

EFFECTIVENESS OF THE EXPERIENTIAL LEARNING MODEL TO INCREASE MULTICULTURAL AWARENESS OF MULTICULTURAL GROUP STUDENTS (Javanese & Chinese Ethnic)

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Abstract: The research aims to test the effectiveness of the Experiential Learning Model in raising multicultural awareness for the multicultural student groups (Javanese and Chinese ethnic) at integrated junior high school model in Bojonegoro. The method used in this study is within group or individual design and the research design itself is using equivalent materials design. The research included data collection instrument comprising scale multicultural awareness, and treatment instrument that is used in the form of scenario experiential learning to enhance multicultural awareness of students'. The analysis of the data was used to test the hypothesis is non-parametric statistical test of Wilcoxon sign rank test and visual data analysis to see changes in the subjects' multicultural awareness of using graphs. Whereas, in measuring the validity and reliability of the instrument used Cronbach alpha reliability analysis obtained reliability scores of $0.909 > 0.5$ then the instrument can be said to be reliable. Based on the hypothesis test results through the Wilcoxon sign rank test, the z scores obtained is - 2.812 and $0.005 < 0.05$ for the significance level. Therefore, the Experiential Learning Model can effectively improve the students' multicultural awareness for the Multicultural student groups (Javanese and Chinese ethnic) in integrated junior high school model in Bojonegoro.

Keywords: effectiveness, multicultural awareness, experiential learning model.

1. INTRODUCTION

Through the development of information technology and the current flow of globalization, to develop student pride in their own nation, educational activities in Indonesia are required to have sensitivity to the current flow of globalization. The pattern of mono-culturalism doctrinarian imposed during the new order needs to be evaluated, because it has negative implications for the reconstruction of multicultural Indonesian culture.

According to El-Ma'hady (2004) multicultural education is a response to the development of the diversity of the school population, as demands for equal rights for each group. Viewed from the description of the opinion above, that in school learning students are expected to get the same portion in obtaining education without differentiating one of them from the differentiator in the world of education is racial differences. This is inseparable from the descendants who are also the same educational rights as descendants in Indonesia.

Multi-racial descent is part of its own society in Indonesian society. They are a community group categorized as descendants or Indonesian citizens from China, Arabia and India. Even though they are classified as people who are quantitatively classified as minorities, they are successful in the economic and business fields. Their dominance in the economy and business in certain levels can produce social problems. Observed in terms of education, residents of these descendants have equal opportunities in education. Although in the early 1850s until the 1960s they attended exclusive

schools. The existence of cultural racial diversity, including the diversity of languages often adds a degree of complexity to a pluralistic Indonesian society (Gaffar, 1997).

With this multiracial descent, this study tries to examine the multicultural awareness of multicultural groups (ethnic Javanese and Chinese) in Chinese and Javanese in the Bojonegoro Integrated Model Public Middle School. Javanese descendants are in fact of indigenous ancestry, for example, compared to non-native descendants, one of whom is a Chinese descent having several different backgrounds. First is socio-economic, in general, it seems that Chinese in Java have more socio-economic conditions than Javanese and other indigenous people. Most of them work as entrepreneurs and traders. Some of them choose jobs that are considered high income such as doctors and employees of banks or large companies. Because of this, even though their numbers are somewhat likely to attract attention and create less positive feelings for the local community. Second intermingling. The center of residence for most Chinese people lives in shopping complexes and some luxury housing which inevitably creates stereotypes for indigenous people that they do not blend in with the local community. Likewise in terms of amalgamation most Chinese people take spouses from fellow ethnic groups. Similar reasons, apparently give rise to the assumption that they are exclusive (Husodo, 1985). Third is history. During the independence war, some Chinese side with the Dutch, the Javanese consider them to be less loyal, and less loving the Indonesian state. Besides that, the Javanese felt the most meritorious in the period of the struggle for independence so that most had the right to inherit the Indonesian state (Copple, 1984).

Daeng (1982) mentions the characteristics of Chinese people who are not favored by indigenous people who like to show off wealth, arrogant, do not like to interact with society, and so on. Looking at the above opinions with the facts in the field, it can be said that there are social and economic gaps between indigenous and ethnic Chinese communities. These prejudices emerge when they get an important position in the Indonesian economy and have a work ethic and tenacity in all areas they are engaged in.

