

DESIGNING VALUE-INTEGRATED LESSON PLANS

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ABSTRACT

Integrasi nilai dalam rencana pelaksanaan pembelajaran (lesson plan) menjadi semakin penting dalam pendidikan modern karena sekolah tidak hanya dituntut untuk meningkatkan prestasi akademik siswa, tetapi juga mengembangkan karakter, moralitas, dan tanggung jawab sosial mereka. Tinjauan pustaka ini bertujuan untuk mengeksplorasi konsep perancangan lesson plan yang terintegrasi nilai, mengidentifikasi strategi integrasi nilai dalam pembelajaran di kelas, serta mengkaji tantangan dan manfaat yang dibahas dalam penelitian-penelitian sebelumnya. Penelitian ini menggunakan metode kajian pustaka naratif dengan menganalisis artikel dan publikasi pendidikan yang relevan dari berbagai database seperti Google Scholar, ERIC, dan Scopus. Hasil kajian menunjukkan bahwa integrasi nilai umumnya mencakup nilai moral, religius, sosial, dan lingkungan, sementara strategi implementasi yang efektif meliputi pembelajaran berbasis diskusi, pembelajaran berbasis proyek, kegiatan refleksi, dan storytelling. Tinjauan ini juga menemukan beberapa tantangan, seperti keterbatasan pelatihan guru, kurangnya panduan pembelajaran, serta kesulitan dalam menilai hasil pembelajaran berbasis nilai. Meskipun demikian, literatur secara konsisten menunjukkan bahwa lesson plan yang terintegrasi nilai memberikan dampak positif terhadap perkembangan karakter siswa, keterlibatan belajar, kerja sama, dan kemampuan berpikir kritis. Kesimpulannya, perancangan lesson plan yang terintegrasi nilai memiliki peran penting dalam menciptakan pengalaman belajar yang bermakna dan holistik. Tinjauan ini merekomendasikan perlunya dukungan yang lebih kuat dari guru, pengembang kurikulum, dan penelitian selanjutnya terkait implementasi praktis serta metode penilaian pembelajaran berbasis nilai.

Kata kunci: Rencana Pembelajaran Terintegrasi Nilai, Pendidikan Nilai, Pendidikan Karakter, Desain Kurikulum, Pembelajaran di Kelas.

ABSTRAK

The integration of values into lesson plans has become increasingly important in modern education because schools are expected not only to improve students' academic achievement but also to develop their character, morality, and social responsibility. This literature review aims to explore the concept of designing value integrated lesson plans, identify strategies for integrating values into classroom instruction, and examine the challenges and benefits discussed in previous studies. This study employs a narrative literature review method by analyzing relevant articles and educational publications from databases such as Google Scholar, ERIC, and Scopus. The findings indicate that value integration commonly includes moral, religious, social, and environmental values, while effective implementation strategies involve discussion-based learning, project-based learning, reflective activities, and storytelling. The review also reveals several challenges, including limited teacher training, lack of instructional guidance, and difficulties in assessing value-based learning outcomes. Despite these challenges, the literature consistently demonstrates that value-integrated lesson plans contribute positively to students' character development, engagement, collaboration, and critical thinking skills. In conclusion, designing value-integrated lesson plans plays an important role in creating meaningful and holistic learning experiences, and this review suggests the need for stronger support from teachers, curriculum developers, and future research regarding practical implementation and assessment methods.

Keywords : *Value-Integrated Lesson Plans, Values Education, Character Education, Curriculum Design, Classroom Instruction.*

A. Introduction

Education is not only aimed at improving students' academic achievement but also at developing their moral character, social attitudes, and ethical awareness. In the current educational era, schools are expected to prepare students to become responsible individuals who are able to interact positively within society. Nevertheless, many learning practices still emphasize cognitive outcomes

and academic performance more than students' character formation. Consequently, various problems such as lack of discipline, weak social responsibility, intolerance, and low empathy among students continue to become important concerns in education.

To overcome these issues, the integration of values into classroom instruction has become increasingly important.

