

CHARACTER EDUCATION FOR 21ST CENTURY GLOBAL CITIZENS



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PROCEEDINGS OF THE 2ND INTERNATIONAL CONFERENCE ON TEACHER EDUCATION
AND PROFESSIONAL DEVELOPMENT (INCOTEPD 2017), 21–22 OCTOBER 2017,
YOGYAKARTA, INDONESIA

Character Education for 21st Century Global Citizens

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 **Routledge**
Taylor & Francis Group

LONDON AND NEW YORK

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Typeset by V Publishing Solutions Pvt Ltd., Chennai, India

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Published by: CRC Press/Balkema
Schipholweg 107C, 2316 XC Leiden, The Netherlands
e-mail: Pub.NL@taylorandfrancis.com
www.crcpress.com – www.taylorandfrancis.com

ISBN: 978-1-138-09922-7 (Hbk)
ISBN: 978-1-315-10418-8 (eBook)

Table of contents

Preface	xi
Acknowledgement	xiii
Organizing committees	xv
<i>Values for 21st century global citizens</i>	
Moral and citizenship education in 21st century: The role of parents and the community <i>W. Veugelers</i>	3
How to control hate speech and hoaxes: Character language for character citizens <i>J. Jumanto</i>	13
Can students develop self-regulated learning through worked examples? <i>S. Nurhayati, E. Retnowati & Y.A. Alzuhdy</i>	21
Presenting Indonesian character in English language teaching materials: Is it possible? <i>S. Sudartini</i>	29
Questioning western character hegemony in Indonesian aesthetics books <i>K. Kasiyan</i>	35
Constructing global citizenship: Kindergarten and primary schoolteachers' understanding of globalization and education <i>H. Yulindrasari & S. Susilowati</i>	43
The seafarers' characters standard for international shipping industry <i>W. Pratama, P. Pardjono & H. Sofyan</i>	49
<i>Preparing teachers for integrated values education</i>	
The importance of Halal education in forming the civilized and exemplary global citizen <i>B. Kartika</i>	59
Online learning as an innovative model of Teachers' Professional Development (TPD) in the digital era: A literature review <i>W. Wuryaningsih, M. Darwin, D.H. Susilastuti & A.C. Pierewan</i>	69
The practice of early childhood musicality education in Germany <i>L. Kurniawati</i>	79
Constraints on the physics practicum for visually impaired students in inclusive junior high schools <i>J. Arlinwibowo, H. Retnawati & R.G. Pradani</i>	83
Teachers' intention to implement instructional innovation: Do attitudes matter? <i>B. Basikin</i>	91

Developing social care and hard work characteristics through a service learning program: A case study of a natural resource management course <i>I. Y. Listyarini & L. D. Handoyo</i>	459
Design of a learning environment for children's basic character development <i>R. Mariyana, A. Listiana & B. Zaman</i>	467
The effect of science fair integrated with project-based learning on creativity and communication skills <i>I. D. Tantri & N. Aznam</i>	473
Water safety as preventive action and for child character behavior development in aquatic learning <i>E. Susanto</i>	481
The implementation of integrity values in the elementary schools: Problems and potential solutions <i>S. Rahmadonna, Suyantiningsih & R. A. Wibowo</i>	487
Intellectual character in the learning of musical interpretation as an enhancement of 21st-century skills <i>A. N. Machfauzia</i>	493
Fostering students' character of patriotism and critical thinking skills <i>R. Yo, N. Sudibjo & A. Santoso</i>	499
Improving character education through industrial ethics using a model of private sector cooperation <i>M. Khairudin, K. I. Ismara & S. Soeharto</i>	511
An exercise model to develop the biomotor ability of endurance in teenage martial arts athletes <i>N. A. Rahman & S. Siswantoyo</i>	517
Implementation of a work-based learning model to improve work attitudes and learning achievements of students in vocational education <i>D. Rahdiyanta & A. Asnawi</i>	525
Culture-based character education in a national character education course <i>D. Kumalasari</i>	533
Developing the culture of quality in learning: A case study in Indonesia <i>A. Ghufron</i>	543
Character education in Indonesian English as a Foreign Language (EFL) textbooks: Does it still exist? <i>S. D. Amalia</i>	549
Profile of student character on discipline behavior and cleanliness culture in higher education <i>M. Mutaqin</i>	555
The implementation of a local wisdom-based character education model in primary schools in Bantul, Yogyakarta <i>R. Rukiyati, L. Hendrowibowo & M. Murtamadji</i>	561
The strengthening of multicultural values within civic learning: How do teachers make it work? <i>S. Samsuri & S. Suharno</i>	569

The strengthening of multicultural values within civic learning: How do teachers make it work?

