

Effectiveness of Value Clarification Technique (VCT) in Learning History to Increase the Value Nationalism, Democracy, and Multiculturalism

I Kadek Yudiana

Faculty of Teacher Training and Education, History Education Study Program, University August 17, 1945 Banyuwangi, Indonesia
ikadekyudiana@untag-banyuwangi.ac.id

Abstract

Leaving the XX century and entering the XXI century, the development of society was marked by the emergence of a new form of society, the information society. The objective conditions faced by the Indonesian people today are severe conditions that can be seen in various dimensions of the problem, from the limited issue of public guarantees, low human quality, conflicts and violence that have emerged, to the government's low credibility.

The spirit of nationalism or nationalism must be nurtured and developed to be relevant to today's challenges. Related to the concept of nationalism, Democracy education needs to be implemented because the nation's democratization process is very dependent on education. A democratic state of education constraints choice among good lives not only out of necessity but out of concern for civic virtue. Multicultural education is in line with the development of democracy. For Indonesia which is multi-ethnic, education that enhances multicultural spirit is an urgent need. Learning history has important relevance related to the formation of national character. Based on learning style tests, students are grouped in the categories of visual students and auditory students. For the experimental class the visual students were 42 people, and the auditory students were 45 people. In the control class, there were 26 visual students, and 21 auditory students. Based on data from previous research results obtained \bar{x} score learning outcomes for the visual experimental class and auditory experimental class. where for the visual experimental class the average value of the posttest and pretest was 151.12 and 140.56, while for the average posttest and pretest the auditory experimental group was 151.89 and 140.18. person.

Keywords

Value Clarification Technique (VCT); learning history nationalism; democracy; and multiculturalism



I. Introduction

Leaving the twentieth century and entering the twenty-first century, the development of society is marked by the emergence of new forms of society, information society (Zamroni, 2007: 18). The development of new societies, with this new trend is a challenge that must be faced. In connection with the transition to the era that must be faced by Indonesia, Mochtar Buchori (2000: 35-40, 149-150) present a variety of problems faced by the people, and the task of education to meet the challenges of the era, namely: lack of preparedness for globalization, the low labor quality, the quality of products, the erosion of wisdom, working Ethos less reliable, and more erosion of nationalism. To answer these problems, education reform is needed. Without education reform impossible to implement

political reforms, Reformasi economic, social reforms. Air Reform relationships with human behavior and attitudes manu it can only be changed through education (Tilaar, 2002: 108).

Irwan Abdullah (2000: 53) states that the objective conditions faced by Indonesia today is a severe condition that can be seen in the various dimensions of the issue, from the limited issue public benefits, cauldron bag low human conflict and violence are prominent, to the credibility of the government low. Until now (2013) this problem is still an essential problem that has not been solved. The rise of criminality, pornography cases, per kelahian increasingly widespread among students, and others who frequently appeared in the print media or even electronic show this reality. This shows how low the moral quality of some Indonesian people (Darmiyati Zuchdi, 2009: 34). Regarding the condition of the Indonesian people, Ahmad Syafii Maarif (2001: 6) states that "Indonesia is now like a leaky ship that is being shaky, floating in the open sea waiting for sinking, while its captain seems to have no compass".

II. Review of Literature

2.1 Nationalism

The spirit of nationalism or nationalism must be nurtured and developed to be relevant to the challenges of the present. Relating den gan concept of nationalism, Benedict Anderson (Baskara. 2002) defines the nation as "a political community that dibayangkan- and imagined as well as something that is inherently limited and sovereign (*an imagined political community-and imagined as both inherently limited and sovereign*). The term "dibay balustrades" (*imagined*) for considering that the members of the nation that most have never met each other, but at the same time there is a shadow in their minds that they exist in a particular community.

In this globalization era, the development of a new Indonesian nationalism can dikatego offered are as the third wave of nationalism. According to Anwar Effendi (2011: 16) Nationalism third wave has characteristics meli puti (a) Nationalism open, (b) The ultimate goal of the struggle, (c) love for peace, (d) In parallel with other nations, (e) Patriotism is new, (f) Mastery of science and technology, and (g) Attitude and spirit of independence. Nationalism that needs to be developed is to uphold cultural diversity. The cultivation of nationalism must be accompanied by the cultivation of democratic and multicultural values. Through the plurality of the Indonesian nation Meru muskan nationality as a bond that will unite them. Thus they present a national identity without having to mem exhaust local identity they have (abd a'la . 2002: 47). The cultivation of nationalism must be accompanied by the cultivation of democratic and multicultural values.

