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THE IMPORTANCE OF VALUES EDUCATION AND ITS IMPACT ON CHARACTER DEVELOPMENT

Abstract. The aim of the present research is to investigate the importance of values education and its impact on character development. Values education is an educational approach that promotes character development and social awareness by teaching students ethical and human values. This type of education encourages students to become good people by helping them to adopt values such as empathy, tolerance, respect, responsibility, honesty, and justice.

Values education contributes to students' character development and helps them develop positive personal qualities. These qualities form an important basis for students to be successful in their social lives and careers. Through values education, students become conscious of having human values and make a positive contribution to society by reflecting these values in their lives.

Values education should be supported not only at school but also in the family and community. When families and communities also appreciate values education, it is more likely to help students internalize and practice values. Educators should play an active role in promoting the importance of values to students and supporting them in integrating values into their lives.

This study provides strong evidence that young people who are exposed to values education have increased awareness and sensitivity towards society, are more satisfied in their search for meaning in life, and have increased self-confidence. Moreover, they are observed to be more active in intra-group cooperation and have positive changes in their perceptions of themselves and society.

The qualitative data sources of the research on "The importance of values education and its effect on character development" consist of materials from the existing literature. In the evaluation of the findings, a descriptive interpretation method was preferred, thus it was aimed to make the analysis easy for the reader. The qualitative data was analyzed using the content analysis method.

Keywords: value, values education, responsibility, character, psychological characteristics.

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Құндылық туралы тәлім-тәрбиенің маңызы және оның мінез-құлықты дамытуға әсері

Аңдатпа. Зерттеу жұмысының мақсаты – құндылық жайлы тәлім-тәрбиенің маңыздылығын және оның мінез-құлықтың дамуына әсерін қарастыру. Құндылықтарға тәрбиелеу – бұл этикалық және адами құндылықтарды үйрету арқылы оқушылардың мінез-құлқын дамыту мен әлеуметтік санасына қолдау көрсететін білім беру тәсілі болып табылады. Білім берудің бұл түрі оқушыларды жақсы адам болуға шақырады, сонымен қатар оларға эмпатия, төзімділік, құрмет, жауапкершілік, адалдық және әділдік сияқты құндылықтарды ұстануларына көмектеседі.

Құндылықтарға тәрбиелеу оқушының мінез-құлқының дамуына ықпал етеді және олардың жеке тұлғалық жағымды қасиеттерін дамытуға көмектеседі. Бұл қасиеттер оқушылардың әлеуметтік өмірінде және мансабында жетістікке жетулері үшін бірден-бір негіз болып табылады. Құндылық туралы білім берудің арқасында оқушылар адами құндылықтарды біледі және осы құндылықтарды өз өмірінде көрсету арқылы қоғамға оң үлес қосады.

Құндылықтар туралы тәлім-тәрбиеге тек мектепте ғана емес, сонымен қатар отбасында, қоғамда да қолдау көрсетілуі керек. Егер отбасы мен қоғам құндылықтарды тәрбиелеуге мән берсе, бұл оқушыларға құндылықтарды көбірек қабылдауға және қолдануға көмектеседі. Педагогтар оқушыларға құндылықтардың маңыздылығын түсіндіруде және құндылықтарды олардың өміріне қалай енгізу керектігін қолдауда белсенді рөл атқаруы керек.

Бұл зерттеу жұмысы құндылық туралы білім алған жастардың қоғамға деген санасы мен сезімталдығын арттырып, олардың өмірлік маңызы бар ізденістерін қанағаттандырып, өзіне деген сенімділіктерін арттыра түседі, көпшілік ішінде белсенді болуға ықпал етеді және сондай-ақ өздеріне және қоғамға деген көзқарастары оңды түрде өзгереді. «Құндылық туралы тәлім-тәрбиенің маңызы және оның мінезді дамытуға әсері» жайлы зерттеу жұмысының деректер көзін қатысушы және бақылаушы ретінде жүргізілген сұхбаттар құрайды.. Қорытындыларды бағалау кезінде сипаттамалық интерпретацияға басымдық берілді, осылайша талдауды оқырманға ыңғайлы ету көзделді. Сапалық деректерді талдау үшін мазмұнды талдау әдісі қолданылды.

Кілт сөздер: құндылық, құндылықтар туралы тәлім-тәрбие, жауапкершілік, мінез-құлық, психологиялық ерекшеліктер.