On the contrary in Haryono's (1993) seminars, Chinese ethnic groups seem to have social prejudice towards Javanese people such as being lazy, wasteful, not taking initiative, being unreliable, and fanatical. These prejudices were discussed freely among the Chinese, not openly to the Javanese. Therefore, Sutan Takdir Alisyahbana (Kompas, March 21, 2005) suggested that indigenous children imitate the nature of tenacity, want to progress, save, be economical.

Chinese ethnic groups were migrants from the People's Republic of China around the 1860s. On Java, and in Indonesia in general they work as traders. At that time, the Dutch government carried out a policy of divide et impera which put the Chinese as the eastern and Javanese as natives. Until now, some of them lived exclusively and did not mingle with the natives. Most of them are religious, Buddhist, Taoist and Christian. Although lately many have converted to Islam. They are known as people who are resilient, disciplined, want to be advanced, diligent, disciplined and thrifty. On the other hand, Javanese ethnic groups are people who consider themselves to be natives, people who fought a lot in the colonial era and felt the most legitimate heirs in the country. Most of them are Muslims and / or kejawen beliefs. Because of differences in various fields of socio-economic, socio-cultural and historical life. Presumably Javanese and Chinese ethnic groups view each other as out groups. Both also have certain social stereotypes and prejudices against their ethnic opponents. Javanese ethnic groups view ethnic Chinese as people who appear to be exclusive, have sided with the Dutch, are concerned with profits, like to exhibit wealth, materialism, opportunism and "do not Jowo" do not behave like Javanese people. On the other hand, ethnic Chinese have a perception that Javanese ethnic groups seem to be rather relaxed, less resilient, prioritizing priyayi, less respect for time, etc.

Given this background of indigenous and Chinese people, this study tries to examine the multicultural awareness of multicultural group students (Javanese and Chinese) between Chinese and indigenous descendants. The reason is because, this phenomenon is inseparable from the world of education that we can know that between indigenous people and descendants receive the same educational services. While the pattern of education in schools in general only emphasizes the academic aspects and less attention to one's social development. Though a person's social development is not only from academic. Likewise with the applied curriculum only emphasizes aspects of cognition. This study took place in the Integrated Model State Middle School because there were multicultural groups (ethnic Javanese and Chinese) of ethnic Chinese (30%) and Javanese (70%).

Based on the observations and experiences of researchers as counselors at the school, there was a "clique" in the sociogram, where most Chinese subjects found it difficult to blend and tended to be grouped with their ethnicity. Some of the complaints brought by clients in counseling about social relations at school, among others, that most students from ethnic Javanese came from the outskirts even though they were both in the Bojonegoro area, because at this school

Boarding School so that most of the students were far away. So the dialect from his village is often taken to school. Whereas ethnic Chinese students come from within cities whose daily dialects also use Indonesian. In small talk sometimes they often say the interlocutor is "bumpkin" which means someone is from a remote village whose way of thinking is still sober, "innocent", narrow and far from modern values. Looking at a habit / violation of how someone behaves as something "bad" or "wrong" on the behavior of others. This assumption illustrates that ethnic Chinese students have claimed their own culture as a modern culture that is wider than Javanese ethnic students. The Javanese ethnic group views ethnic Chinese students as people who seem exclusively picky in making friends, likes to show off wealth, materialism, opportunism and "not Jowo" does not behave like a Javanese, and is stingy. On the contrary, Chinese ethnic students have the perception that Javanese ethnic groups seem to be rather relaxed, less appreciative of time. However, basically multicultural groups (ethnic Javanese and Chinese) can cooperate, and make friends if they carry out joint activities such as discussions, scouts and completing group assignments. After experiencing a rather long and intensive togetherness process, the sociogram profile usually changes from the tendency of one-way choices to the ethnic to two directions, namely to fellow ethnic students as well as ethnic opponents.

Increasing multicultural awareness needs emphasis on cognitive aspects because multicultural awareness is a sub-component of social awareness. Through direct experience, the subject is expected to be able to have (1) self-awareness, (2) self-cultural awareness, (3) awareness of racism, sexism and poverty (4) awareness of individual differences, (5) awareness of other cultures, and (6) awareness of the cultural diversity of real phenomena specifically designed for specific purposes namely increasing multicultural awareness, and (7) counseling skills.