Indonesia as a country in transition to democracy, as well as men is suffering serious problems. Issues relating to the process of democratization in Indonesia, among others: the democratization process was very slow, not the creation of a culture of democracy in society, freedom Berek spresi that has not grown, and the habit of mutual respect is lacking. The facts above are an indication that Indonesia's condition is deteriorating. In connection with the above conditions, change or formation of democratic attitudes and character is very necessary. *Moral education, the founders of our democracy, asserted, is essential for the success of a democratic Soci ety* (Lickona.1991: 6).

2.2 Democracy

Democracy education needs to be implemented because the nation's democratization process is very dependent on education. *A democratic state of education constraints choice*

among good lives not only out of necessity but out of concern for civic virtue (Gutman, 1999: 42). It is expected from this democratic process of education, will give birth to citizens more productive and effective in the life of society, nation and state (Zamroni.2011: 26). With democratic education, it is hoped that schools will be able to produce future generations with a democratic spirit, and create a society that has a democratic culture.

Democracy can not be separated from multiculturalism. In connection with the process of democratization, which is multi-ethnic Indonesia needs to build its developed multicultural spirit, the clicking appreciate diversity. Diversity education respects and accommodates differences in one's background regarding values, culture, social, economy, even differences in abilities (Zamroni.2003: 21). An essential principle of multiculturalism is "equality". Multiculturalism is simply the recognition of pluralistic culture (Farida Hanum. 2012: 1). Simply put, multiculturalism can be understood as a gesture of how each clogs pok willing to merge (integrate) regardless of the diversity of the culture. So it is necessary to build multicultural education.

2.3 Multicultural

Multicultural education is in line with the development of democracy. For the multi-ethnic Indonesia, education forward a multicultural spirit of the vi god urgent. Multicultural education has various benefits. Pupu Saeful Grace (2007: 3) argues that the main benefits of multicultural education is to mem wake cohesiveness, solidarity, and intimacy between the diversity of ethnicity, race, religion, culture, and needs of the citizens of the nation of Indonesia. Multicultural education be a need for Indonesia, given the condition of Indonesia that is multicultural. In practice pen upbringing there are various dimensions of multiculturalism. Banks (2007: 83) states:

I have identified five dimensions of multi-cultural education. They are: (1) Content integration. (2) the knowledge construction process. (3) prejudice reduction. (4) an equity pedagogy, and (5) an empowering school culture and social structure.

2.4 VCT in Learning History

Learning history has important relevance related to the formation of national character. Learning history is expected not it can lead learners become critical citizens and democratic, men uphold freedom and love my homeland, tolerance and respect for others, Memi Liki wisdom, and social intelligence (Sardiman AM, 2004: 7). In connection with its role, it is necessary to always develop the quality of defenders j aran ideal history.

Education history is the ideal pen discipline of history that should (should to be)," fascinating, high-grade" (Daliman, 2004: 5). The ideal educational history, should kem Bali to understanding history in all is the history of kind, or rather k accomplishes. Cyriaco E. Kanichai, CMI, 1972 (Daliman, 2004: 6) states that historical education teaches us about what humans have done (it teaches us what man has done) , what humans can do (What man can do), what should do human being (what man should do), and so the man who (an Tus what man is). From the above it can be concluded that education seja rah ideal is education that emphasizes empirical history (human experience), contextual, containing the values of life (building the personality traits of a person).

In connection with the planting of the values need to have the right technique, so pembelajar more effective affective. For that technique clari fication value or *Value Clarification Technique* (VCT) is a suitable technique. Definition of VCT according Sutarjo (2012) is the teaching techniques to help students in the men find and determine a value which is considered good in the face of a problem through the process of analyzing the

existing value and ter planting in students. *Values Clarification is a theory that helps people define their values. The theory assumes that if an individual is successful 74 in clarifying his or her own values, then changes in behavior will result* (Aram Attarian.1996: 34)

One characteristic of the process of planting a value VCT is done through a process analisis existing values in students conveniences expected dian aligning it with the new values will be invested. VCT learning can be carried out using various methods such as *Value problem solving*, discussion, dialogue, and presentation.

