

Value-Based Education Model to Build Students of Inclusive Elementary School's Character

Mumpuniarti, Fathurrohman, Sukinah

*Faculty of Education
Yogyakarta State University*

Email : mumpuni@uny.ac.id

Abstract

This research is aimed at developing value learning model to build students' character in elementary schools that conduct inclusion model. This research used R & D (Research & Development) approach and was conducted in two stages. The first stage was a base line study to find out what was needed in value education in schools that conduct inclusive education (need assessment). Based on the assessment, a module was then drafted. After that, the draft was examined regarding its feasibility through a focused-group discussion and a small-scale tryout to an elementary school that conduct inclusive education. The result of this stage was a module draft which was used as a value learning model through story-telling and games. This model was set within seven (7) themes and was integrated to subjects taught in the elementary schools that conduct inclusive education.

Keywords: *value learning model, inclusive education, character*

Introduction

Inclusive education is an effort in education to provide students who are considered to have special needs with opportunities for justice and equal rights to attend regular or public schools. They, who are regarded to have special needs or disabilities are entitled to humanly develop extensively by given the opportunity to attend public schools. The implementation of inclusive education is also based on the Law No. 20 year 2003 on the national education system; the Director General of Primary, the Ministry of National Education's Letter No. 380/C.66/MN/2003 dated on January 20, 2003 on Inclusive Education that there should be at least 4 schools that conducts inclusion at elementary, junior high, high, and vocational schools with at least one of each school in every district /city across Indonesia; Bandung Declaration dated on 8-14 August 2004 on "Indonesia towards Inclusive Education"; and the Dublin Declaration year 2005 on "Education for all

". It is also supported by the Minister of National Education of the Republic of Indonesia' Regulation No. 70 year 2009 on inclusive education for students who have disorders and potential intelligence and/or special talents.

These various rules, in the implementation in schools, especially primary schools need social, academic, and cultural conditions that support, especially the social condition of the students who are considered normal to receive their peers who have disabilities or special needs. Conversely, students with special needs are also developing positive social skills to encourage collaborative learning. Their acceptance of the friends who have special needs are not separated from the reflection of the moral values that exist in elementary school students. Moral values' ownership can not be separated from the development that the schools do. The acceptance needs moral values, such as respecting fellow human beings, thinking positively,

cooperating, helping one another, respecting for differences and equality. The moral values are of course to be established by the schools, so that students in elementary schools which conduct inclusion can receive their fellows who have disabilities.

These special characters are based on the moral values that drive students' behavior in receiving their friends' different conditions. The Characters need to be delivered through education about the moral values of tolerance, mutual respect, and care to their friends who are different. Moral value education that is built in the students of inclusive elementary schools are needed in order to make the implementation of inclusion go well. In addition, the implementation gives positive effect on the building of moral values in students of elementary schools.

The definition and meaning of value is a weight/quality of good deeds contained in the various things that are considered as something valuable, useful, and have benefits. It is also emphasized by Berns (2004: 439) that "value are qualities or beliefs that are Viewed as desirable or important". This belief is considered precious and a guide for the believers to behave. The belief becomes a guidance individuals' behavior as the believed values in the community are beneficial for the social life. To that end, a value should have universal nature and highly upheld by its followers since it is believed to be a guide and give goodness to all. The values upheld and embraced by the community needs to be continuous. The values continuity exists if the community in which they are implemented conducts value education.

Education is a process of works done by adults to help individuals who have not grown to grow mature in accordance with the culture. Being mature as their culture, because the individuals live in the habitus of humanity, one of which is in the culture. This is stated by Tilaar (2005: 110) that education is "a human-to-be process in its humanity habitus". The habitus covers the

surrounding nature, membership in the family from which they were born, in the local community, state, and civilized human beings, as well as their habitus tribe which have customs. One of them is used as their adult life goal habitus, which is the civilized society. Culture is defined by Marvin Harris (Spradley, 1997: 5) "culture is revealed in behavior patterns which is associated with certain groups, such as community's custom or 'way of life'. Behavior patterns in social groups are based on a value as a guide to interact among the community itself. Therefore, education towards maturity in accordance with the behavior patterns of the community is the behavior fostering towards valuable behaviors. The behavior patterns are expected to be the actualization of human habitus.

