

An Analysis of Democracy and Multicultural Education based on the Theory of Ki Hadjar Dewantara: A Case Study

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Abstract

Democracy and multicultural education are very relevant to Ki Hajar Dewantara's theory, namely the leadership trilogy (leadership democracy), Tri Ngo, the Among system (asih, asah, and asuh), and Panca Dharma. This research was conducted at PGSD UST Yogyakarta in June-September 2022 using a qualitative research method with a descriptive approach. Data were collected using observation, interview and documentation techniques. The data analysis steps include data presentation, data reduction, and conclusion drawing, while testing the validity of the data by increasing persistence, and triangulation. Democracy and multicultural education is carried out through integration in appropriate courses. There are 12 courses in the KKNi curriculum, and 15 courses in the Merdeka curriculum. Embedded democratic and multicultural values include: Tolerance, Freedom of expression, Respect for differences of opinion, Understanding diversity in the classroom and campus environment, Open in communication, Upholding human values and dignity, Confidence or not depending on others, Mutual respect and togetherness. The implementation of democratic and multicultural values is also carried out through routine Thursday Pahing activities. This study shows that the factors that influence democracy and multicultural education in UST PGSD students include: not all courses are suitable for implementing democratic and multicultural values, not all lecturers are aware of and understand the importance of democratic values for students, especially students as prospective teachers (education). , for lecturers of the science course group, the cultivation of multicultural values is not going well, the very heterogeneous PGSD students coupled with primordialism is still firmly embedded in them, making the inculcation of democratic and multicultural values not optimal. Efforts that have been made to overcome the problems are: creating a group of subject groups in charge of discussing the content of attitudes in the course RPS, workshops on the preparation of the RPS where the RPS that is compiled contains Tamansiswa teachings, the availability of supporting facilities, such as a dance laboratory, there are several competitions or activities who appreciate the work of students in the fields of art, culture, social, humanities and science and technology, the existence of workshops / seminars / workshops on the teachings of Tamansiswa (Ki Hadjar Dewantara).

Introduction

Democratic and multicultural attitudes are very important in this era of globalization, considering that in this era every individual will interact with other individuals globally, without knowing the limitations of space and time. But nowadays, especially in the digital era, there are still many behaviors of the younger generation that do not show democratic and multicultural values, for example, there are still many acts of bullying their own friends, giving negative comments on friends' posts, wars of words on social media, being unable to work in groups while doing work and so on.

Based on the above conditions, democratic and multicultural education is urgently needed. One way to instill democratic and multicultural values is through education in universities based on Ki Hajar Dewantara's (KHD's) theory. Democracy and multicultural education is very relevant to the KHD's theory, i.e the leadership trilogy (leadership democracy), Tri Ngo, the Among system (asih, asih, and asuh), and Panca Dharma. In this study, we analyzed and described the form of democracy and multicultural education based on KHD's theory in UST PGSD students. We also tried to find out the various obstacles faced and efforts to overcome them. This research is in accordance with the objectives of the UST Strategic Plan which refers to the vision and mission of UST, which is "to be able to realize a superior and characterized UST in honoring and educating the nation's life in Southeast Asia in 2025". The process of forming the character of the academic community puts forward the cultural values and teachings of Tamansiswa, so that UST in this case can establish itself as an advanced university and carry the name of Ki Hadjar Dewantara as the Father of National Education

Democratic Education Concept

Democratic education aims to produce graduates who are able to adapt in people's lives and are able to influence public policy decision making. In other words, education must be able to instill awareness and provide knowledge of the role of citizens in a democratic society (Zamroni, 2001: 9). The purpose of democratic education is to prepare citizens to think critically and behave democratically, through activities to instill in new generations the knowledge and awareness of the following three things (Zamroni, 2001: 17):

- a. Democracy is a form of social life that best guarantees the rights of the citizens themselves.
- b. Democracy is a learning process that cannot simply be imitated from other societies.
- c. The sustainability of democracy depends on the success of transforming democratic values: freedom, equality and justice as well as being loyal to a democratic political system.