One of the most effective ways to implement value education is through lesson planning. Designing value-integrated lesson plans refers to the process of embedding moral, social, and character values into learning objectives, instructional materials, teaching methods, classroom interaction, and assessment activities. According to Djamdjuri et al. (2022), integrating character education into classroom instruction helps students strengthen both academic competence and positive behavior simultaneously. Therefore, lesson plans should be designed not only to achieve educational targets but also to encourage students' moral and social development.

The integration of values into lesson plans is essential because classroom learning provides direct opportunities for students to practice positive values in authentic situations. Through activities such as group discussions, collaborative projects, reflective learning, and problem-solving tasks, students can learn responsibility, cooperation, honesty, respect, and empathy while participating actively in the learning process. Suradika et al. (2023) explain that value-

integrated learning can create meaningful educational experiences that support students' character development and social awareness. Thus, integrating values into lesson planning can help teachers build more engaging and humanistic learning environments.

In language learning classrooms, value integration becomes particularly relevant because language learning naturally involves communication, interaction, and intercultural understanding. Language learning activities encourage students to express ideas, appreciate others' opinions, and communicate appropriately in social contexts. According to Ubadah and Fatimah (2023), integrating character values into language instruction can improve students' communication skills while also strengthening ethical behavior and interpersonal competence. Therefore, language classrooms provide valuable opportunities for implementing value-integrated learning practices.

Although studies related to character education and value integration have grown significantly in recent years, discussions specifically focusing on the design of value-

integrated lesson plans are still limited. Most previous studies mainly discuss classroom implementation of character education in general learning activities without comprehensively examining how values can be systematically integrated into lesson plan components such as learning objectives, materials, instructional methods, classroom activities, and assessment. Furthermore, many teachers still encounter challenges in applying value integration due to limited pedagogical understanding, lack of training, and difficulties in assessing students' character development (Budiyono et al., 2024). As a result, a comprehensive literature review discussing the theoretical foundations and practical strategies of designing value-integrated lesson plans is still needed.

This article aims to review and analyze previous literature related to designing value-integrated lesson plans in educational settings, especially in language learning contexts. Specifically, this review seeks to identify the theoretical foundations of value-integrated instruction, explore strategies for integrating values into lesson planning, analyze challenges faced by teachers,

and discuss the pedagogical implications of value-based lesson planning.

The contribution of this article lies in its focus on lesson planning as a practical medium for integrating moral and character values into classroom instruction. Unlike previous studies that mainly emphasize classroom implementation, this article highlights how educational values can be systematically incorporated into the planning process of teaching and learning.

Therefore, this review is expected to provide useful insights for teachers, curriculum developers, and future researchers interested in character education and value-integrated learning.

B. Research Methode

This study employed a qualitative research design using a literature review approach. The research concentrated on gathering, examining, and synthesizing various sources of literature related to the design of value-integrated lesson plans in educational contexts. The data sources included journal articles, scholarly books, conference papers, and previous studies associated with value integration, character education,

instructional planning, teaching strategies, and language learning.

The study utilized a narrative literature review method because this approach allows the researcher to investigate theories, classroom practices, and educational issues related to the incorporation of moral and character values into lesson planning and instructional activities. The search process used keywords such as “value-integrated lesson plans,” “Values Education,” “character education,” “Curriculum Design,” and “Classroom Instruction”.

In addition, the collected data were analyzed descriptively and thematically to identify major concepts, theoretical perspectives, instructional approaches, advantages, and challenges associated with designing value-integrated lesson plans. The analysis emphasized several instructional components, including learning objectives, teaching materials, classroom activities, instructional methods, and assessment strategies. Through this method, the study seeks to provide a deeper understanding of how moral and character values can be effectively integrated into

lesson planning and classroom learning processes.