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Значение обучения ценностям и его влияние на развитие характера

Аннотация. Цель исследования – изучить значение обучения ценностям и его влияния на развитие характера. Обучение ценностям – это образовательный подход, который поддерживает развитие характера обучающихся и их социализацию, прививая им этические и общечеловеческие ценности. Такой тип обучения побуждает учащихся быть хорошими людьми, помогая им принять такие ценности, как сочувствие, терпимость, уважение, ответственность, честность и справедливость.

Воспитание ценностей способствует развитию характера учащихся и их положительных личностных качеств. Эти качества являются важной основой успеха обучающихся в социальной жизни и их карьере. Благодаря такому воспитанию учащиеся принимают человеческие ценности и вносят позитивный вклад в жизнь общества, руководствуясь ими в своей жизни.

Обучение ценностям должно проводиться не только в школе, но и в семье, обществе. Если семьи и общество придадут большое значение воспитанию ценностей, это поможет учащимся лучше усвоить и применить ценности на практике. Преподаватели должны играть активную роль в разъяснении учащимся важности ценностей и их интеграции в реальную жизнь.

Данное исследование приводит доказательства того, что молодые люди, обучающиеся ценностям, повышают свое общественное самосознание и социализацию, находя ответы в своем поиске смысла жизни, повышается их уверенность в себе, усиливается участие во внутригрупповом сотрудничестве, а также в положительную сторону меняется их восприятие себя как члена общества. Источниками сведений для данного исследования являются интервью и собеседования, проведенные нами в качестве участника-наблюдателя. При оценке результатов отдавалось предпочтение описательной интерпретации, чтобы сделать анализ комфортным для читателя. Для анализа качественных данных использовался метод контент-анализа.

Ключевые слова: ценность, обучение ценностям, ответственность, характер, психологические особенности.

Introduction

Education should aim to facilitate academic achievement and foster positive character development. It is important to note that a child's success and character are shaped by both formal education received in schools and informal education gained through observations in their family and environment. Throughout history, the concept of education has focused on cultivating children to become virtuous individuals with high moral character. This objective has remained consistent from the past to the present.

There is a direct relationship between the concepts of education and character. Therefore, the teacher, as the most important actor in formal education, is expected to assume a leadership role in helping children develop their character. However, this is not always easy due to environmental factors, such as family, friends, and the child's surroundings, which also play a significant role in shaping their character. "Character" in the field of education encompasses all the positive developmental traits of an individual, including intellectual, emotional, social, and ethical aspects.

The term 'character' also expresses the subjectivity and uniqueness of the individual. Therefore, when evaluated according to intellectual, emotional, social, and moral criteria, it can also be defined as the elements that distinguish the individual from others. To raise each member of society as an individual with character, it is necessary for every individual in society, including families, to be a character educator. In this context, it is important for character educators to prioritize and highlight certain values that appreciated by society.