Sastrapratedja (EM.K.Kaswardi, Ed., 1993: 3-4) states that the responsibilities of educators to direct students related to values in life include: (1) developing ethical value implications to the learners' lives, (2) supporting the development of values in a person, (3) helping learners take action and decisions in planning a meaningful life. Our actions as a phenomenon is a value medium which is directed to help students develop the values so that they grow in the students' selves to plan for a more meaningful life. The values that have been developed in the students will become special traits or characters, so that character building is a person's special value characteristic which contains a specific value which is recognized by the community.

Inclusion paradigm is now a trend in the field of education. The trend is driven by the phenomenon to uphold human rights and democracy, as well as to meet the demands of a multicultural, just, and equal education. All these demands are urgent that school education should be able to accommodate students with a variety of levels and conditions. Berns suggests (2004: 227) that "Inclusion is the educational phylosophy of being of part of the whole-that children are entitled to

Participate fully in their school and community." The statement stresses that inclusion is a philosophy of education which is global, and that children should fully participate in schools and communities is a reality. To that end, the inclusion paradigm is a philosophy of education that needs to be implemented in schools and it is a reality of the real world of education.

Inclusion as a philosophy of education that needs to be implemented in education implies that the school environment consists of students with a variety of conditions. The diverse students are in the process of learning together in collaboration. It is also suggested by Thompson, 1993 (Hallahan & Kauffman: 2003, 57) "these materials often involve activities constructed to teach children about differences, including disabilities. Some curricula are focused on multicultural differences". Curriculum is developed based on a variety of multicultural students, including their disabilities. The difference of learning materials as a component of the curriculum in the collaborative learning process is that it uses peer-mediated learning. Hallahan & Kauffman (2003, 58) states that "peer-mediated instruction may refer to peer tutoring, the use of peer Confederates in managing behavior problems, or any other arrangement in roommates Deliberately peers are recruited and trained to help teach an academic or social skills to a classmate". Peer-mediated learning helps teachers deliver different learning materials that students learn in the implementation of inclusion. The condition is necessarily arranged by the teachers in order to be social skills for them to cooperate and become tutor one another. Learning in inclusive schools conditions students to learn according to their needs which are varied, but in the learning process, mutual cooperations among them occur.

Characters are traits that are specific to a person and reflected in his behavior. They characterize a person's character in

responding to social circumstances he faces. Likewise, William Berkovits through Suyata (Darmiyati Zuchdi, Ed., 2011:14-15) states that characters are a series of individual's psychological characteristics that affect his personal abilities and tendencies to function morally. This opinion underlies that individuals in responding to social circumstances use moral judgment. Moral as the an individual's basic consideration (judgment) to behave. To behave, each individual in responding to social circumstances reflects his settled properties. The sedentary nature through actualizing behavior is what characterizes a person. This is emphasized by Hamengkubuwono X (2012: 4) that "character" from the Latin word "karakter" means "to mark tools" (tools for marking). Thus, characters are behavior characteristics that mark differences among individuals. These characteristics are reflected in the moral which is used as the guidance, and "standards of conduct and morality develop out of the necessity for people to get with one another. Morality involves obeying society's rules for daily living" (Berns, 2004: 504-505). Thus, characters as someone's behavior standard/measurement evolve as needs as interacting with other people. The needs is derived from the rules which are obeyed in the community's everyday life.

