

---

---

## The necessity of teaching values in the era of globalization

Umar Bakri<sup>1</sup>

<sup>1</sup> STAI Ngunut, Indonesia

\* Correspondence e-mail; umarbakri98@e-mail.com

---

### Article history

Submitted: xxxx/xx/xx; Revised: xxxx/xx/xx; Accepted: xxxx/xx/xx

---

### Abstract

In the current global era, the status of value education has become very central because its status is highly required to be able to provide meaning to every material subject to lead the Indonesian nation towards an advanced national civilization. This article aims to crystallize the concept of the importance of values education that educators need to know in the face of the conditions of global technological progress. This research uses the concept of desk research to demonstrate the urgency of the importance of values education. The results of the conceptual preparation show that the use of technology needs to be balanced with values education so that the values and character of the Indonesian nation remain intact and preserved. If the current value inculcation in education is not strengthened, it is not impossible that the Indonesian nation will gradually lose its identity and will not be able to maintain its national identity because it is easily influenced by global foreign culture. Therefore it can be concluded that technological progress needs to be enhanced through values education as a filter so that students can be critical in moral reasoning and considerations and be able to choose good and correct values on religious grounds. And morals, ethics and customs applied in Indonesia.

---

### Keywords

keyword 1; keyword 2; keyword 3; keyword 4 (four to six keywords in alphabetical order) Use Palatino Type 10pt



---

© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution 4.0 International (CC BY SA) license, <https://creativecommons.org/licenses/by-sa/4.0/>.

---

## INTRODUCTION (Palatino Linotype 12, Space 1.15, Justify)

The introduction should briefly place the study in a broad context and highlight why it is important. It should define the purpose of the work and its significance. The current state of the research field should be reviewed carefully, and key publications cited. Please highlight controversial and diverging hypotheses when necessary. Finally, briefly mention the main aim of the work and highlight the principal conclusions. As far as possible, please keep the introduction comprehensible to scientists outside your field of research. References should be cited as (Marchlewska,

Cichocka, Łozowski, Górska, & Winiewski, 2019) or (Rizki & Wahdah, 2022) or (Gislason, Kennedy, & Witham, 2021) or (Hanifah, Alawiyah, & Agustin, 2020) or (Adam, Walker, Bezerra, & Clayton, 2020), (Nugroho & Hidayah, 2020), or (Otto & Dunens, 2021) or (Hasanudin, Fitrianaingsih, Rosyida, & Noeruddin, 2021) or (Fanjoy & Bragg, 2019) or (Wibowo & Darsono, 2022) or (Village et al., 2020) or (Nawawi et al., 2020) or (Fitriawan, Rohmatulloh, Asfahani, & Ulfa, 2020) or (Genon et al., 2022) or Solina, Rahmawati, & Igiyasi (2022) or (Agdal, Midtgård, & Meidell, 2019). See the end of the document for further details on references. Technical terms should be defined. Symbols, abbreviations, and acronyms should be defined the first time they are used. All tables and figures should be cited in numerical order.

## **METHODS (Palatino Linotype 12, Space 1.15, Justify)**

It should be written in paragraphs. It explains the approach of the research, the kinds of research, the data collection technique, and data analysis. They should reflect on and describe the purpose of the study appropriately. In the next paragraph, the author must display the research framework in a concept map or diagram (García, 2020).

## **FINDINGS AND DISCUSSION (Palatino Linotype 12, Space 1.15, Justify)**

Inform several important data (original) fields which obtained from the questionnaires, surveys, documents, interviews, observations, and other data collection techniques. It can be completed with a table or graphic to clarify the result.

All figures and tables should be centered and numbered consecutively. Tables (refer to Table 1, Table 2, and table 3...) should be presented above the table contained in center alignment. A descriptive title should be placed after the table title (refer to Table 1, table 2, and table 3...) above each table. The source of the table should be placed below the table in the right alignment. Example:

**Table 1.** Table Description

No	Description	Description	Description
1	-	-	
2	-	-	-
3	-	-	-
5	-	-	-
6	-	-	-
7	-	-	-

Source: source description

Figures (refer to Figure 1, Figure 2, and Figure 3...) should be presented below each figure and followed by the description of the figure. Example:

**Figure 1.** The Mountain Picture



**CONCLUSION (Palatino Linotype 12, Space 1.15, Justify)**

The conclusion should answer the objectives of the research and research discoveries. The concluding remark should not contain only the repetition of the results and discussions or abstract. You should also suggest future research and point out those that are underway.