It is important to avoid introducing new content beyond these values. In the Turkish education system, children are taught the values such as respect, love, responsibility, justice, happiness, honesty, tolerance, goodness, simplicity, freedom, aesthetics, unity, hospitality, altruism, self-respect, self-confidence, loyalty, cooperation, sharing, patience, understanding, peace, diligence, helpfulness, generosity, open-mindedness, scientificity, modesty, cleanliness, reliability, chastity, self-control, belief in God, frugality, sensitivity, health, patriotism, family loyalty, solidarity, perseverance, empathy, keeping culture alive, independence and compassion in both family and school settings. Anderson defined character education in the most general sense, as the common name of the effort to help the new generation to gain basic human values, to create sensitivity to values and to transform them into behaviors through implicit or explicit programs [1]. As a matter of fact, it can be said that character education is actually the process of creating sensitivity to values, gaining values and turning them into behaviors. Therefore, the aim of values education is to transform what is accepted and valued in society into knowledge, skills and behaviors in the individual. In this context, it is also aimed to contribute to the development of the individual's personality development and human characteristics, to help him/her to be at peace with himself/herself and the society in individual and social terms, and to ensure that he/she becomes a good person in the light of moral values. Giving values to children is the common responsibility of the whole society. However, there is a serious misunderstanding about values education in our country. It is as if the work of imparting values to children should be done only at school and this task is the responsibility of the teacher alone. Neither the family, nor society, nor peer groups, nor media organizations, nor politicians, nor civil servants, nor workers, nor administrators have such a duty! The place and importance of all segments of society in values education is an indisputable fact. After briefly stating this situation, it is necessary to emphasize the role and importance of the teacher in values education, which constitutes the basis of this study. In character education, teachers can ensure that students develop research skills by having them conduct research studies, develop their reading and analytical thinking skills by having them read and discuss, and develop their thinking and writing skills by having them write essays and diaries. The duties of a teacher who is an exemplary role model in character and values education are being a role model, a guide, giving importance to cooperative learning, caring about individual differences, discovering student talents, developing problem solving skills, communication skills, reading and writing skills, using research skills, cooperating with the community and the family, being excited about what they do, disciplined, hardworking, principled and rule-based, practicing democracy, being responsible, valuing love and respect. Therefore, it is important for teachers to be aware of these role/model characteristics and to act with this awareness. Teachers' unconscious behaviors, their communication and interactions with students can shape a positive or negative behavior of students. Again, along with the values adopted by teachers, their feelings and thoughts can have an impact on students. Therefore, a teacher's ability to be a good model for students is proportional to having sufficient knowledge and skills in the field of values education. In this respect, the teacher should be able to be an exemplary role model with his/her own human values and demonstrate them through his/her practices. Teachers' actions carry more than their words. Students learn their values rather than what teachers say. The teacher has the maximum impact on the personality of the student during the school years when the student's personality is shaped. Therefore, teaching is not a job but a profession of behavior/attitude. In this sense, in order for students to acquire values in schools, teachers must first be aware of their own values and understand the importance of these values for students. Values are not innate, but rather learned through education and socialization. Education serves not only to develop an individual's academic and professional skills, but also to cultivate their character as a responsible and ethical member of society. The family, education, friends, and society, all play a role in shaping an individual's values and beliefs, which in turn contribute to the well-being and continuity of society. Today's education systems generally focus on developing the

cognitive aspect of the individual and often neglect the affective field. Therefore, values education is an essential component of an individual's affective education. The main focus of educational studies should be to develop both the cognitive and affective aspects of individuals in a balanced way, creating sensitivity to values and transforming them into behaviors. This will contribute to creating a more livable world. Families, schools, and society are responsible for raise individuals equipped with universal moral values, including basic human values [1].

However, one of the most significant educational problems of this century is the failure to transfer knowledge to new generations. In today's rapidly advancing world of technology and science, many problems arise for individuals and society. The belief that individuals can determine their own moral values has become more prevalent, particularly with the rise of individualism. However, this has led to an increase in social disharmony, selfishness, violence, terrorism, substance abuse, loneliness, socioeconomic injustice, and moral crises. As a result, societies are searching for solutions to these issues. The lack of values has a negative impact on various aspects of life, including family, economy, social life, and lifestyle. Therefore, the question 'how should values education be given?' is more relevant than 'is values education necessary?'. Different approaches, such as values education, character education, and moral education, are being explored to transfer societal values to the younger generations at various levels. It is hoped that by following these guidelines, we can overcome the crisis of values experienced by the modern world.

Values education is an umbrella term that encompasses spiritual, moral, social, and cultural education, as well as religious education, social education, multicultural education, cross-curricular themes, and common life experiences such as citizenship, environment, health, spiritual care, school ethics, extra-curricular activities, common worship/meeting, and school life as a learning community [2]. There are various definitions of values education, which covers a wide area. In its most general definition, values education enables individuals to realize and adopt various values, produce new values, and adopt them as a guide for themselves. The aim of values education is to contribute to the value formation process of individuals and help them build a satisfying life [3, p. 17]. Socialization is the process of transferring the dominant values of society to individuals. It is a purely objective process that does not involve any subjective evaluations.

Acquiring knowledge and skills alone does not guarantee the development of virtuous character. Neglecting spiritual, emotional, and moral growth can lead to an incomplete education. One of the primary objectives of education is to cultivate individuals with fundamental values and develop their mental, physical, and emotional skills. Education plays a crucial role in bringing about the anticipated changes in society. Therefore, it is unrealistic to expect individuals to acquire national and moral values without proper education. For this reason, many educators today consider the adoption of values that shape an individual's personality, way of thinking, perspective, and behaviour as a key topic in education. Educators consider values to be of great importance and use both direct and implicit educational programs to teach them to students [3, p. 21]. These programs aim to train qualified individuals that a nation needs.