2.5 Learning Steps

Learning step *Value clarification technique* (VCT) includes seven stages dib agi into three levels. *First*, Freedom of Choice. At this level there are three stages, namely: a) Choose freely, students are given chance to decide which option he thinks is good. b) Choose from several alternatives. c) Selecting after considering Berba gai consequences of each alternative. *Second*, Respect. This phase consists of two stages of learning: 1) There is a feeling of penny ang and proud of his chosen values, 2) Confirm the value that has been an integral part of himself in public. *Third*, do. This stage consists of: 1) Willingness and ability to try to implement it. 2) Repeat the behavior in accordance with the value of choice. This means that the chosen value must be reflected in their daily lives.

In addition to the selection of relevant methods and techniques, teachers need to identify the style of martial jar of students, learning styles a person is a combi rice of how he absorbs, and then organize and process information (De Porter & Hernachi, 2002: 110-112). No learning style was the key to developing the performance and work, learning activities in schools, and in interpersonal situations.

In connection with the research on the pen's discipline code, in particular on the implementation of VCT, there are few studies that have dilaku right. Kirscherbaum (2000) concluded that every human being in the development of lif THEIR need education to achieve personal maturity value, avoid moral decline, and to avoid dis integration in society. Acemoglu, Daron., Johnson, Simon., Robinson, James A., et al. (2005) Proving that the more influence the democratization is a pen nurture a democratic, not caused ting kat high school education. The link between education and democracy is more influenced by democratic education than hubun gan causal both. Byford, Jeff & Russell, William B. (2006: 70-72) concluded that the use of discussion techniques for learning in social science as a method of air- prices to increase student awareness in society.

This writing mem strengthened on the need for social sciences using discussion technique, which is proven to help students to build its veloped and facilitate the understanding of certain issues, improve critical thinking skills, and improve the skills of interpersonal. Mosconi, Jacqueline & Emmett, Judith, Ed.D. (2003: 68-78). It canconcluded that the defense jaran effective value clarification to assist in understanding the values, future career, and ways to achieve success. Research conducted by Sudrajat. (2011) concluded that of the three treatments carried out, there was an increase in the independence, scholarship, and conscience of students. Based on this study, it can be concluded that the model defenders distance VCT can be a suitable alternative to planting or pengembangan character of students in learning.

From the results of the writing prior to dis impulskan, that: 1) Education is needed to establish the value of a mature personality for the students as well as to embed various character values. 2) VCT has the effectiveness high for implantation on the learning

character, 3) VCT can be a suitable alternative to planting the character of students through learning activities, 4) VCT strongly support the creation of a climate defenders democratic. Because students are encouraged to have freedom of choice, expression and accountability for their choices.

Many problems must be sought for solution. Thus pendidi right character in this school needs to be improved. Problems relating to kemeroso tan character of the nation, can be identified in the following discussion: 1) Crisis nationalism (patriotism), which is characterized by many teenagers today are apathetic, apathy towards the condition of the nation, hedonists, and living patterns imitating a foreign lifestyle (westernized). 2) Lack of planting democratic values in school education, 3) Low spirit of multiculturalism, which is characterized by the presence of a fight and brawl between students, 4) erosion of traditional values and local knowledge, along with the rapid flow of information followed by the western culture that men world domination of information, 5) curriculum that is not balanced, more emphasis on the cognitive and the exclusion of the value of affective and psikomo tor, 6) values of nationalism, democracy and multicultural have not been integrated into the school culture as well as some of the activities pembelaja ran, 7) Lack of character education at the school level, 8) learning VCT for penana man nationalism, democracy and multicultural history teaching has not been applied.

III. Research Method

Based on tests style learning, students dikelom pokkan in the category of students' visual and auditory students. For the experimental class the visual students were 42 people, and the auditory students were 45 people. In the control class, there were 26 visual students, and 21 auditory students. Based on research data earlier obtained score learning outcomes for the experimental class visual and auditory experiment class where for the visual experimental class the average value of the *posttest* and *pretest* was 151.12 and 140.56, while for the average *posttest* and *pretest* the auditory experimental group was 151.89 and 140.18.