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ABSTRACT: This study aimed to elaborate the understanding and experience of civic education teachers when they implemented multicultural values in the *Bhinneka Tunggal Ika* (Unity in Diversity) concept, which is one of the main subjects of *Pancasila* and civic education (*Pendidikan Pancasila dan kewarganegaraan*, PPKn) in Indonesian schools. The strengthening of multicultural values becomes a necessity in the formation of civic competences. This research involved teachers of civic education in two junior high schools in Yogyakarta, Indonesia. They were trained to use the civic competence development model which was developed by the research team. The results found that, firstly, the teachers understood the academic content of developing citizenship competence in the curriculum year 2013, which is stated in the subject of PPKn in the schools. The model covered the aspect of civic attitude/disposition, knowledge and skill competences. Secondly, the values of nationalism and the teachings of local wisdom in multicultural societies have been implemented by teachers as the main subject of PPKn in schools with various innovations in their respective schools. Some problems exercising the model program are discussed.

1 INTRODUCTION

The diverse nationalism and statehood of Indonesia encourages the importance of developing citizenship competencies in the students' experiences based on national values and local wisdom developed through school. Following the findings of Suharno, et al. (2013a) studies on the model of peace building resolution in a multicultural society, civic competence should develop peaceful means for any conflicts that may arise. Similarly, the ways local communities such as Sampit and Poso resolve conflicts in multicultural communities by using local wisdom (Suharno et al., 2013b), should be used as a model of competence development of citizenship in the teaching of citizenship education (civics) in schools.

The study by Samsuri and Marzuki (2016) elaborated on the needs of character formation of the civic multicultural Madrasah Aliyah, especially in Yogyakarta. Its development based on the pillars of national according to the People's Consultative Assembly (*Majelis Permusyawaratan Rakyat*, MPR). That study shown the formation of the multicultural citizenship character seemed a number of good practices in school. In line with the intention of Miller-Lane, et al. (2007), the competence of multicultural citizenship can be developed through a variety of studies such as social studies learning which includes topics such as civic education in the United States. Thus, teachers are expected to prepare students to face the life of a global community in a multicultural society.

Maximally achieving components of citizenship competence in learning civics is expected to reduce the underestimate on strategic position of civics as one of the compulsory subjects from primary education to higher education. Along with the complexity of national and state life in Indonesia entering the reform era, the component of citizenship competence as an indicator of the success of civic curricular programs in schools needs to make national values and local wisdom contextually. Task of civics as the forming of good citizen character need civics teachers who are competent and skilled.

Competence development of citizenship based on national values and local wisdom in multicultural communities in schools is backed by a number of research results (Samsuri, 2010; Pawiroputro, et al., 2010; Samsuri, 2011; Suharno, et al., 2013a; Suharno, et al., 2013b; Samsuri & Marzuki, 2016). From the research findings, there are a number of important vertices in the roadmap to this study.

Competence citizenship became the principal aspect of the components of successful achievement of learning citizenship education in schools that cannot be separated from the paradigm shift of the curricular program in Curriculum 2006 (known as Unit Level Curriculum, *Kurikulum Tingkat Satuan Pendidikan*, KTSP). The 2006 curriculum also generally views the importance of competence as a differentiator from the previous curriculum, thus known as the Competency Based Curriculum (CBC). On the other hand, Curriculum 2013 has provided academic and pedagogical opportunities to establish citizenship competencies. The subjects of *Pancasila* and Citizenship Education (PPKn) as one of the compulsory subjects in elementary to secondary education as set forth in the curriculum document of 2013, have a role and strategically equip citizenship competence for the learners.

Components of civic competence introduced in civics (*Pendidikan Kewarganegaraan*, PKn) (Curriculum 2006) and PPKn (Curriculum 2013) are in line with the new paradigm of civic education that has developed since the end of the cold war in some democratic countries in the world. For the Indonesian context, acknowledged or not, the influence and role of Center for Civic Education (CCE), Calabasas, California, USA, introducing the concepts and components of citizenship competence is essential in civic education studies. Components of CCE's civic competence include: civic knowledge, civic skills and civic dispositions (Samsuri, 2011).