The rapid developments in social, economic, political, scientific, and technological fields, along with the resulting social problems and crises, highlight the importance of qualified values education. Currently, the loss of cultural elements that guide human behavior and the prominence of daily values, or the deprivation of transcendental values, hinder a healthy existence for both individuals and society. This situation results in a variety of behaviors and tendencies that contradict social and individual values, creating a gap in meaning. The solution to these problems is effective and permanent values education. This task falls to schools, particularly in today's world where the family has lost its traditional function.

Research methods and materials

The effect of systematic values education depends on the interest of the family and the environment and the functionality of the education policy and curriculum. The initial phase of our

research involved discussing the identified fundamental concepts using the method of concept analysis and explanation. The relationships between these concepts were examined and evaluated in various related books, articles, written documents, and information using the method of document analysis.

Similar field studies were meticulously examined and all information was systematized in integrity by taking into account different perspectives. A descriptive interpretation was preferred in the evaluation phase of the findings, thus it was aimed to make the analysis easier for the reader. The content analysis method was used to analyze qualitative data.

Results

Values education

When explaining the concept of value, it is important to emphasize beliefs, dispositions, normal standards, and goals. Value refers to human attitudes towards desirable things, and can be considered as our judgments about ideal forms of behavior and life goals, as well as the criteria that guide our behavior. Value is a broad concept that refers to the principles guiding human behavior and relationships, as well as the standards shaping attitudes [4].

The concept of value as a sociological phenomenon is defined in terms of the criteria for the importance attached to individuals, groups, organizations, goals, and sociocultural objects. Values are principles of behavior that set standards for judging specific actions and goals. Values refer to the criteria internalised by members of society, which set generalised standards for specific and concrete behaviours within social norms [5, p. 226].

Values education emphasises the importance of human beings, adding individual gains to human identity and making sense of theoretical identity. It requires comprehensive planning and systematic implementation in educational institutions to make significant contributions to the conscious preparation of students for life, positive guidance of their mental and emotional development, and development of their perspectives [6, p. 91].

Values are structures that may change over time and according to needs. They can also change depending on the society and culture to which they belong. These characteristics highlight the dynamic and socialization-based nature of values. Fichter describes the social functions of values as tools for evaluating people's social relationships. The stratification system is facilitated by values that enable individuals to understand their position in society. Values direct individuals towards material objects that are deemed useful, motivating them to pursue them. Additionally, values assist individuals in selecting and fulfilling their social roles, while also making them cognizant of the expectations and obligations associated with these roles [5. 231]. Some explanations of the concept of value take a descriptive approach, emphasizing what it means to have value. According to this approach, anything that is useful, desirable, or liked by a person or group has value [7, p. 142].

Human behaviour is influenced by values. Individuals develop attitudes and behaviours based on their values. As a member of society, an individual cannot be considered separately from the group or institution contexts in which they live and acquire values that deeply affect their life. The social structure comprises basic institutions such as the economy, politics, family, law, education, and religion. Each of these institutions has its own set of values, which its members are expected to adopt [8, p. 1]. An individual adopts a value by accepting and experiencing its cognitive, affective, and psycho-motor dimensions. The cognitive aspect involves recognizing and comprehending values and knowing where to apply them. It is important to note that values should be evaluated objectively and without bias. The affective dimension includes acquiring judgments and emotional reactions, whether positive or negative. The psycho-motor dimension pertains to the stage where cognitive and affective learning is translated into behavior. To transform values into behaviors, both cognitive and affective aspects must be fully completed [9, p. 45].

Values can differ in the degree to which they influence personality and guide behavior. If we wish to rank values according to their function in influencing behavior, at one extreme are those values that are consciously accepted, internalized, and morally strongest. Violation of these values will arouse feelings of guilt and shame in the normal person. The person feels consciously obliged to consent to these values. These are good examples of religious and moral values. Less coercive values, such as matters of aesthetic taste and etiquette, represent the other extreme. The fact that these values are less influential does not mean that they cannot be followed. Individuals often follow them out of habit, without any sense of moral obligation [7, p. 148].

Spiritual and moral values are a set of universal and national values reflected in human qualities, moral actions, psychological personality abilities, personal, and human relations, contact with nature, and relations with society [10, p. 33]. According to K.A. Argynbaev, "Values are given as one of the most important things in the world for a person, arising from the relationship between a person and the world". In general, according to the author, the whole system of internal conditions (heredity, life experience, abilities, etc.) [11].