To increase multicultural awareness of multicultural group students (ethnic Javanese and Chinese), the experiential learning model from Kolb (1984) was chosen. Consideration of the use of the model, among others, provides a direct experience and one of them emphasizes the cognitive domain, thus facilitating the increase of multicultural awareness of the subject, assuming that the stages of experiential learning have four stages of concrete experiential learning, observational reflection, abstract conceptualization and active experimentation. Each stage of learning can be done through a number of activity choices, including: discussion and dialogue, simulations, biblio-learning role play and film screenings (Kolb and Kolb, 2004).

Empirically Pinterits and Atkinson (1998) have proven the superiority of experiential learning in developing multicultural awareness. In his research, Pinterits and Atkinson (1998) utilized communication technology, namely video and film shows to support the effectiveness of multicultural awareness training. The reliability of experiential learning was also suggested by Estrada, Juarez and Durlak (2002) who tested experienced activities in the form of inter-racial contact to reduce prejudice. Their research proves the superiority of the experiential learning model.

In addition, Kim's and Lyons's (2003) meta-analysis add to the proof of the efficacy of experiential learning in raising multicultural awareness. They stated that activities through experiences such as games and psychodrama proved to be effective in developing multicultural awareness. Hanse & Williams, (2007) also corroborate the findings of Kim and Lyons (2003) by asserting that experiential activity through biblio-learning and watching movies and videos is a very suitable method for raising multicultural awareness.

Examples of learning activities used include Kolb and Kolb (2004): group discussions, dialogue, figures, film screenings, self-culture, reading novels and short stories. Regarding group discussions, Nagda et al. (2003) stated that class discussion, question and answer was carried out through the stages of experiential learning, accompanied by journals is a good and effective method to help students improve self-understanding on multicultural issues.

The school that is the target of researchers in conducting research is the Bojonegoro Integrated Model Public Middle School, this is based on several considerations including increasing multicultural awareness should be done as early as possible and can be done at school, because school is one component that has a positive correlation with multicultural awareness, especially in the Integrated Model Public Middle School because there are multicultural groups (ethnic Javanese and Chinese) in which there are ethnic Javanese students (70%) and Chinese (30%) who are assumed to need multicultural awareness. In addition, this school also has a character education development curriculum, making it possible to carry out the services of developing soft skills. Thus, multicultural awareness between students of multicultural groups (ethnic Javanese and Chinese) especially in the Bojonegoro Model Integrated Public Middle School can be seen. In addition, with this research awareness as a result of learning experience is achieved when students show an attitude that respects differences and beliefs that differences are essential characteristics of every human being. The

application of the selected multicultural awareness stages is assumed to be more effective in generating an attitude of knowing, understanding, and respecting differences in students, especially junior high school students as the focus of research.

To increase multicultural awareness of Javanese and Chinese ethnic students, the experimental learning method from Kolb (1984) was chosen. Consideration of the use of these models, among others, this model provides direct experience and one of them emphasizes the cognitive domain, so as to facilitate increased multicultural awareness of the subject, assuming that the experimental learning stage has four stages of concrete experience learning, observational reflection, abstract conceptualization and active experimentation. Each stage of learning can be done through a number of activity choices, including: discussion and dialogue, simulations, biblio-learning role play and film screenings (Kolb and Kolb, 2004).

2. METHOD

The design of this study uses quantitative research with the design of within group or individual design. The selection of this experimental design is based on criteria including: 1) limiting the research subject, 2) using only one experimental group (without the control group), 3) this design examines the effectiveness of a variable against other variables in an experimental group.

The research design used in this study was a modification of Equivalent Materials Design (Campbell, 1966: 46). The basic considerations for the use of this design are: 1) using only one group, namely the experimental group (without the control group), 2) the determination of the sample is not done randomly, 3) the measurement is done repeatedly. Broadly speaking the experimental design used in this study is as follows:

The main feature of this design is that before being given treatment the experimental group is given one pre-test, second, after being given the pre-test the experimental group is given treatment using multicultural awareness stages which follow the experiential learning model procedure. Third, after the treatment was given a post-test, giving interventions and post tests were carried out several times according to the research needs, in this design the researcher designed five intervention sessions.