Schools must exercise their freedom of autonomy as long as school activities do not violate existing laws and regulations. Democratic schools must encourage and provide opportunities for all students to actively participate in decision making, planning activities and implementing these plans

Multicultural Education Concept

According to Banks, (1993) multicultural learning is basically a national education program where multicultural communities can participate in realizing an ideal democratic life for their nation. "The term multicultural education (now) describes a wide variety of programs and practices related to educational equity, women, ethnic groups, language minorities, low-income groups, and people with disabilities". According to Zamroni (2011: 140), multicultural education is a form of educational reform that aims to provide equal opportunities for all students regardless of their background, so that all students can improve their abilities optimally according to their interests, interests and talents.

The objectives of multicultural-based education include; (1) to function the role of schools in viewing the existence of diverse students; (2) to assist students in developing positive treatment of differences in cultural, racial, ethnic, religious groups; (3) providing resilience to students by teaching them to make decisions and social skills; (4) to assist students in building cross-cultural dependence and give them a positive picture of group differences (Banks, 2007: 53).

Ki Hadjar Dewantara's theoretical concept

Among System

Among system is in accordance with character education, namely teaching and education methods based on compassion, honing and nurturing. This method is a teaching technique that includes the head, heart and the five senses (educate the head, the heart, and the hand). These three things form the basis of an educational tool for children called the “among method” (among system). Among (memong) means giving freedom to students, obliging the tutors to follow and attach importance to the students' personal nature without forgetting the influences that surround them. In the Among System, every civil servant as a leader in the educational process is required to behave: Ing ngarsa sung tuladha, Ing madya mangun karsa, and Tutwuri handayani (Ki Hadjar Dewantara, 2013: 33)

- a. Ing Ngarsa Sung Tuladha implies that educators are people who are more knowledgeable and experienced who should be able to be good examples or can be used as "central figures" for students.
- b. Ing Madya Mangun Karsa implies that educators as leaders should be able to develop the interests, desires and willingness of students to be creative and work, in order to devote themselves to noble and ideal goals.
- d. Tut wuri Handayani means following behind with full attention and responsibility based on love and affection that is free from self-serving and far from arbitrary authoritative, possessive, protective and permissive nature. Educators provide freedom, opportunity with attention and guidance that allows students on their own initiative and experience, so that they develop according to their personal nature.

Tringo (Ngerti, Ngroso lan Nglakoni):

- a. Ngerti is to understand or to know. Elements of moral understanding are moral awareness, understanding of values, moral rationality (the reasons why you should do that). From this cognitive point of view, students are helped to understand what the values are involved in and why these values should be applied in their lives.
- b. Ngroso or feel for what he has understood after learning from the teacher, the environment and from nature. Through their experiences, students can think of solutions to problems and determine their attitude as individuals with a firm and strong stance. Thus students really understand what will be done and are aware of what is being done. Elements of moral feelings include conscience (awareness of good and bad), one's self-esteem, empathy for others, feelings of loving kindness, self-control, and humility. In character education, the ability to carry out real actions, accompanied by the will and the habit of doing morals, must be raised and improved.
- c. Nglakoni means to do or act with real action. Feeling and understanding alone is not enough, what has been understood and felt must be applied in action to prove that the learning subject is willing to act or take action. But carrying out and practicing without awareness and without understanding will bring no result.