IV. Discussion

4.1 History Teacher's Perception of Multicultural-Based History Learning

Multiculturalism is a system of beliefs and behaviors that recognizes and respects the presence of all diverse groups in an organization or society, recognizes their different socio-cultures, and encourages and enables their continued contribution in an inclusive cultural context that empowers all within the organization or society. Multicultural learning is a policy in the practice of education in recognizing, accepting and affirming human differences and similarities related to gender, race, and class.

Multicultural education is an attitude in looking at the uniqueness of humans without distinguishing race, culture, gender, sex, physical condition or economic status of a person. Multicultural education (multicultural education) is an educational strategy that utilizes the diversity of cultural backgrounds of students as one of the strengths to form multicultural attitudes. This strategy is very useful, at least for schools as educational institutions can form a shared understanding of cultural concepts, cultural differences, balance, and democracy in a broad sense. Multicultural education is defined as a social policy based on the principles of cultural preservation and mutual respect between all cultural groups in society.

4.2 Initial Draft of Model Development

a. Development Phase Syntax History Learning Model

The Indonesian History learning model based on Sheikh Muhammad Azhari Al-Palembani's thinking is a blend of the constructivist paradigm, the *scientific* approach, the reflective history learning model and the *Values Clarification Techniques* (VCT) approach. In its implementation, the learning model used is reflective learning and VCT approach. Reflective learning consists of two processes that are interrelated, related, and reciprocal with each other, namely between reflection and practice. In the two processes, there are learning phases as follows: 1) description; (2) feeling; (3) evaluation; (4) analysis; (5) conclusion; (6) action. At least, in the sixth phase of the required elements of the relationship (relationship), dialogue (dialogue), the closeness of social (social engagement), and the sample (modeling) (Brockbank & McGill, 2007). The benefits of reflective learning are: (1) affective learning which helps sharpen feelings and emotions; (2) cognitive learning that is encouraging students to think differently from previous thoughts; (3) positive action learning that is encouraging students to behave positively according to ethics and morals; and (4) social learning that is helping students to learn from other students (Ghaye, 2010). Meanwhile, in the process VCT functions to: (1) measure or know the level of student awareness about a value; (2) fostering student awareness about the values they have both positive and negative to then be fostered towards improvement or correction; and (3) instilling a value in students through rational ways and accepted by students as their personal property (Suryani, July 2013).

The two approaches intersect, reflective learning is aimed at reinforcing and giving birth to ideas or findings related to history while the Values Clarification Techniques (VCT) approach is aimed at emphasizing the internalization of values to help students choose, decide and take a stance on an idea or finding. The intersection of reflective history learning and VCT can be seen in the table below:

Table 1. Interfaces of Reflective Learning and VCT

Reflective Learning		VCT	
1.	Description	1.	Choose a value
2.	Feeling		
3.	Evaluation	2.	Appreciate / uphold values
4.	Analyze		
5.	Conclusion	3.	Act
6.	Action		

Both approaches are elaborated in the form of historical learning steps through the *scientific* stages of the 2013 Curriculum (apperception, observing, asking, trying, reasoning, and communicating). As a result, the concept was used to transmit the thoughts of Sheikh Muhammad Azhari Al-Palembani through the practice of learning history. The results of the elaboration of the three elements are as follows:

Table 2. Elaboration of Reflective Learning, VCT and Curriculum 2013

Reflective Learning Elaboration and VCT	Reflective Elements	VCT element
1) Preliminary Stage	Description	Choose a value
2) Observing Phase	Feeling	Choose a value
3) Asking Phase	Feeling	Appreciate value

4) Trying Phase	Analyze	Appreciate value
5) Reasoning Phase	Evaluation	The acting stage
6) Communicating Phase	Conclusion & Action	The acting stage

The concept of the learning steps will be elaborated more deeply in the context of historical learning in Muhammad Azhari Al-Palembani's thought material. Reflective learning and VCT are carried out within a *collaborative* framework to see social interactions between teachers and students and between students and students. Thus, students are not only involved in individual processes, but also involve social processes that encourage students to actively relate and be open to other students.

b. Instrument Reliability Test

Of the 14 items the instrument was then tested for reliability. The validity test results of valid questions are as follows:

Table 3. Instrument Reliability

Conbach's Alpha	N of items
.563	14

Alpha less than 0.6, it is considered unreliable. Whereas if more than 0.6 is considered reliable. Based on the above data the reliability index alpha can be equal to 0,563 so it can be rounded to 0.6. M aka the item question questionnaire is reliable. Therefore based on the reliability and validity test fourteen items about the attitude of nationalism are valid and reliable so that it can be used as an instrument of assessment in field research.