The source of the rules in the life of a society grows in an individual when he learns about what is right and what is wrong. Piaget's theory of moral development (Bern, 2004: 505) describes "As children develop, they begin to understand that Things Are not totally right or totally wrong. Gradually they come to see things from other perspectives and to consider the intentionality of a given act when Deciding whether it is right or wrong". According to the theory, children begin to understand what is right or what is wrong partially. They gradually look from other views and begin to consider the intensity of the activity which is considered right or wrong. Piaget theorizes that

children's moral development, especially elementary school age children, are still at the heteronomous level (Bern, 2004: 505). For that matter, the character building of inclusive elementary schools depends on the students' external conditions, in this case adults, especially teachers of the school community. Teachers need to condition the learning and give examples of valuable behaviors to the students in the schools.

Conditioning learning and exemplary behavior are performed by the teachers with valuable behaviors as the process of character building. It is also based on an assumption that the phenomenon of education is in the socio-cultural medium of our daily actions. Socio-cultural medium for building the characters stand in the inclusive elementary schools. Socio-cultural medium in the inclusive elementary schools is a place of learning and encouraging students to valuably behave, so that these values can be the students' character building.

These values are derived from the school rules or the model/example of teachers' behavior. The sources are the substance inclusive elementary schools. The character building is based on values, including by Zamroni (Darmiyati Zuchdi, Ed., 2011:166-167) respect for others (respect); openness and fairness (fairness), and care (caring). People whose characters have been built get the three values actualized in the forms of behavior: respect for others regardless of background that accompanies it, uphold the dignity and sovereignty of others, have a high tolerance, easy to accept people regardless of their backgrounds; always prioritize fairness and care to others suffering from difficult conditions with compassion and is sincerely help those in need.

The three values of respect, fairness, caring and complement one another in building one's character. The building always considers that moral development is related to the rules and conventions about what people should do in their interactions

with others (Santrock, 2002: 286-287). On this basis, the inclusive elementary schools need to condition an atmosphere that manages the growth of the three values (respect, fairness, and caring). The atmosphere of inclusive elementary schools conditions that all students are entitled under any circumstances to develop the unique potential they own, to help one another, especially friends who have weaknesses, and to mutually respect that behind each's weaknesses, there might be unique potential advantages for them to work together.

The models of moral education in inclusive elementary schools are based on several approaches, among others, is stated by Sri Winarni (2011: 130) through modeling or observational learning, and social psychology. C. Asri Budiningsih (2012: 14-17) suggests that the models for developing moral education are of Values Clarification Technique (VCT); Moral Reasoning (MR) model, and the Consideration Model (CM). The model which is used for students at elementary level is considered in accordance with the development of learners in elementary schools. Learners who are in elementary schools are at the stage of cognitive development according Piagetian concrete operational and heteronomous stage of moral development as is also proposed by Piaget (Arif Rohman, 2007: 108-115). To that end, the model which can be used is a mix of modeling and consideration model. The implication of the model will color in the matter and ways of presenting the module. The module includes value contents, the presentation, the clarity and examples as the actualization of the model to be used.

Value learning model that will be implemented in elementary schools use a combination of inclusion modeling or example and consideration model. The combination model is mediated through the creation of module. The module is developed as a handbook or guidance for the teachers in setting value learning for

normal students to receive their special friends who have disabilities/special needs. Social acceptance among students in an inclusive atmosphere will encourage collaborative learning, thus it will also support conducive academic atmosphere.

Module is chosen to mediate value learning models because it is a teaching material that is developed systematically to study independently (Andi Prastowo, 2011: 106). The development of the module of value learning model at this stage of research is for teachers' handbook. It is intended that the teacher has a handbook as an example of learning. Furthermore, teachers can develop their own model of value learning. The module can also be used when the teachers use it in the beginning of implementing value learning model. This reason is based on the strengths of the module. This is stated by Andi Prastowo (2011: 110) that a module is designed for self-learning system; the learning program is complete and systematic; it has objectives, and the materials or activities are served with communicative language. As if, the designers of the module are communicating with the users inviting to learn. In this case, the researchers ask the teachers to develop a value learning model.