However, understanding of the importance of achieving the competence of citizenship by some teachers of PKn/PPKn still encounter obstacles. For example, in the research by Pawiroputro, et al. (2010) on the junior high school's civics teachers in Sleman, Yogyakarta, some complain of difficulty translating basic competencies civics lesson at secondary school level (Curriculum 2006). On the other hand, the civics teachers in Madrasah Aliyah throughout Special Region of Yogyakarta Province have optimized the achievement of civic competency especially through curricular program of civics subject with the national values based in the national pillars of the MPR version along with the religious values (Samsuri & Marzuki, 2016).

As explained in the preceding paragraph, this paper elaborates on a number of important components of citizenship competence in the study of civic education in multicultural societies. Theoretically, the components are spelled out from various perspectives of academic and pedagogical studies. In addition, the discussion will touch on the importance of funding the values of nationality and local wisdom as the content of the mastery of citizenship competence of learners with diverse backgrounds of life, especially the implementation of curriculum programs PKn/PPKn in both curricula (Curriculum 2006 and Curriculum 2013) in schools.

2 LITERATURE REVIEW

2.1 *Multicultural values based national pillars*

The concept of the "Pillars of Nationality" of Indonesia or fully known as the "Four Pillars of Nationality and State Life" (General Secretariat of the People's Consultative Assembly, 2012) was massively promoted by the People's Consultative Assembly from 2009–2014. The four pillars according to People's Consultative Assembly (MPR) include Pancasila, the 1945 Constitution of the Republic of Indonesia, the Unitary State of the Republic of Indonesia and *Bhinneka Tunggal Ika*. Although, there is a debate about the position of *Pancasila* which is one of the pillars because *Pancasila* is the foundation of the state, but MPR RI insists on appointing *Pancasila* as one of the four pillars of nation and state (Samsuri, 2012).

In practice, the pillars were promoted by the MPR through a number of television media, newspapers and online. In this research, the values of multicultural citizenship character devel-

oped following to the guidebook on the four pillars. According to the MPR, the reason for the importance of the four pillars is that the constitutional mandate that it embodies as the embodiment of the spirit of the Indonesian family. It has the responsibility to strengthen the fundamental values of national and state life. To that end, the MPR performs its tasks by providing an understanding of the noble values of the nation contained in *Pancasila*, the 1945 Constitution of the State of the Republic of Indonesia, the Unitary State of the Republic of Indonesia and *Bhinneka Tunggal Ika* to the community, known as the Socialization of the Four Pillars of Nation and State Life (Secretary General of MPR Republic of Indonesia, 2012, p. v).

2.2 *Multicultural values based local wisdom*

There are a number of explanations of “local wisdom”. The term “local wisdom” is often paralleled as an English translation of the compound “local wisdom”. This is often defined as “a local cultural treasure that contains a life policy, a way of life, that accommodates wisdom and living wisdom” (Suyatno, 2011). With this understanding, local wisdom can be a moral or ethical teaching that is taught from generation to generation through oral literature such as proverbs, folklore and manuscripts (Suyatno, 2011).

The special region of Yogyakarta in which the study was conducted also has a number of local wisdoms instituted through a regulation in the form of provincial level regulations. Article 2, paragraph (2), of the Provincial Regulation of the Special Territory of Yogyakarta No. 5, Year 2011 on the Management and Implementation of Cultural Based Education mentioned a number of noble values of culture as follows: honesty; modesty; order/discipline; decency; courtesy/politeness; patience; cooperation; tolerance; responsibility; justice; concern; confidence; self-control; integrity; hard work/tenacity/perseverance; accuracy; leadership and/or toughness (Special Region of Yogyakarta Province, 2011b).

The noble values as a form of local wisdom in the special region of Yogyakarta are used as “Yogyakarta Cultural Values”. The values are mobilization of all resources (*golong gilig*), integrated (*sawiji*), the persistence and hard work (*greget*), accompanied by confidence in action (*sungguh*), persistent of any risk (*ora mingkuh*) (Article 1, point (2) of Provincial Regulation No. 4 of 2011 in Special Region of Yogyakarta Province, 2011a).

Thus, the local wisdom in this research is the cultural values of the Yogyakarta Special Region that are institutionalized both culturally and structurally. This local wisdom should be adapted in the formation of citizenship competency curricular programs in schools, whether in certain subjects such as PPKn/PKN or other subjects such as history, sociology of anthropology and religious education.

3 METHODS

This research study, funded by the Ministry of Research and Higher Education, in the Post-graduate Research Team (PTP) research scheme, uses a research and development model. In this study, the development is done by: (1) identifying the need of the civic competency development model based on the national values and local wisdom of the multicultural community in the schools throughout Yogyakarta; (2) photographing the experience of the civic competence development model based on the values of nationality and local wisdom of the multicultural community in a school in Yogyakarta; (3) designing a model of citizenship competency development based on the values of nationality and local wisdom of the multicultural society in Indonesia through school programs; and, (4) producing a civic competency development model based on the values of nationality and local wisdom of multicultural societies in Indonesia through schooling programs. Methods of data collection included focus group discussion (FGD) with a number of civics teachers and academics about the components of citizenship competence and experience of good development in schools.