Character

When we talk about a person's character, we are talking about the inner world and spiritual state of a person based on the outer things that come from the inner world and manifest themselves outwardly. In a way, this means judging one's value system or character as a whole from the values that are manifested in one's actions and words. Character differs in this respect from the concept of value. While value refers to tendency or orientation, character also refers to movement and activity arising from knowledge and value [12, p. 6]. "A person with good character has the potential to be observed and appreciated by others because this quality is acquired as a result of certain tendencies and habits... The fact that a person has good character is known both to oneself and to others" [13, p. 14]. Köknel defines character as "the value placed by the environment on human physical, emotional and mental activity". If we define character as the value placed on a human activity by the environment, the relationship between values and the social moral system and character becomes clear. Accordingly, the character of an individual is composed of personal characteristics and the values of the environment. The harmonious blend of religious traditions, literary stories, wise sages, and the virtues propounded by people expressing common sentiments, which constitute the social heritage, determines the characteristics of society as a whole and influences the character of individuals [14, p. 20].

The individual develops his character and transforms his values into virtues, which are reliable inner dispositions that enable him to respond morally well to certain situations. Virtue is the individual's path to moral excellence in the dimensions of thought, emotion, and behavior. In this respect, character can be defined as a set of virtues formed by the individual's internalization of ingrained values in practice.

Adler refers to the importance of socialization in explaining character by defining it as "the various forms of expression that occur in the soul of a person in the face of the problems of life", but he highlights the individual's effectiveness and desire for prestige in this socialization process. According to Adler, character trait means the prominence of a certain spiritual expression in a person who tries to solve the tasks that life throws at him. Adler's approach to character differs from approaches that emphasize the connection of character with social values. He states that character is not only the internalization of social values but also a certain spiritual expression developed by the individual through his struggle with life, of which society is a part. Character traits, which are the external demonstration of the line of human movement, show how a person behaves in the face of his environment, relatives, in short, the problems of society and life. They are secondary and acquired means of achieving dignity, and together they constitute a method of life for the attainment of dignity, which is the main goal of personality [15, p. 183]. Kerschensteiner recognizes two qualities in the essence of character: Unity and solidity. These are necessary and at

the same time important conditions for character. Unity is a movement that is in agreement with itself. Instincts, needs and inclinations are directed in a single direction and present a unity. A person with these qualities is able to make decisions and implement them with determination.

Solidity, on the other hand, is nothing but the unity that is constantly maintained. The number of people with a unified and solid character is a minority. Most of the people belong to the group called plastic characters or amorphous people who behave according to the influences of other people, events, and the environment, or to the group of unstable people whose reactions are not stable [16, pp. 39–41].

Defining character requires contact with various fields such as psychology, sociology, metaphysics, religion, and ethics. Thus, there are many definitions in the literature. These definitions often emphasize the fact that character is a relatively permanent and behavior-oriented state that is rooted in the soul, that its development depends on interaction with the socialization process, the individual's attitude to the outside world, and the way in which a person presents him/herself. The source of the difficulties encountered in understanding the concept of character can be seen in the fact that it is a concept related to different disciplines, as well as the use of many other concepts related to human personality without fully clarifying their relationship with character. Concepts such as personality, temperament, self, and temperament, whose relations with character will be examined mutually below, are among these concepts. Understanding these concepts will contribute to the clarification of the meaning of the concept of character. The development of character takes place depending on the environments in which the individual lives from birth. These environments determine the direction in which the character of the individual will develop with the learning opportunities they offer to the individual. Factors such as the family, which is the most effective factor in shaping the character of the individual in the first five-six years of life, the school, which is the first socialization environment of the child after the family, and the environment of friends, which take precedence over these factors in later ages, are evaluated in this context.

The quality of teaching is very important for the internalization of values. At this point, it is possible to acquire and internalize values through enriched curricula, the teacher's presentation of the values to be acquired to the students within the framework of the role model principle, the indirect use of discipline, and the provision of appropriate social environments where values can be kept alive. Thus, the desired behavior is revealed naturally. The development of one's self-understanding, self-regulation ability, and commitment are important indicators of internalization. When acceptable behaviors are produced from internal factors, it is observed that the internalization of values is achieved. Grusec and Goodnow define this as a desire to self-regulate. [17].