**REFERENCES (Palatino Linotype 12, Single Space, Justify, Mendelay, Endnote, APA (American Psychological Association) Style and the 6th edition)**

- Adam, I., Walker, T. R., Bezerra, J. C., & Clayton, A. (2020). Policies to reduce single-use plastic marine pollution in West Africa. *Marine Policy, 116*, 103928.
- Agdal, R., Midtgård, I. H., & Meidell, V. (2019). Can asset-based community development with children and youth enhance the level of participation in health promotion projects? A qualitative meta-synthesis. *International Journal of Environmental Research and Public Health, 16*(19), 3778.
- Fanjoy, M., & Bragg, B. (2019). Embracing complexity: Co-creation with retired immigrant women. *Gateways: International Journal of Community Research and Engagement, 12*(1), ID-6342.
- Fitriawan, F., Rohmatulloh, D. M., Asfahani, A., & Ulfa, R. A. (2020). Pemberdayaan Ekonomi Pemuda Melalui Budidaya Jamur Tiram di Dusun Sidowayah, Kecamatan Jambon, Kabupaten Ponorogo. *Amalee: Indonesian Journal of Community Research and Engagement, 1*(1), 47–58.
- García, I. (2020). Asset-based community development (ABCD): Core principles. In *Research handbook on community development*. Edward Elgar Publishing.
- Genon, J., Mabunay, J., Opsima, J., Zamora, R., Repaso, J., & Sasan, J. M. V. (2022). Solutions and Strategies to Reduce Damaging Impact of Single-Use Plastic Bag in Toledo City. *Amalee: Indonesian Journal of Community Research and Engagement, 3*(1), 59–70.
- Gislason, M. K., Kennedy, A. M., & Witham, S. M. (2021). The interplay between

- social and ecological determinants of mental health for children and youth in the climate crisis. *International Journal of Environmental Research and Public Health*, 18(9), 4573.
- Hanifah, U., Alawiyah, P., & Agustin, A. (2020). Pengembangan Ekonomi Masyarakat Melalui Program Diversifikasi Olahan Makanan Berbahan Dasar Jagung di Desa Mategal Kecamatan Parang Kabupaten Magetan. *Engagement: Jurnal Pengabdian Kepada Masyarakat*, 4(2), 363–375.
- Hasanudin, C., Fitrinaingsih, A., Rosyida, F., & Noeruddin, A. (2021). Pelatihan Menulis Artikel untuk Jurnal Nasional Terakreditasi dan Mengirim Melalui Open Journal System (OJS). *Indonesian Journal Of Community Service*, 1(3), 549–555.
- Marchlewska, M., Cichocka, A., Łozowski, F., Górska, P., & Winiewski, M. (2019). In search of an imaginary enemy: Catholic collective narcissism and the endorsement of gender conspiracy beliefs. *The Journal of Social Psychology*, 159(6), 766–779.
- Nawawi, M., Ali, A., Irawan, B., Ahmad, B., Mukramin, S., Marsuki, N. R., ... Kaya, I. R. G. (2020). The village kalesang program as a poverty alleviation community. *International Journal of Scientific and Technology Research*, 9(3), 3103–3107.
- Nugroho, L., & Hidayah, N. (2020). E-commerce to improve homemaker productivity (women entrepreneur empowerment at Meruya Utara, Kembangan district, West Jakarta, Indonesia). *Amalee: Indonesian Journal of Community Research and Engagement*, 1(01), 13–24.
- Otto, E., & Dunens, E. (2021). Imparting the Skills Employers Seek: Community-Engaged Learning as Career Preparation. *Journal of Community Engagement and Higher Education*, 13(1), 39–56.
- Rizki, S. N., & Wahdah, N. (2022). Training of the Art Reading Al Qur'an of Sidomulyo Community at Tumbang Tahai Village. *International Journal of Community Engagement Payungi*, 2(1), 43–50.
- Solina, E., Rahmawati, N., & Igiyasi, T. S. (2022). Children's Rights In Public Spaces: Study Of Laman Boenda Park In Tanjungpinang City. *Amalee: Indonesian Journal of Community Research and Engagement*, 3(2), 467–477.
- Village, U. W., Walker, S. E., Bruyere, B. L., Grady, M., McHenry, A., Frickman, C., & Davis, W. (2020). Taking stories: The ethics of cross-cultural community conservation research in Samburu, Kenya. *Gateways: International Journal of Community Research and Engagement*, 13(1), 1–18.
- Wibowo, B. A., & Darsono, D. (2022). Community-Based Tourism Design to Develop

a Historical Tourism Village in Yogyakarta. *Amalee: Indonesian Journal of Community Research and Engagement*, 3(1), 123–138.