizes the relationship between science, technology and society.

China is now developing curriculum-based values education (Gao, et al., 2021). A study was carried out by creating a set of teaching materials developed based on curriculum-based values education. However, the findings show that there are many challenges in applying values education to certain materials such as issues related to language, ideology and values, as well as developing multidimensional teaching materials (Deng & Wang, 2023). Other findings explain that the important values that need to be in the physical education curriculum are respect, honesty and integrity, courage, perseverance and determination. This value education can be applied in a conducive learning environment (Roux & Dasoo, 2020)

## **RESEARCH METHOD**

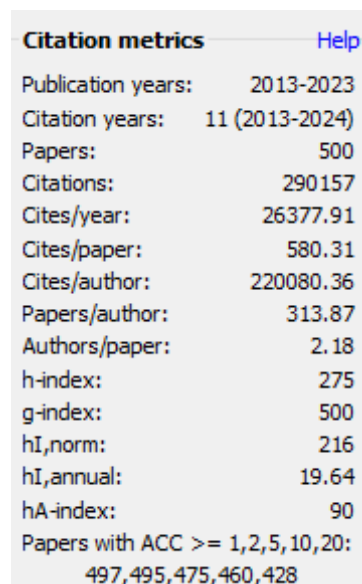
Literature reviews provide an important role in collecting and analyzing knowledge related to a concept, theory, or finding from literature sources. A systematic literature review is able to provide a general overview of knowledge. This research uses a procedural and systematic SLR (Mengist et al., 2020). This research is expected to provide a general overview of curriculum evaluation guidelines in schools using a systematic literature review. The steps for a systematic literature review include: 1) identification of literature for inclusion; 2) data cleaning; 3) analysis and synthesis; 4) Presentation of results; 5) Bibliographic mapping tools (Linnenluecke et al., 2020).

The SLR in this study used the 2020 PRISMA method, including new reporting guidelines that reflect advances in methods for identifying, selecting, appraising, and synthesizing studies (Page et al., 2021). The PRISMA analysis stages include four stages, namely identification, screened, retrieval, and report. For comparison, the author used the 2009 and 2020 versions of PRISMA. The tools used were 1) Using PRISMA 2020 with the help of the Watase Uake (WU) software tool; and 2) Using PRISMA 2009 with the help of Publish or Perish (PoP), Mendeley, and VOSviewer tools. The paper identification stage is carried out using Publish or Perish from various database sources, namely Scopus, Google Scholar, Crossref, Semantic Scholar, and others. Papers are obtained by entering Authors, publication name, title words and keywords data. Papers obtained from two or

three database sources are then exported in the form of RIS (Research Information Systems). At the data collection stage, literature files in RIS form are imported into Mendeley, the aim is to collect data from all database sources. Next, the data is analyzed and synthesized until data is obtained that meets the objectives. Data analysis-synthesis stage using PRISMA and Bibliometric mapping analysis using VOSviewer. Finally, the presentation stage of the data search results.

## RESULTS AND DISCUSSION

The identification stage uses PoP with Enter the keyword "Values Education Curriculum" with a limit of the last 10 years from 2013-2023 using the Google Scholar database. The results obtained were 500 papers with the number of papers having an h-index of 275 papers. In the data cleaning stage, 225 papers were discarded or deleted. In the screening stage, from 275 papers, 9 papers were taken in article format. Retrieval stage, 9 papers were analyzed from the title and abstract, the results obtained were only 2 papers.



Citation metrics		<a href="#">Help</a>
Publication years:	2013-2023	
Citation years:	11 (2013-2024)	
Papers:	500	
Citations:	290157	
Cites/year:	26377.91	
Cites/paper:	580.31	
Cites/author:	220080.36	
Papers/author:	313.87	
Authors/paper:	2.18	
h-index:	275	
g-index:	500	
hI,norm:	216	
hI,annual:	19.64	
hA-index:	90	
Papers with ACC >= 1,2,5,10,20:	497,495,475,460,428	

Fig.1 Paper citation metrics from the Google Scholar database using PoP.