Along with these development steps, research students, who are members of the PTP Grant, also implemented the results of learning civics in one or all components of citizenship competence submitted by a number of experts.

4 RESULTS

This research yielded quantitative and qualitative data. Quantitative data were derived from a survey on the need for developing citizenship competency in a FGD with teachers of PKn/PPKn, Teacher Consultative of Subject (*Musyawarah Guru Mata Pelajaran*, MGMP) in secondary schools (*Sekolah Menengah Pertama*, SMP), and senior high school (*Sekolah Menengah Atas*, SMA) and vocational schools (*Sekolah Menengah Kejuruan*, SMK). These data were developed as material for developing the civic competence development model based on the national values as contained in the Basic Competency Document on the Subject of Curriculum 2006 and Curriculum 2013 in secondary school to senior high school. The national values are derived from the four national consensus introduced by the MPR RI as "The Four Pillars of National and State Life", namely *Pancasila*, the 1945 Constitution of the Republic of Indonesia, *Bhinneka Tunggal Ika* and the Unitary State of the Republic of Indonesia. Components of civic competence include knowledge, attitudes and civic skills.

Qualitative data were in the form of verbatim data from identification of competency components of citizenship that are contained in the Basic Competency of the PPKn' Curriculum 2013 in secondary to senior high school. In addition, the experience of the teachers of PPKn in secondary to high school outlined the national values that are the subject matter in Curriculum 2013. The subject of PPKn is described as the "good practices" part of each teacher in establishing the citizenship competence of the learners.

The results of the survey and FGD seem that teachers have developed in such a way in the PPKn interpretation civic competence development component of the document Curriculum 2006 and Curriculum 2013. Contextualizing competence development aspects of national values developed from PPKn subject matter includes the study of *Pancasila*, the 1945 Constitution of the Republic of Indonesia, *Bhinneka Tunggal Ika* and the insight of the Unitary State of the Republic of Indonesia.

Specifically, teachers felt that the PPKn' Curriculum 2013 makes it easier for them to develop the competency component of citizenship and content of their studies with national values and local wisdom. The Curriculum 2013 confirms that the PPKn subject (together with religious education and character) has described in detail the components of its basic competence that aligns with the three civic domain competences, namely civic knowledge, civic disposition and civic skills.

Aspects of multicultural values developed from the pillars of nationality and local wisdom. They translated as contents of competence that must be achieved by students in civic learning. Starting from unity and national unity material to globalization materials, all equip the learners with national and state values in PKn' Curriculum 2006. In another side, PPKn's Curriculum 2013 the national values in the pillars combined with the values of local wisdom in Yogyakarta.

On the other hand, from the FGD results with the civics subject teachers, it was found that, so far, the development of citizenship competence was still limited to the translation of basic competencies (*Kompetensi Dasar*, KD) in each grade level. Development is done in two ways. First, following the standard process patterns covered in curriculum documents, syllabuses and lesson plans (*Rencana Pelaksanaan Pembelajaran*, RPP). Second, the development of citizenship competence in addition to translating the components of operational verbs in the KD and teaching materials, while also paying attention to the appropriate learning model to achieve certain competencies. In general, FGD participants were aware of the uniqueness of each KD when translated in RPP.

The values of local wisdom that became one of the aspects of control of citizenship competence in the study of civics and PPKn among others comes from Javanese culture, which is centered on the Sultanate of Yogyakarta. The civics teachers have done both direct and indirect teaching for values such as tolerance, respect for diversity and the nature of mutual love in different societies, put harmony and balance. The values of the local wisdom teachings in each school are mostly presented in the moral messages that exist in the character education sites.

The integration of national values and local wisdom in the development of citizenship competence by teachers has not been done entirely. Nevertheless, there are efforts from a number of teachers to integrate them, especially when presenting material on *Bhinneka Tunggal Ika* in the PPKn class of junior high school or senior high school.

The experiences of a number of teachers presented in the FGD on the development of citizenship competency in the curricular program of PPKn and PKN stated that the translation of competence is done by looking at two aspects. First, the content aspects of the study, or the content of the subject matter contained in the curriculum structure, contained in core competencies and basic competencies in Curriculum 2013, or competency standards and basic competencies in the 2006 Curriculum. Second, performance aspects that appear in verbs operational in the formulation of each basic competence.