Panca Dharma

- a. independence, meaning that self-discipline by oneself, on the basis of high values of life, both living as individuals and as members of society;
- b. the reality of nature, meaning that in essence humans as creatures are one with this nature. Humans cannot be separated from their will, but will experience happiness, if they can unite themselves with nature that contains progress. Therefore, every child should be able to develop properly;
- c. culture, this does not mean as long as it maintains the national culture, but first brings the national culture towards progress in accordance with the intelligence of the times, the progress of the world, and the interests of the people's life and soul. In this case, Ki Hajar Dewantara recommends developing local culture in the sense of his own culture, where the child lives;
- d. Nationality means that it must not conflict with humanity, it must even become a real form and act of humanity. Clearly, it does not mean enmity with other nations, but rather contains a sense of oneness with one's own nation, a sense of oneness in joy and sorrow, a sense of oneness in the will towards the inner and outer happiness of the entire nation;
- b. humanity which states that the dharma of each human being is the realization of humanity, which must be seen in the purity of his heart and the feeling of love for fellow humans and for all of God's creatures. (Makodi, 2012: 686).

Method

This research was conducted in June-September 2022 at PGSD, Universitas Sarjanawiyata Tamansiswa Yogyakarta. This study uses a qualitative method with a descriptive approach. Data collection uses observation, interview and documentation techniques (Sugiyono, 2015: 226).

Interviews are used to collect data if the researcher wants to conduct a preliminary study to find problems that must be investigated, and if the researcher wants to know things from the respondents who are more in-depth and the number of respondents is small (Sugiyono (2019: 195). The research subjects used as resource persons in this study are several lecturers and students.

According to Suyoto & Sodik (2015: 77), the most effective way to use the observation method is to complete it with an observation format or blank as an instrument. Observations in the study were carried out by observing the lecture process and learning tools.

The steps of data analysis in this study include data presentation, data reduction, and verification by Miles and Huberman (2007:16-20), while testing the validity of the data by increasing persistence and triangulation. with the credibility test technique (Sugiyono, 2019:365).

Results and Discussion

Results

Analysis of the Democratic and Multicultural Education Process of UST PGSD students

Based on the results of observations and interviews so far, it has been found that the UST PGSD is indeed not in writing and structured to teach the concept of democracy to its students, but this is done through curriculum and culture.

The curriculum at PGSD UST is currently implementing an Merdeka Belajar curriculum for lower class students and the KKNI curriculum for final year students. In the two curriculum, there are several courses that can be used to implement democratic and multicultural education. Based on an interview with the PGSD study program secretary, Dr. Biya Ebi Praheto, M.Pd. The results show that there are several courses that teach democracy and multiculturalism, including:

Tabel 5.1. Values of Democracy and Multiculturalism in Courses

No.	PGSD CURRICULUM 2015 (KKNI)	No	PGSD CURRICULUM 2021 (Merdeka Belajar)
1	Kepramukaan	1	Pancasila
2	Pendidikan Kewarganegaraan	2	Pendidikan Kepramukaan
3	Pendidikan Pancasila SD	3	Kewarganegaraan
4	Konsep Dasar IPS	4	Pendidikan Pancasila SD
5	Pendidikan Kewarganegaraan SD	5	IPS SD
6	Pendidikan IPS Terpadu	6	Pendidikan Kewarganegaraan SD
7	Pendidikan Multikultural	7	Pendidikan IPS Terpadu SD
8	Pengelolaan Kelas	8	Pendidikan Multikultural
9	Pendidikan Inklusi	9	Perspektif Global
10	Seni rupa dan kerajinan	10	Pendidikan Inklusif SD
11	Seni Tari	11	Prakarya SD/ Seni Rupa dan Kerajinan
12	Dolanan Anak	12	Dolanan Anak
		13	Seni Tari SD
		14	Seni Musik SD
		15	Pengembangan Kreativitas seni dan budaya SD

The courses listed in the table are courses that teach the values of democracy and multiculturalism. Further analysis as follows:

- 1) Through the subject of Pancasila and Citizenship, students will definitely learn about the political system in Indonesia, namely Democracy. The course also teaches how to be good citizens in a multicultural country. The existence of material on human rights also strengthens the inculcation of the value of cultural freedom in each individual.
- 2) Through social classes, students are taught how to be able to play a role as good social beings in a variety of interactions.
- 3) Through the class of arts and culture courses, students are instilled an attitude of freedom of expression while respecting each other. Students are instilled a sense of love for Indonesian culture which is rich in diversity and efforts to preserve it.
- 4) Through the class of inclusive education courses, students are taught to become teachers who are truly capable of democracy in the teaching and learning process. Upholding the rights of children with all their diversity and needs to study in schools with a sense of security and comfort.
- 5) Through kepramukaan/scouting courses, students are taught to practice the Tri Satya and Dasa Dharma of scouts, all of which lead to the formation of the character of love for the homeland, patriotism, environmental care, social care, responsibility and democracy (Wachid Pratomo interview on 30 September 2022).

The implementation of democratic and multicultural values is also visible in campus culture such as the Thursday Pahing. On Pahing Thursday every month, the entire UST community wears traditional regional clothes. PGSD students who incidentally come from various provinces in Indonesia, when Thursday Pahing arrives will show the implementation of multicultural values from the traditional clothes used. Traditional clothing is not only the kebaya, batik typical of the Javanese, but there are also those from Kalimantan, Sumatra, Sulawesi, the Maluku Islands and others. Based on the results of observations and interviews with students on Thursday Pahing, October 13, 2022, data were obtained that students were happy with the activity. According to AW "Thursday Pahing is an event for every student to promote their area through traditional clothes. Indonesia is diverse, Indonesia is not only Java, so it is through Thursday's activity that we learn to appreciate and love Indonesia's diversity." Thursday Pahing activity is one way to instill democratic and multicultural values. The recommendation to wear traditional/regional clothing is not only for Javanese students but also for all students in PGSD UST. The clothes worn are not only traditional Javanese clothes (eg batik, kebaya, surjan, blangkon, etc.), but traditional clothes from all over Indonesia.

Factors that influence the inculcation of democratic and multicultural values in PGSD students

The implementation of democratic and multicultural values can be influenced by several things as follows:

- a. Not all courses are suitable for instilling multicultural values. This makes the cultivation of multicultural values only imposed on certain subjects as in table 5.1, so that multicultural values are not embedded to the maximum.
- b. Basically all courses can instill democratic values, but not all lecturers are aware of and understand the importance of democratic values for students, especially student teacher candidates (education).
- c. For lecturers of the social sciences and humanities, the inculcation of democratic and multicultural values is considered quite easy to do. Through learning tools, learning activities, to the evaluation process, all democratic and multicultural values can be instilled. As for the lecturers of the science course group, the cultivation of multicultural values did not go well.
- d. PGSD students who are very heterogeneous, coupled with primordialism still firmly embedded in them, make the inculcation of democratic and multicultural values not optimal.

Efforts to overcome the problem of inculcating democratic and multicultural values

- a. There is a group of subject clusters. This group will discuss the content of attitude CP in the course RPS. Through this discussion activity, each clump group can insert Tamansiswa teachings in their RPS.
- b. There is a RPS preparation workshop. This is very important because RPS is a guide for lecturers in carrying out lectures. The RPS compiled is the RPS which contains Tamansiswa teachings.
- c. Availability of supporting facilities, such as a dance laboratory where students can learn Indonesian dances. Not only dances that exist on the island of Java.
- d. There are several competitions or activities that appreciate the work of students in the fields of art, culture, social, humanities and science and technology.
- e. There is a workshop/seminar/workshop on the teachings of Tamansiswa (Ki Hadjar Dewantara) for lecturers with resource persons who are experts in their fields. This is very important because it can equip lecturers to design a learning process based on Tamansiswa teachings, including the inculcation of democratic and multicultural values.

Discussion

The results showed that the implementation of democratic and multicultural values had been carried out on students in the PGSD study program. Democracy and multicultural education is carried out through the insertion of appropriate courses. Embedded democratic values include: a) tolerance b) freedom of expression c) respect differences of opinion d) understanding diversity in the classroom and campus environment e) open in communication f) upholding human values and dignity g) confident or not dependent on others h) mutual respect and i) togetherness.