The identification stage uses WU with Enter the keyword "Values Education Curriculum" with a limit of the last 10 years from 2013-2023 using the Scopus database. The results obtained were 107 papers and 75 papers were eligible. Identified 34 papers outside the 2013-2023 range; 8 papers are not included in the Q1-Q2-Q3-Q4 category; and 3 papers were identified without abstracts, so that the identification results obtained

a total of 30 papers. In the screening stage, there were 14 papers that did not meet the criteria based on the title and 16 papers remained. In the next screening stage, 16 papers were analyzed for the contents of the paper documents and found papers that could not be accessed as well as papers that did not meet the criteria. The results obtained were two papers that matched the variables the author was looking for.

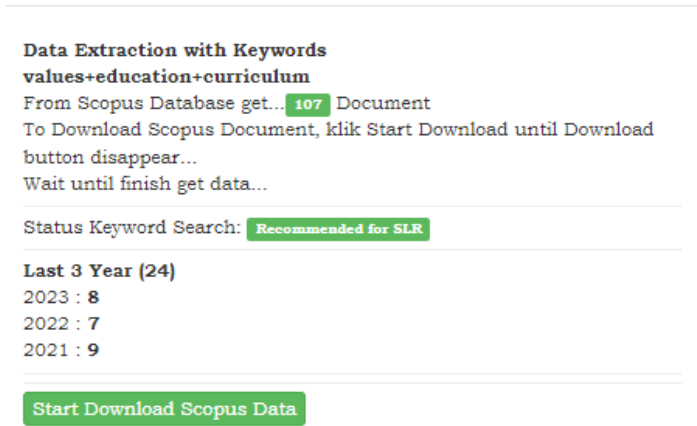


Fig. 2 Data Extraction from the Scopus Database using WU

Table 1. The criteria used for the extraction of information from the selected articles

		Prisma Reporting		Criteria
		PoP	WU	
1	Version method	2009	2022	
2	Citation year	2013-2023	2013-2023	10 year span
3	Database resources	Google Scholar	Scopus	PoP uses data sources from Google Scholar with a maximum number of results. WU only uses one Scopus database source.
4	Record identification	n = 275	n = 75	Total n = 335 PoP selects papers based on h-index. WU selects papers based on Q1-Q2-Q3-Q4 and abstract screening.
5	Record screened	n = 9 -	n = 30 n = 16	PoP chooses papers in article pdf form. WU selects papers based on title and citations; the paper is analyzed for suitability of content/information; and paper access.

6	Results	n = 2	n = 2	Total n = 4
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Based on the results of searching the two tools with two database sources, the identification results obtained a total of 335 papers (n = 335). The results of SRL with Prisma Reporting obtained five papers which were reviewed as a source for the Value Education Curriculum study.

Table 2. Articles to be compared

No.	Authors	Article Title	Results
1	(Mohammad Chowdhury, 2016)	Emphasizing morals, values, ethics, and character education in science education and science teaching	A range of teaching, learning and pedagogical techniques are proposed that may foster morals, values and ethics in students' minds and develop various skills and attributes necessary for success in the sciences.
2	(Sarbaini et al., 2022)	Environmental Education Based On Local Values: Its Integration In The Indonesian Elementary School Curriculum	Specific environmental education themes based on local values and local content need to be included in the elementary school curriculum for more clarity and understanding of topics.
3	(Deng & Wang, 2023)	Exploring locally developed ELT materials in the context of curriculum-based value education in China: challenges and solutions,	a range of challenges in the use of these materials, including issues related to language and content of the materials, the integration of ideological and value elements, and the development of multi-dimensional teaching materials
4	(Roux & Dasoo, 2020)	Pre-service teachers' perception of values education in the south african physical education curriculum	These pre-service physical education teachers indicated that learners could learn core values and basic human rights in a conducive and safe learning environment by employing role-play, games and modeling as the main strategies to infuse values in their physical education lessons.