The general tendency of civics teachers is to develop grounded study materials and references to textbooks published by the Ministry of Education and Culture of the Republic of Indonesia. The civics textbooks of Curriculum 2006 is primarily an electronic schoolbook (BSE) uploaded by the Center for Curriculum (*Puskurbuk*) Research and Development Agency (*Balitbang*), Kemdikbud. The books were written by various authors from various publishers, who had previously passed the feasibility criteria based on the guidance of the National Education Standards Agency (BSNP), then they were bought by Kemdikbud. In the observation of researchers, civics books by BSE are available widely for elementary school to senior high school. In addition to the schools a selection of complementary books/enrichment tools published by private publishers from various authors are also available.

What are the national values and local wisdoms developed by teachers to achieve the establishment of citizenship competencies for learners in schools? The explanation of civics teachers when in the FGD yielded various results. First, the national values contained in the subjects of PKN/PPKn must definitely contain the values contained in the *Pancasila*, both basic values, instrumental and praxis. The basic values of the *Pancasila* are universal such as the value of God, humanity, unity, people and justice (Ministry of Education and Culture Republic of Indonesia, 2013b, pp. 16–19; Ministry of Education and Culture Republic of Indonesia, 2013c, pp. 86–87) textually and contextually have been translated in such a way in each KD in each level of class, especially in the PPKn Curriculum 2013. The basic values of the *Pancasila* are derivative and emanative, reflected in the integrity of the 1945 Constitution of the Republic of Indonesia, motto of *Bhinneka Tunggal Ika* and the insight of the Unitary State of the Republic of Indonesia.

The subject of multicultural awareness built through Curriculum 2013, is strongly emphasized when discussing diversity in the realities of life, or the tolerant behavior of religious, race, cultural and gender diversity in the *Bhinneka Tunggal Ika* (Ministry of Education and Culture Republic of Indonesia, 2013a; Ministry of Education and Culture Republic of Indonesia, 2013c).

The ability to solve diversity problems such as ethnic, religious, racial and intergroup conflicts (*Suku, Agama, Ras and Antar-Golongan, SARA*) that arise in the community, from the very beginning is of great concern. This is understandable given that Indonesians are very diverse in their religious, ethnic, geographical and local culture backgrounds. With spirit of *Bhinneka Tunggal Ika*, the conflict-prone diversity in multicultural society can be solved peacefully. The civic skills associated with conflict resolution in multicultural societies through PPKn subjects is one of the main competencies that must be mastered by students in schools and outside schools as young citizens.

Nationality values that became the basis for the development of citizenship competence by the teachers of civics integrated in the character education program have been intensively promoted since 2010 by the Minister of National Education, Muhammad Nuh. The ministry office simplified the national values into 18 character values. The eighteen values include: religious; honesty; tolerance; discipline; hard work; creativity; independent; democracy; curiosity; spirit of nationality; love of the country; appreciation of achievement; friendly/communicative; love of peace; like to read; environmental care; social care; and responsibility (Curriculum Center of the Ministry of National Education, 2010). Administratively-

documented, the character values by the PPKn/PKN teachers are inserted into their RPP. This is seen predominantly in the RPP format of the 2006 Curriculum after 2010.

5 CONCLUSION

Based on the presentation of research findings on the development of citizenship competence based on the values of nationality and local wisdom in the multicultural community in schools, which is part of the research report of PTP Grants 2016, it has been shown that:

First, the values of nationality and local wisdom in addition to the content of the study of civics/PPKn in schools can also be used as a goal of achieving the component of citizenship competence in the multicultural community in school.

Secondly, from the two curricula that became the basis for the development of citizenship competence in schools, Curriculum 2013 makes it very easy for teachers to determine the components of citizenship competency. In contrast, civics in the Curriculum 2006 has not explicitly grouped the components of its core competencies into three domains. The development of its review content faces a number of complexities, as reported in the study of Pawiroputro, et al. (2010).

The strengthening of the values of multicultural citizenship as found in the study of this paper, its attainment is determined by the teacher. Civics teachers must understand the substance of subject matters and component of the competency of civic education. They have play an important role as model, as well as perpetrators of a multicultural life that brings closer the national values and local wisdom comprehensively.

The ability of civics teachers to integrate national values and local wisdom contextually for learners is another indicator of how the strengthening of multicultural values success. Even in practice, the reinforcement of these values requires hard work in a challenging millennial era innovatively.

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