The value of democracy is not directly instilled in a person, but step by step. The democratic values that are the focus of this research include the values of participation, tolerance and mutual respect (Zamroni, 2001: 32).

Lecture activities carried out at PGSD have applied the Among system, namely the teaching and education method based on the elements of honing, compassion and nurturing. The sharpening element in lectures can be seen from the lecturer giving questions / quizzes / assignments to students (both individually and in groups) this aims to foster student learning activity, hone problem solving skills, foster a sense of togetherness, respect differences, responsibility, and have a democratic spirit. The element of compassion is seen when students experience problems with understanding the lecture material. Educators painstakingly / lovingly guide students to understand the material. The nurturing element looks like students make mistakes, the lecturer does not directly give a deterrent punishment. Lecturers first find out why students make mistakes, give warnings, and provide educational sanctions for these students. This is in accordance with the teachings of Ki Hadjar Dewantara which states that "teaching means educating children to become human beings who are free in mind, free in mind and free in energy. Teachers should not only provide necessary and good knowledge, but must educate students to find that knowledge for themselves and use it and for the benefit of public interest, Good and necessary knowledge is that which is useful for physical and spiritual needs in life together (Team Lecturer Ketamasiswa 2019 : 31).

Thursday Pahing activities are in accordance with the Panca Dharma principle of culture, namely maintaining national culture, by bringing national culture towards progress in accordance with the intelligence of the times, the progress of the world, and the interests of the people's life and soul. In this case, Ki Hajar Dewantara recommends developing local culture in the sense of his own culture, where the child lives (from the region). In this activity, the lecturer as the main character in learning has implemented the Leadership Trilogy, namely Ing Ngarsa Sung Tuladha. Lecturers should be able to be good examples or can be used as "central figures" for students. Therefore, every Pahing Thursday, lecturers are prioritized to wear traditional clothes. Because if the lecturer does not apply these rules, then it is natural that there are still many students who do not follow the Thursday Pahing rules. Through the Thursday Pahing activity, the efforts to inculcate democratic and multicultural values can be easily accepted and understood by students. Students have a sense of love for the homeland / nationalism, respect differences with friends, and are able to work together with existing differences.

In democratic and multicultural education for students at PGSD, there are several obstacles, including: not all courses are suitable for instilling democratic and multicultural values, not all lecturers are aware of and understand the importance of democratic values for students, especially student teacher candidates (education). , for lecturers of the science course group, the cultivation of multicultural values is not going well, the very heterogeneous PGSD students, coupled with the strong primordialism in them, makes the inculcation of democratic and multicultural values not optimal. Lecturers as figures in the classroom, should be able to teach and be role models in the implementation of democratic and multicultural values. The value of democracy and multiculturalism is very important because this is in accordance with the principle of nationality, namely that all actions must not be contrary to humanity, even must be a form and act of real humanity. Regarding heterogeneous students, all the differences that exist within them are not something to be debated, but contain a sense of oneness with one's own nation, a sense of oneness in joy and sorrow, a sense of oneness in the will towards the inner and outer happiness of the entire nation. Next is the principle of humanity. That is, stating that the dharma of each human being is the realization of humanity, which must be seen in the purity of his heart and the feeling of love for fellow humans and for all of God's creatures. (Makodi, 2012: 686).

Efforts to overcome the problem of inculcating democratic and multicultural values include: The existence of a group of course clumps in charge of discussing the content of attitude CP in the RPS courses and inserting Tamansiswa teachings in the RPS. The existence of a RPS preparation workshop as a guide for lecturers in carrying out lectures. The RPS compiled is the RPS which contains Tamansiswa teachings, the availability of supporting facilities, such as a dance laboratory, there are several competitions or activities that appreciate the work of students in the fields of art, culture, social, humanities and science and technology, the existence of workshops / seminars / workshops on teachings Tamansiswa (Ki Hadjar Dewantara) for lecturers with resource persons who are experts in their fields. This is very important because it can equip lecturers to design a learning process based on Tamansiswa teachings, including the inculcation of democratic and multicultural values.