Values education also contributes to the development of the individual's sense of responsibility and prevents him/her from exhibiting behaviors such as aggression, anger, irresponsibility, causing harm, being vindictive towards society, etc. On the contrary, it helps the individual to develop a compassionate, merciful, loving, helpful, peace-loving, repentant, apologetic, and tolerant personality and to display behaviors in this direction [18, p. 111].

In his study on the effect of values education on students' academic achievement, self-development, and socialization levels, İşcan found that students had more awareness about knowing themselves, internalizing social rules, norms, and values, maintaining healthy relationships and protecting them thanks to values education than students who were not exposed to values education [19]. However, he also stated that obtaining efficient results from the studies on values education and thus raising "good people" depends on the integration of these studies with other courses, ensuring the voluntary support of the participants and the appropriate and planned use of various approaches adopted in values education. Acquiring the determined values and acting by adopting these values will positively improve the relations of people in the society with each other and move

the society forward. Paying attention to behaving in accordance with the characteristics of values in relations between people will prevent some disturbing deterioration in society.

Since the concrete manifestations of the internalization of values will be seen in social relations, it is important that the individual is encouraged to behave in a socially acceptable manner and that he/she is appropriately directed and motivated towards social life. This is where the teaching approach is important. For an integrated approach to the development of skills and values in the classroom, it is necessary to pay attention to some educational policy guidelines recommended for an integrated approach. In this regard, Young stressed that open and self-communication in the classroom environment, enabling students to understand themselves, understanding students' past experiences, indirect discipline techniques, and a consistent attitude are other important issues that will help the acceptance and internalization of values [20]. In this regard, Savage pointed out the importance of teachers respecting their students, being honest, being consistent with all their students, considering their maturity level, and knowing their cultural background and values in terms of values education [21].

The contribution of values education to students' character development:

- Increases self-confidence and self-esteem: Values education increases students' courage and confidence to do the right thing. Moral values in education increase students' self-esteem and self-confidence.

- Gain ethical decision-making skills: Values education enables students to develop the ability to make the right decisions when faced with ethical problems. Ethical values help students to distinguish between right and wrong.

- Develops responsibility and work ethics: Values education supports students in taking responsibility and developing work ethics. Students acquire the habit of fulfilling the assigned tasks on time and in an organised manner.

- Strengthens empathy and communication skills: Values education enables students to develop empathy and effective communication skills. In this way, students have the ability to understand other people's feelings and establish healthy relationships with them.

- Develops a sense of social responsibility: Values education gives students a sense of social responsibility. Students develop a desire to be sensitive to and contribute to society and the environment.

Discussion

In values education, it is more likely to achieve results if the content is designed around skills and values rather than being filled with subject content. Avoiding unnecessary instruction and encouraging participation through enjoyable activities are other important aspects of sustainability. Individual, social, cultural, universal, and moral factors are of great importance in the systematic implementation of values education. It is of great importance that the values to be determined by considering these factors should be programmed and taught according to the development levels and interests of the students [6, p. 90].

Another important way in which values education makes sense in terms of character development is through the principle of vitality. Teachers try to help students with real-life experiences by bringing case studies into the classroom to find solutions to real-life problems. Of course, experts in curriculum and textbook writing have an important role to play here: They should ensure that positive models of peacemaking, responsible relationships, citizenship behavior, care for the environment, etc. are provided on a personal and national level. This can be done through factual stories in science, social studies, mathematics, etc. textbooks, as well as through factual or fictional stories in language classes. Higher-level concepts such as peace, citizenship, human rights, and health protection should be developed not only at the knowledge level but also as a complex that includes cognitive, affective values, social, and psychological dimensions. These concepts, as

well as other ideas and sub-concepts derived from them, should be formed in a structure that includes multiple dimensions such as active listening, empathy, discussion, and personal responsibility [19, p. 72].

Conclusion

Values education is a lifelong process of learning, teaching, and practice. Values education is character education. The aim of this education is to raise generations with strong character. The school has a great influence on values education. In societies where values education is adopted, individuals are at peace with themselves. The academic level is high. This situation reflects positively on individuals and their environment. Morale and motivation values increase in societies where values education is adopted, thus increasing tolerance between generations.

As a result, values education in education makes a significant contribution to students' learning of ethical values, character development, and awareness of social responsibility. Values education is a valuable educational approach that aims to develop students as individuals who are equipped with ethical values, have empathy, and are in line with the values of society, beyond academic achievement.

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