Method

This research is of research and development of moral value education model as an effort to build students' character in the implementation of inclusive education. The approach used refers to the procedure in Borg and Gall's (2003) research and development with the following steps:

1. Conducting a literature/literary study about moral education models for building students' character which are generally already implemented.
2. Collecting field information and input from practitioners and education experts, the problems related to moral education efforts to build students' character in general.
3. Drafting models hypothetically, which will be applied in the activities of moral education as efforts to build students' characters in the implementation of inclusive education. The draft is in the forms of models and a guidebook of moral value education as efforts to build students' character in the implementation of inclusive education, evaluation systems and indicators of success in the implementation of the model.
4. Developing an initial guidebook draft of moral value education as efforts to build students' character in the implementation of inclusive education that covers the substance, procedures, strategies and evaluation systems.
5. First field-testing (small-scale field-testing) to refine the first hypothetical model.
6. Revising based on the first field-test by developing a second draft of the guide book.
7. Validating and testing the model to the subjects in the field.
8. Revising based on the second field-test by developing the final draft of the guide book.

Findings

The need for value education model in elementary schools in Yogyakarta started with identifying the problems faced by teachers until they stated the ways to implement a value in nurturing elementary school students so that the implementation of an inclusive classroom atmosphere aroused.

Students' behavior in inclusive elementary schools widely varied. The variations arouse depending on the students' perspectives in facing their friends whose conditions were much different from theirs. The results of interviews with some of the teachers in inclusive schools found that most of the normal students have not been able to accept their friends with special needs, so

there were still mocking behavior, staying away, and no willing to work together with those with special needs. However instead, there were some normal students who loved and did not stay away from those with special needs.

The variations of various behavioral emergences depend on each school's condition and teachers' role in implementing inclusion. The teachers' role to condition a social atmosphere that encouraged inclusion was still dominant. It was shown by some statements that teacher strategies to provide value education were by giving examples or models of their own behavior and always hang out with their students. The focus of the teachers' role suggested that elementary school students have their own guidance of value that depends on the leading conditions beyond them.

Value education in elementary schools which was implemented in inclusive education in some of the survey results indicated that schools still depended on instructional or other activities organized by the schools. For example: Muhammadiyah Elementary School of Sumberejo, Gunungkidul stated that teachers' strategy in delivering value was addressed through teaching programs and students' oath that is worded every Monday, at off hours (before the lessons were started, students were asked to read the letters). Other teachers have also stated that some were integrated in various subjects, such as Civic Education or Indonesian.

The structure of value education that needed to be integrated in a variety of activities and learning subjects in schools showed that the it was needed at all school activities. It showed that value education could not stand alone, but rather as an integral part in all activities of the school community.

The required values, based on interviews and questionnaires which we deployed, were the ones that encouraged normal students to be willing to invite their

friends who have special needs to learn and play together. Some of the statements in the questionnaire and interviews showed that the values were: tolerant of friends, helping friends who have learning disabilities, compassion, mutual respect, not discriminating, encouraging children with special needs, motivating that they were able to do something valuable, giving the most straightforward illustration that each person had strengths, weaknesses, and tolerance.

The implementation process of value education in inclusive elementary schools is almost the same as that of other elementary schools in general, for children with special needs directly learn how to respect a friend and help a friend in need. Value education is given by integrating it to subjects that exist, for example: Civic Education, Indonesian Language, Skills, and so on.

Based on the interviews and questionnaires on the implementation of inclusive schools that develop value aspects, it is shown that inclusive classroom shapes tolerance of friends, helps children learn, including children with special needs, conditions normal students to be willing to play together with children with special needs, full of valuable manners, politeness is highly upheld, makes normal students more patient, independent, cooperative, respective for others' opinions, feel what children with special needs feel by developing "if I become" and "helping one another".