## Bibliographic mapping analysis

This stage is a follow-up stage for SLR using VOSviewer software to produce a graphical representation of the bibliometric map. From the number of papers obtained at the identification stage, 335 papers were found. These papers were analyzed for bibliographic mapping and it was found that there were six clusters with variables that were widely cited as central, namely 1) sustainability development, 2) perspective; 3) guidelines; 4) school curriculum; 5) philosophy; 6) evaluation.

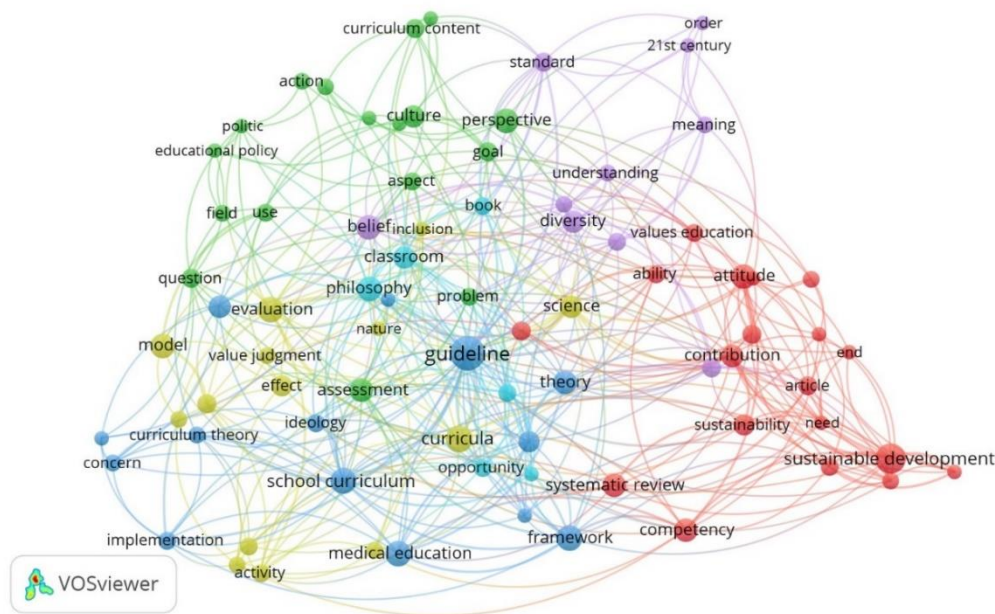


Fig.3 Visualization of the article data network related to the keyword values education curriculum

The size of the circle for the term values education is very small compared to other terms (fig.3). This indicates that there are not many articles published using the term value education. The term value education is related to the terms character education, sustainable, development, ability, competency, diversity, belief, idea, theory, and school curriculum (fig.4).



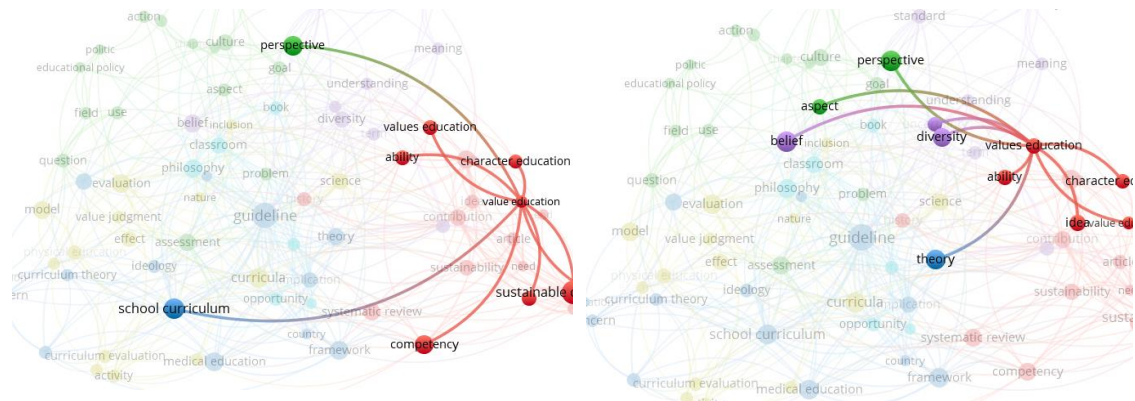


Fig. 4 visualizations of the “value education” network

The term value education has no connection with the terms evaluation, guideline, and classroom. Judging from the title of this article, the term value education is related to the term school curriculum which has many relationships with other variables (fig.5).