The subject of this research was students of The VII Class of SMPN Integrated Model which focused on students who had low multicultural awareness. The intervention used in this study was experiential learning with film stimulants. The researcher set a group guidance setting to carry out the research process using experiential learning with 10 members of the group, namely 6 students from ethnic Chinese who had very low multicultural awareness (MA) categories, and 4 Javanese students who had a low multicultural awareness category. Determination of this amount is based on the results of the score of the multicultural (MA) awareness questionnaire launched.

In this study there are two types of instruments used, namely, data collection instruments (multicultural / MA awareness scale which are also used as a pretest-posttest sheet), instruments for treatment material (material stimulus) in the form of experiential learning scenarios. The data collection instrument used is a description of Locke's multicultural awareness variables which include self-awareness, including: self-awareness followed by the development of one's own cultural awareness; increased sensitivity to racism, gender and poverty; awareness of individual differences; awareness of other cultural groups, awareness of cultural diversity and finally developing counseling techniques that can open opportunities to bridge gaps between their own cultures and different client cultures.

The MA scale used as the pretest-posttest sheet has 4 categories: very high, high, low, very low. MA scale categories are determined based on the highest and lowest scores, the score category for the pretest-posttest sheet is determined based on the total score divided by 4 (categories). Total score = 48, score 156-192 (very high), score 120-155 (high), score 84-119 (low), score 48-83 (very low). Furthermore, the material stimulus used in this study is an intervention scenario that is developed in accordance with the stages of experiential learning.

The intervention procedure in this study in general is to use multicultural awareness processes or stages, while the intervention design with the experiential learning model is as follows:

Stage 1: Stage of concrete experience / giving real experience

Stage 2: Reflective observation stage / reflection observation

Stage 3: Stage abstract conceptualization / conceptualization

Stage 4: Stage of active experimentation in real life

Data analysis was carried out in three ways, namely the main analysis to test the research hypothesis using the nonparametric statistical test, the Wilcoxon sign rank test. Then to make it easier to read data visual analysis. The Wilcoxon sign rank test statistical analysis aims to determine the differences in the average experimental group before and after the intervention (Stanislaus, 2009). The existence of changes that increase, the research hypothesis is accepted and the experiential learning model can effectively increase multicultural awareness.

3. RESULTS AND DISCUSSION

The intervention process was carried out by researchers as counselors at the school. Before the intervention process was carried out, a pre-test was conducted by distributing questionnaires on the MA scale (multicultural awareness scale) to determine the level of multicultural awareness of the subject from the beginning. Each subject was asked to fill in the MA scale which amounted to 48 item statements. Before the intervention, the subject was asked to make a contract of agreement by filling out the willingness sheet to follow the counseling process.

From the pre-test results obtained 10 subjects, namely 6 ethnic Chinese subjects with a very low category of multicultural awareness, and 4 ethnic Javanese subjects with a low multicultural awareness category. Furthermore, intervention was carried out using multicultural awareness stages and 4 stages in experiential learning. The first stage of concrete experience is the stage of learning through intuition by emphasizing personal experience, experiencing and feeling. Use film media about multicultural awareness so that subjects are able to learn from experiences that are specific and sensitive to situations. In the second stage, reflective observation subjects can relate how something happens by looking from a different perspective and relying on a thought, feeling and judgment. Instructional techniques that can be done with discussion and the subject is able to answer the questions given by the counselor in the reflection sheet. Furthermore, in the stage of Abstract conceptualization (thinking) the subject is able to logically analyze ideas and act according to understanding in a situation so that new ideas or concepts will be raised which will be discussed in groups and the subject is able to answer the questions given by the counselor as a researcher in the sheet conceptual. The conceptual sheet and reflection sheet are used as a recording of qualitative data. Furthermore, in the Active experimentation stage, the subject is expected to have the ability to learn through action, emphasizing practical applications in real-life contexts. Instructional techniques used with task sheets (application in real life), subjects were asked to identify events related to cultural differences around them and provide responses in the assignment sheet. Then a post-test is done to the counselee to determine the level of multicultural awareness of the subject. The post-test questionnaire used was the same as the pre-test questionnaire using the MA scale (multicultural awareness scale).