C. Result and Discussion

Result

The findings from the reviewed literature indicate that value-integrated lesson plans play an important role in supporting both academic achievement and character development. The reviewed studies consistently show that integrating values into instructional objectives, learning materials, classroom activities, and assessment can create more meaningful and holistic learning experiences for students. These findings suggest that lesson plans should not only focus on cognitive outcomes but also promote students’ ethical awareness, responsibility, cooperation, and social skills. The literature generally supports the idea that successful value integration requires systematic instructional planning rather than merely adding moral messages during classroom implementation. The findings also reveal that collaborative learning, reflective activities, and student-centered approaches are among the most commonly recommended strategies for implementing value integration effectively. These approaches encourage students to actively participate in learning while simultaneously practicing positive values through social interaction and meaningful experiences. Furthermore, language learning contexts appear particularly suitable for value integration because communication activities

naturally involve interaction, empathy, cooperation, and intercultural understanding. These findings demonstrate that value integration can support both linguistic competence and character formation simultaneously. The literature additionally reveals several challenges related to implementing value-integrated lesson plans. Common challenges include limited teacher understanding, difficulties in assessing character development, curriculum pressure, limited instructional time, and insufficient institutional support. Although many studies acknowledge the importance of value integration, practical guidance for systematically designing value-integrated lesson plans remains relatively limited. These findings indicate that additional support and instructional frameworks are still needed for teachers. The reviewed studies generally agree that value-integrated lesson planning contributes positively to students' holistic development while simultaneously presenting practical challenges for classroom.

Discussion

The findings suggest that value-integrated lesson plans have become increasingly important in modern educational contexts because learning objectives are no longer limited to academic achievement alone. The reviewed literature demonstrates that integrating moral, social, and character values into instructional planning can create

learning experiences that are more meaningful, interactive, and relevant to students' real-life situations. These findings support constructivist perspectives which argue that students learn more effectively when they actively participate in collaborative and reflective learning activities. The dominance of collaborative learning, project-based learning, discussion activities, and reflective practices found in previous studies indicates that values are more successfully internalized through active participation rather than passive instruction. These findings also strengthen the argument that value integration should be implemented systematically throughout lesson planning rather than appearing only during classroom activities. The findings further indicate that language learning provides strong opportunities for value integration because communication activities naturally require cooperation, respect, empathy, and social interaction. Therefore, language instruction can function not only as a medium for developing linguistic competence but also as a space for strengthening ethical communication and interpersonal skills. However, despite the positive findings, the literature reveals several inconsistencies and practical difficulties. Many teachers continue to prioritize curriculum completion and academic targets because of limited classroom time and heavy instructional demands. Assessment also remains problematic because measuring

character development is considerably more complex than measuring cognitive achievement. These findings indicate that successful implementation requires not only instructional strategies but also institutional support, teacher training programs, and practical assessment frameworks. Moreover, the literature review identifies important gaps that still require further investigation. Existing studies primarily focus on classroom implementation while relatively few studies specifically examine how values are systematically integrated into lesson plan components. Research exploring long-term impacts of value-integrated lesson plans on students' academic achievement and character formation also remains limited. Therefore, future studies should focus on developing practical models, instructional frameworks, and assessment procedures that can support more effective implementation of value-integrated lesson planning across educational contexts.

E. Conclusion

This literature review concludes that value-integrated lesson plans are an essential component of contemporary education because they support both academic achievement and students' character development. The reviewed studies consistently

show that integrating values such as honesty, responsibility, cooperation, empathy, discipline, and respect into lesson planning contributes to more meaningful, holistic, and student-centered learning experiences. These values can be effectively embedded through well-designed learning objectives, instructional materials, classroom activities, and assessment strategies that encourage active participation and reflection.

The review also highlights that value integration is most effective when supported by student-centered approaches such as collaborative learning, project-based learning, and reflective activities. However, its implementation is still challenged by limited teacher readiness, difficulties in assessment, and the absence of clear practical guidelines. Therefore, value integration cannot be separated from teachers' pedagogical competence and institutional support in curriculum implementation.

This study contributes by providing a focused synthesis on how values can be systematically integrated into lesson plan design, rather than only examining classroom implementation. It emphasizes that lesson planning is a key

foundation in ensuring that character education is embedded intentionally and consistently in teaching and learning processes.

Based on these findings, it is recommended that teachers receive continuous professional development on value-integrated instruction and lesson planning. Educational institutions should also provide structured guidance, training programs, and collaborative platforms such as professional learning communities to support teachers. Furthermore, future research is encouraged to develop practical models and assessment tools for evaluating the effectiveness of value-integrated lesson plans in various educational contexts.

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