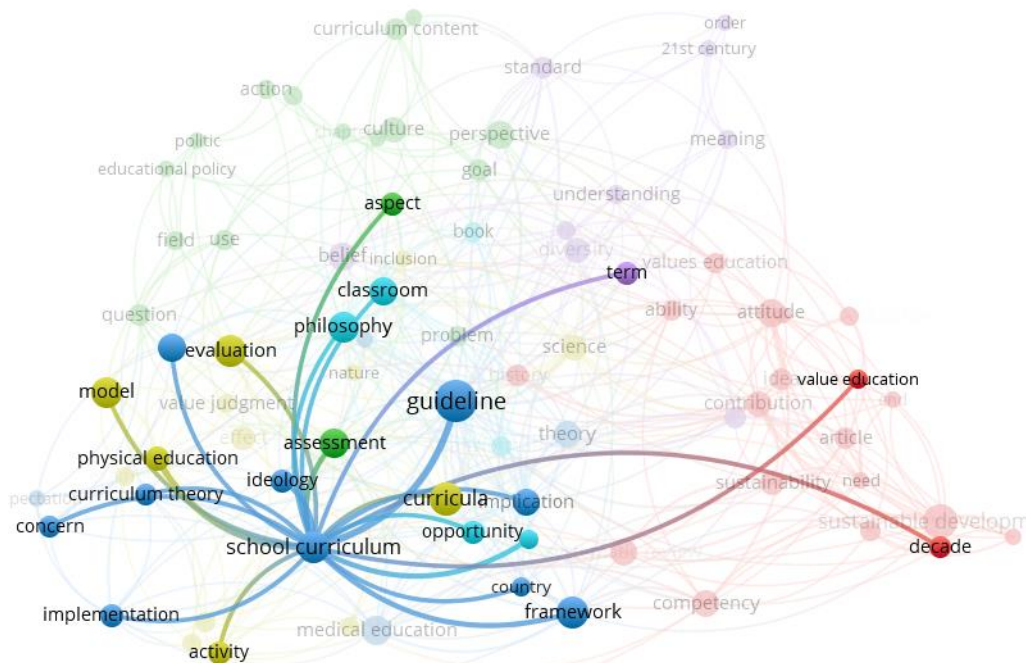


Fig.5 Visualization of the “School curriculum” network

## CONCLUSION

In this research, a systematic literature analysis has been carried out regarding the role of values education in the school curriculum. Key findings highlight the importance of integrating moral values and character in the educational process as a holistic effort to

form individuals who are not only intellectually intelligent, but also ethical and responsible.

The importance of values education in the school curriculum is illustrated from various perspectives, including its contribution to character formation, developing emotional intelligence, and creating a positive learning environment. Various implementation methods, such as interactive approaches, values-based learning, and integrating values in various subjects, have also been identified as effective measures in conveying values messages to students.

However, along with the appreciation of moral values, several challenges were also found in implementing values education in schools, including the complexity of value interpretation, cultural diversity, and evaluating the effectiveness of its implementation. Therefore, further research and careful planning are needed to overcome these obstacles and ensure the successful implementation of values education.

In conclusion, values education in the school curriculum has a significant impact on students' holistic development. This article provides in-depth insight into the key concepts, implementation methods, and impact of values education in the context of formal education. All of this provides the basis for the development of education policies that are more value-oriented and aim to form a generation that is not only academically competent, but also has moral and social integrity. Thus, steps towards a more effective integration of values education in the school curriculum are important to shape a more meaningful and empowering educational future.

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