Based on the analysis of the problems and values that need to be implemented in elementary schools as well as the relation with the theory of cognitive development and elementary school students' moral development, the value learning modeling and consideration model were determined. Modeling was assumed that elementary school students still need examples/models, and the examples/models could be through stories by personifying animal figures or objects in the story. The model is implemented through reflecting some values in the stories and games presented.

The reflection is done by the students and is facilitated by the teacher. In the reflection value considerations may arise depending on students's views and perceptions. For that matter, packaging model of the module should contain values that encourage an inclusive atmosphere.

The models are packed in 7 themes. The themes and content of values that can be considered are as follows: 1. respecting difference; 2. the weaks are not necessarily powerless; 3. singing "Pelangi-Pelangi" song; 4. if I were; 5. the origin of a lizard became hostile to a leopard; 6. respecting one another and cooperating, and 7. Thinking positive towards others.

Based on the questionnaire, teachers' inputs about the module draft are summarized as follows:

1. The theme of the practiced and integrated in the learning: games and stories. Both models were chosen according to the need to start learning from the subject to be taught. The results of the response showed that with stories, students could understand by listening, and more importantly most children love stories. Games could be directly practiced together, easily implemented, and students's would be more concentrated.
2. the value of the stories students could be responded by stating that it was easy to understand because they are very interested in the stories in the module especially for low grade children (1-3). Basically, children love the stories/tales, if teachers tell them attractively, they will easily understand, and at the end of the stories teachers could convey positive or moral values to the students. They could also add themes which are easy to understand, for example: "Don't be arrogant" or "Don't mock".
3. Through the games, whether the students are also able to reflect the meaning, showed that not all students are able to reflect on what are in the games, especially low grade children

(1-3), but for high graders (4-6), they were able to reflect the games invited by the teachers while performing.

4. The seven themes of the models in this module, whether all were necessary or just a few, showed the following results: all themes were really needed by the children because they could be applied to all classes.
5. If all could be used in the practices, given consideration ranging from the easiest to the most difficult one, there were variations of the theme which could be tailored to the cases in the classroom.
6. Among the themes in modules, regarding the difficulty in understanding the language, it was shown that almost 90% of the teachers stated that they could use this module easily, but 10% said it took time to understand.
7. The way to serve the module indicated that it was simple and the instructions were easy to understand.
8. The values contained in the module were also very useful for building students' character. It was shown by the 100% of teachers' responses in the questionnaires.
9. In general, the model chosen in this module were in accordance with the characteristics of elementary school students and relevant to the students' condition and the environment as shown by the 100% of teachers' agreement.

Discussion

The value education model in this module tended to focus on the values of mutual respect, tolerance, and care. The values were selected based on teachers' arguments and needs of elementary schools which conduct inclusion. C. Asri Budiningsih (2012: 14-17) states that the model for developing moral education are of Values Clarification Technique (VCT); Moral Reasoning (MR), and the Consideration Model (CM). Among the

models, the one which was consistent with the development of elementary school students was Consideration Model (CM) in which contained various considerations. For the high grades, the value consideration could be used as a basis to develop arguments/reasonings of the need to implemented the values that have been considered.

This value education model should be delivered to the student's of inclusive elementary schools, but should not necessarily be provided in time separated from the curriculum. The materials used value learning model could be integrated in subjects which were taught in the inclusive elementary school. The subjects were Civic Education; Indonesian; Natural Sciences, Social Sciences; or Religion. Thus, teachers did not need to teach in a certain time, but the values in these models simultaneously enriched teachers to invite students to act the values embodied in the model.

The learning started from the easiest to the most difficult as of the value education, not in the form of theories but through stories and games. In accordance with the opinion, the model for students at the elementary school level were considered based on elementary school students' development. Elementary school students are at the stage of cognitive development according to Piagetian concrete operational and heteronomous stage of moral development as is also proposed by Piaget (Arif Rohman, 2007: 108-115).