4.3 Results of Validation of Historical Learning Models by Experts

a. Learning Syntax Validation Results

Results v alidasi was done in order to enhance learning model that will be developed at a later stage. The following are guidelines for evaluating expert validation:

Table 4. Learning Syntax Validation

No.	Score	Criteria
1	0.00 - 1	Less
2	1.01 - 2	Enough
3	2.01 - 3	Well
4	3.01 - 4	Very good

On stage is a model of learning that will be developed in the validation by two teams of experts, namely, Prof. Dr. Hermanu Joebagio, M.Pd and Mustika, S.Pd., M.Si. Aspects that need to be rated include supporting theory, syntax, siste m social, reaction principle, support systems, d ampak p embelajaran and impact p engiring, and implementation broken down into 32 rounds of indicators as follows:

Table 5. Test Validation Indicator Design Learning Syntax

Assessment Aspects	Indicator
Supporting Theory	1.Scientific Approach Theory 2.Constructivism Theory 3.Historical Learning Theory 4.Theory of VCT Approaches 5.Reflective Approach Theory 6.Theory of Nationalism
Syntax	1.Phases in syntax are logical learning

	<ul style="list-style-type: none"> activities 2.The syntax phase contains the types of learning activities that are reasonably supported by aspects of collaborative learning strategies 3.Phases in syntax clearly contain the roles of teacher and student 4.In the syntax contains local history that is in the environment around students
Social system	<ul style="list-style-type: none"> 1.In general, the pattern of teacher and student relations is clear 2.Teacher and student relationship patterns show as a facilitator and guide 3.Clearly the relationship between students and teachers in group activities 4.The relationship between teacher and student is evident in individual activities
Principle of Reaction	<ul style="list-style-type: none"> 1.Applicable teacher behavior and models are clearly stated 2.The teacher's behavior in individual / group student activities is clearly stated 3.The teacher's behavior in encouraging, searching, and interpreting activities is clearly stated 4.The teacher's behavior in the discussion and presentation activities is clearly stated
Supporting System	<ul style="list-style-type: none"> 1.Learning activities are clearly indicated in the learning plan 2.Media supporting the achievement of learning objectives 3.Further practice sheets supporting the achievement of learning objectives 4.Custom evaluation sheets with learning objectives
Learning Impact and Companion Impact	<ul style="list-style-type: none"> 1.The types of learning impacts are clearly shown in the learning plan 2.The types of learning impacts are stated clearly 3.The types of accompaniment impacts are quite logical 4.The types of accompaniment impacts indicate the direction of the learning objectives to be achieved 5.The types of accompaniment impacts are clearly stated 6.The types of accompaniment impacts are quite logical

Implementation	<ol style="list-style-type: none"> 1.The assignment is clearly stated 2.Position of individual / group activities clearly stated 3.The role of the teacher in helping students in individual / group activities is clearly stated 4.The handling of situations in activities
----------------	--

Table 6. Percentage of Evaluation Criteria for Validation Results

No.	Criteria	Frequency	Percentage
1	Less	0	0
2	Enough	0	0
3	Well	38	59.37 %
4	Very good	26	40.63 %

Table 7. Results of Validation of Syntax Design by Experts

No.	Criteria	Number of Indicators	Validator I Prof. Hermanu Joebagio , M.Pd	Validator II Mustika, S.Pd., M.Sc	Criteria
1	Supporting Theory	6	3,7	3, 2	Very good
2	Syntax	4	3.0	3, 5	Well
3	Social system	4	3.5	3, 0	Very good
4	Principle of Reaction	4	3,7	3, 3	Very good
5	Supporting System	4	3.0	3.0	Well
6	Accompaniment Impact	6	3,7	3, 3	Very good
7	Implementation	4	3,3	3,3	Very good
Average			3,4	3, 2	
Average Validator I + II		32	3,3		Very good

Based on the evaluation aspects of 32 indicator items that have been validated by expert obtain a mean 3, 4 with the category very well, in a note he wrote that the model developed is already good. While it is, the results of the validation with expert 2 then obtained a mean value of 3.2 with the category very well. Based on the average ratings of two validators are obtained by the number 3, 3 hal showed that the learning model that will be developed classified in the category of Very Good and can be used to carry out the research.