In this case, PGSD applies Tamansiswa teachings in the form of *Tringo* (understand, *ngroso* and *nglakoni*). Lecturers as a source of student learning, need to be equipped with understanding and skills about democratic and multicultural values. A series of trainings, workshops, seminars conducted by the PGSD study program should equip lecturers with knowledge (understand). Understanding is understanding or knowing about democratic and multicultural values, so as to be able to instill them in students during the lecture process. The element of feeling or sharing what he has understood after learning to know everything. After gaining knowledge about the values of democracy and multiculturalism, the lecturers with full awareness are able to feel the importance of these values to be applied to the learning process. Lecturers act as role models (*ing ngarso sung tulodo*) have an attitude of tolerance, respect for opinions and differences. The element of action can be seen from the real actions taken by lecturers to apply democratic and multicultural values so that students will follow suit. Feeling and understanding alone is not enough, what has been understood and felt must be applied in action to prove the act or take action.

Conclusion

The inculcation of democratic and multicultural values has been carried out on students in the PGSD study program. Democracy and multicultural education is carried out through the insertion of appropriate courses. There are 12 courses in the IQF curriculum, and 15 courses in the Merdeka curriculum. Embedded democratic and multicultural values include: Tolerance, Freedom of expression, Respect for differences of opinion, Understanding diversity in the classroom and campus environment, Open in communication, Upholding human values and dignity, Confidence or not depending on others, Mutual respect and togetherness . Instilling democratic and multicultural values is also carried out through routine Thursday Pahing activities. In this activity, the entire UST community wore their respective traditional/regional clothes.

Factors that influence democracy and multicultural education in UST PGSD students include: not all courses are suitable to be used to instill democratic and multicultural values, not all lecturers are aware of and understand the importance of democratic values for students, especially student teacher candidates (education), for family lecturers. the science course for planting multicultural values is not going well, PGSD students are very heterogeneous, coupled with primordialism still firmly embedded in them, making the inculcation of democratic and multicultural values not optimal.

Efforts have been made to overcome the problems of democracy and multicultural education for UST PGSD students, including the existence of a group of subject clusters. This group will discuss the content of attitude CP in the course RPS. Through this discussion activity, each clump group can insert Tamansiswa teachings in their RPS. There is a RPS preparation workshop. This is very important because RPS is a guide for lecturers in carrying out lectures. The RPS compiled is the RPS which contains Tamansiswa teachings. Availability of supporting facilities, such as a dance laboratory where students can learn Indonesian dances. Not only dances that exist on the island of Java. There are several competitions or activities that appreciate the work of students in the fields of art, culture, social, humanities and science and technology. There is a workshop/seminar/workshop on the teachings of Tamansiswa (Ki Hadjar Dewantara) for lecturers with resource persons who are experts in their fields. This is very important because it can equip lecturers to design a learning process based on Tamansiswa teachings, including the inculcation of democratic and multicultural values.

Recommendations

Based on the tentative research conclusions that have been put forward, there are several suggestions, namely:

Suggestions for lecturers, they should really be able to understand and understand the importance of democratic and multicultural values for students (understand & ngroso), be an example of democratic and multicultural attitudes for students (nglakoni & Ing ngarso sung tulodho). In addition, in the learning process, lecturers should be able to apply the among system (asih, sharpen, and foster) through the learning tools made.

Suggestions for students, students should pay more attention to the learning process, so that the knowledge gained becomes more meaningful. Students are able to apply the Tri-N (niteni, niroke, addi) in a democratic and multicultural attitude.

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