Based on the research description, it could be summarized into the following findings:

1. The problems faced by the community of elementary schools that implements inclusive education to build students' character were that the normal students have not been willing to accept their friends who have special needs; there was still a mocking behavior, keeping in distance, and no willingness to work together with their with-special-need friends; but on the contrary there were some normal students who loved their with-special-need friends and did not keep in distance with them. The building always considered moral development related to the rules and conventions about what people should do in their interactions with others (Santrock, 2002: 286-287). Based on these considerations, inclusive elementary schools need to condition an atmosphere that created the growth of the respect, fairness, and caring values.
2. The aspects that should be built in developing a model of moral value education as an effort to build students' character in the implementation of inclusive education in elementary school should be based on the values which were derived from the school rules or teacher behavior's model/example. These sources were the substance which were used to build students' character of inclusive elementary schools. This character building was based on values, as Zamroni (Darmiyati Zuchdi, Ed., 2011:166-167) states as: respect for others; openness and fairness, and caring.

In the implementation of inclusive schools, the values which could be developed were tolerant of friends, help their friends learn, including children with special needs; it conditioned normal students to be willing to play together with their with-special-need children, full of valuable manners, highly uphold courtesy, be more patient, independent, cooperative, respecting others' opinions, feeling what children with special needs feel perceived by developing "if I were" game, and helping one another.

3. The module of moral value education in the implementation of inclusive education used game and story models. Both models implemented a model which was personified by the

characters in the stories, and the game to imagine the atmosphere when they have to face the inclusive situation. The models were set with themes that contained messages of value. The message could be responded easily by the students because many of them were very interested in the stories in the module, especially children of low grades (1-3). Whether or not through the game students were able to reflect on meaning, the result showed that not all of them were, especially children of low grades (1-3); but for those of high grades (4-6), they were able to reflect on the stories provided by the teachers. Whether or not all the seven themes in this module should be partially or fully used, the result showed that all of them were really needed because they could be applied to all grades.

In general, 100% of the teachers agreed that the models provided in the module were appropriate with the characteristics of elementary school students and relevant to the students' condition and environment. Module was chosen to mediate value learning models, as module is a teaching material which is systematically developed to learn autonomously (Andi Prastowo, 2011: 106).

Based on the results, illustrations of value education in inclusive elementary schools which was appropriate with problems faced by schools and the aspects which were developed and the model which would be developed were obtained. The model emphasized on story-telling and games.

Conclusions and Suggestions

1. Conclusions

Based on the results above, it can be summarized as follows:

- a. The problems faced by the community of elementary schools that implements inclusive education to build students' character were that some normal students have not been willing to

accept their friends who have special needs; there was still a mocking behavior, keeping in distance, and no willingness to work together with their with-special-need friends; but on the contrary, there were some normal students who loved their with-special-need friends and did not keep in distance with them.

- b. The aspects that should be built in developing a model of moral value education as an effort to build students' character in the implementation of inclusive education in elementary school should be based on the values which were tolerant of friends, help friends learn, including children with special needs; the condition of normal students to be willing to play together with their with-special-need children, full of valuable manners, highly uphold courtesy, be more patient, independent, cooperative, respecting others' opinions, feeling what children with special needs feel perceived by developing "if I were" game, and helping one another.
- c. The module of moral value education in the implementation of inclusive education used game and story models. The models were set with seven themes that contained Respecting Diversity, The Weak Are Not Always Powerless, Singing "Pelangi-Pelangi Rainbow" Song, If I Were, The Origin of Lizard Feeding Leopard, Respecting Others and Cooperation, and Think of Others Positively.

2. Suggestions

From the results above, suggestions can be given as follows:

- a. Teachers should develop other learning models so that students with special needs and the others will feel comfortable, safe, conducive to attend teaching and learning processes,
- b. Teachers can develop broader value aspects so that the students become more characteristic in everyday life.

- c. The developed module can be readily implemented in the learning to solve the problems of normal students and students with special needs.
- d. Further research in testing the effectiveness of the module necessarily needs to be conducted

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