V. Conclusion

Based on the analysis of research data History can be concluded: 1) hurtful VCT more effective than conventional techniques for increasing the value of nationalism, democracy and multicultural students in learning history, 2) By learning the VCT and Conventional, the achievement of learning outcomes affective students' auditory more effective compared to students visual, 3) By learning the VCT, the achievement of learning outcomes affective to students auditory relatively the same compared students 'visual, 4) By learning the conventional technique, the achievement of learning outcomes affective students' auditory no more effective dibanding students visual, 5) learning achievement of affective to students auditory, VCT learning more effective than conventional learning, 6) The achievement of affective learning outcomes for students visual, VCT learning more effective than conventional learning, 7) There is interaction effect of learning techniques and styles of martial jar of students on learning outcomes affective, in the form of instilling the values of nationalism, democracy and multiculturalism. Value-clarification techniques (VCT) are effective for instilling the values of nationalism, democracy, and multiculturalism through learning history, both auditory and visual students.

Suggestions Based on the results of the writing of this, then disaranakan for teachers: 1) In melaksanakan right teaching history has muatan affection is more prominent, and in order to build a national character, it is necessary to try to apply the learning VCT, by clicking use learning methods vary so students more keen to follow pembelajaran, so the impact on affective learning outcome. VCT is proven effective in improving students' affective learning outcomes. 2) Teachers need to develop themselves in designing learning creatively and innovatively, by paying attention to various aspects of student development, both cognitive, affective, and psychomotor in a balanced way. 3) Teachers need to identify the characteristics of the students like the style of learning (visual, auditory, and kinesthetic), and personality types (introvert and extrovert) before starting the kegiatan learning, so as to melaksanakan right learning activities memperhatikan right characteristics of the learners, 4) Teacher need to create a democratic learning climate. With a democratic learning environment, students automatically will build its developed democratic values, and multicultural, as a habit. Teacher democratic attitude is exemplary form in an effort to menanamkan democratic values. Penelitian this has limitations in determining the research object, the research sample, time, and classification of styles of learning. Other researchers are advised to test further research on different samples or different settings.

References

- Abdalla. (November-desember 2002). Budaya lokal dan pengembangan nasionalisme. *Basis*, 11-12, 46-49
- Acemoglu, Daron., Johnson, Simon., Robinson, James A., et al. (2005) From Education to democracy?. *The American economic review*, 95,2, Proquest Research library pg. 44-49. Diambil tanggal 16 Agustus 2012 dari Proquest Educational Journal, <http://search.proquest.com>
- Ahmad Syafi'i Maarif. (Mei-Juni 2001). Mencari otentisitas dalam kegalauan. *Basis*, 05-06, 4-7

- Anwar Efendi. (Tanpa tahun). *Gagasan nasionalisme dan wawasan kebangsaan dalam novel Indonesia modern*. makalah seminar UNY. Diambil tanggal 12 desember 2012 dari <http://staff.uny.ac.id/>.
- Attarian,Aram. (Oktober 1996). Integrating values Clarification into outdoor adventure programs and activities. *Journal of physical education, recreation & dance*,67,8 proquest Pg 41-44 Diambil tanggal 16 Agustus 2012 dari Proquest education journals, <http://search.proquest.com>
- Banks , A.James. (2007). *Educating in a Multicultural Society*. Amsterdam Avenue, New York: Teacher College press, Columbia University
- Baskara T Wardaya. (November-Desember 2002). Nasionalisme humanis-universal: menjawab ajakan “ pascanasionalis”nya Romo Mangun. *Basis*, 11-12, 38-45
- Byford, Jeff & Russell, William. (2006). Analyzing public issues-Clarification through discussion : a case study of Sosial study teachers.: *Social studies review*;fall 2006,46,1. Proquest education journals pg. 70-72. Diakses tanggal 16 Agustus 2012 dari, <http://search.proquest.com>
- Daliman, A. (2004). *Perspektik pendidikan sejarah yang ideal*. Yogyakarta : Makalah seminar pendidikan sejarah di era pembangunan oleh Kementerian Kebudayaan dan pariwisata bekerjasama dengan Balai kajian sejarah dan nilai tradisional Yogyakarta dan proyek pemanfaatan kebudayaan daerah DIY.
- Darmiyati Zuchdi. (2008). *Humanisasi pendidikan*. Jakarta : Bumi Aksara
- De Porter, Bobbi. & Hernachi, Mike. (2002): *Quantum learning, membiasakan belajar nyaman dan menyenangkan*. (terjemahan Alwiyah Abdurahman). Bandung: Kaifa (Buku asli diterbitkan tahun 1992. New York:Dell Publishing)
- Farida hanum. (2012). *Multikulturalisme dan pendidikan*. Makalah seminar. Di ambil tanggal 15 Agustus 2012 dari staff.uny.ac.id
- Gutman, Amy. (1999). *Democratic education*. Princeton, New Jersey: Princeton University press.
- Irwan Abdullah. (2000). Kondisi sosial yang dibayangi disintegrasi tanpa ujung. Jakarta: Dalam Ninok leksono (ed). *Indonesia abad XXI di tengah kepungan perubahan Global*. Jakarta : PT Kompas media nusantara
- Kirscherbaum, Howard. (2000). From Values Clarification to Character Education : a personal jounay. *Journal of humanistic counseling, education and development*. September 2000;39,1. Proquest Educational Journals Pg 4- 20. Diambil tanggal 16 Agustus 2012 dari: <http://search.proquest.com>
- Lickona, Thomas. (1991). *Educating for character: How our schools can teach respect and responsibility*. New York: bantam book
- Mochtar Buchori. (2001). *Pendidikan antisipatoris*.Yogyakarta: Kanisius
- Mosconi, Jacqueline & Emmett, Judith .(2003). Effect of a Values Clarification Curriculum on High school Students’ Definitions of Success.*Profesionqal school counseling;Dec 2003,7,2; Proquest education journals* pg 68-78 Diambil tanggal 16 Agustus 2012. Dari <http://search.proquest.com>
- Pupu Saeful Rahmat. (Juli-Desember 2007). Wacana pendidikan multikultural di Indonesia. *Equilibrium*,3, 1-7
- Sardiman AM. (2004). *Kebijakan dan strategi pendidikan sejarah di era reformasi*. Makalah diskusi Sejarah di era pembangunan yang diselenggarakan oleh kementerian kebudayaan dan pariwisata bekerja sama dengan Balai kajian sejarah dan nilai-nilai tradisional Yogyakarta

- Sudrajat. (2011). Mewujudkan insan cendekia mandiri dan bernurani melalui metode Values Clarification Technique dalam mata kuliah sejarah local pada jurusan pendidikan sejarah FISE UNY. *Jurnal SOCIA* No. 1. Tahun 2011. Di akses tanggal 15 Agustus 2012 dari staff.uny.ac.id. Pdf
- Sutarjo Adi Susilo, JR. (2012). *Pembelajaran nilai-nilai karakter: konstruktivisme dan VCT sebagai inovasi pendekatan pembelajaran afektif*. Jakarta: PT Raja Grafindo Persada.
- Tilaar, H.A.R. (2002). *Perubahan social dan pendidikan, Pengantar pedagogic transformative untuk Indonesia*. Jakarta : PT Gramedia Widayasarana Indonesia bekerjasama dengan Center for Education and Community Development Studies
- Zamroni. (2003). *Pendidikan untuk demokrasi, tantangan menuju civil Society*. Yogyakarta : Penerbit BIGRAF Publising.
- . (2007). *Pendidikan dan demokrasi dalam transisi, Prakondisi menuju era globalisasi*. Jakarta : PSAP Muhamadiyah.
- . (2011). *Pendidikan demokrasi pada masyarakat multikultural*. Yogyakarta: Gavin Kalam Utama