1. The initial ability of the research subject (before being given an intervention)

The research subjects were students of the integrated Model Middle School class VII b with an age range of 12-13 years and numbered ten people. Psychologically these students are in the range of adolescence. Many psychologists look at the characteristics of adolescence by classifying it as a transition age with low emotional stability, but increasing social interaction with peer groups. Adolescence is also a problematic age, a period of seeking identity, being in transition with unclear individual status, and doubts in acting. Teenagers tend to look at the world and others, from the eyes of themselves as they wish, and not as they are. The psychological condition of these adolescents often triggers acts of social interaction which are characterized by contradictions. Even though it is in harmony with the awareness of the new formal status both at home and in school, it requires adolescents to behave more socially. Therefore, the most difficult task of adolescence development is that which is related to social adjustment (Hurlock, 1992). According to Piaget's cognitive development theory (Santrock, 2001), age 11 to adulthood enters the formal operational stage, formal operational thinking is more abstract than concrete operational thinking. Adolescents are no longer limited to something actual, real experience as an anchor for thinking, but they can make trusted situations, abstract propositions, and events that are purely hypothetical, and can think logically (Santrock, 2001). Subjects that are in this formal operational stage are in accordance with the research objectives criteria and intervention models used in this study.

The purpose of the research is to increase multicultural awareness through training using experiential learning (EL) models, in increasing multicultural awareness requires the quality of abstract thinking this can be used by subjects in increasing self-awareness, awareness of self culture and individual differences and awareness of diversity. Furthermore,

the researcher uses the model of experiential learning (EL), this model requires the quality of the subject's abstract thinking, especially in the stage of reflection and conceptualization. At the stage of reflection the subject is required to see a phenomenon from a different perspective and test their understanding of real experience presented in the first stage / stage of real experience (Sadullah, 2009). Furthermore, at the conceptualization stage the subject is required to build a concept based on the reflection stage. Subjects at the conceptualization stage use ideas and logic rather than feelings to understand each experience that occurs so that more abstract thinking skills are needed.

Before giving an intervention using the EL model, researchers gave a multicultural awareness scale to capture subjects who had low multicultural awareness. The results of the screening data are also the pre-test data for the research subjects. Pretest is an initial picture of the results of multicultural awareness of the research subject. The results of this pretest show that netted subjects have different multicultural awareness, subjects A, B, C, D, E and F are in the low category, then subjects G, H, I, and J are in the very moderate category. Different levels of multicultural awareness show that each subject has different cognitive abilities. This is in accordance with the opinion of Kayes et. al (2005) the ability of each individual is different in managing each of the four stages in Experiential Learning.

2. The ability of the subject after being given an intervention using the experiential learning (EL) model

The results of the study show that both individually and in groups there are differences before and after the intervention, which means that the experiential learning model effectively increases students' multicultural awareness. The results of the group study showed that there was a change in the subject from before the intervention and after being given an intervention. These changes are shown from the results of the Wilcoxon test nonparametric statistical analysis with the significance level obtained at 0.005 less than 0.05, which means that experiential learning has proven to be able to effectively increase students' multicultural awareness which is visually depicted in chart IV.

The increase in multicultural awareness of the subjects in this study was caused by the intervention provided by using the Experiential Learning model. In the research process, researchers conduct stages in Experiential Learning in accordance with the theory and use relevant techniques used according to the research objectives. Kolb in Sadullah (2009) describes the EL stage: First, the stage of concrete experience (feeling) At this stage the researcher uses video and film stimulant media, then students practice the film and exchange the role of Chinese students acting as Javanese and vice versa. This stage allows the subject to get different new experiences, and get firsthand experience.

Second, the watching phase emphasizes the variety of individual thoughts and the ability to assess events from different perspectives. Individuals at this stage learn by observing and listening and observing more carefully before making conclusions on their minds, by looking at issues from different perspectives, they practice understanding of the events that occur. At this stage researchers use group discussion techniques and provide reflection questions to explore thoughts, subject feelings from video / film stimulants. The subject at this stage transforms the experience gained from itself. Kolb (1984) argues that knowledge is the result of a combination of understanding and transforming experience. Multicultural awareness cannot be taught directly as a skill, but teachers / educators in schools can help develop it on the subject by providing a number of experiences that can increase self-awareness, skills in understanding others, awareness of welfare for others and respect and tolerance for differences.

Third, the abstract stage of conceptualization (thinking), emphasizes the use of logic, ideas, more than emotions to understand problems and events. Individuals here build theories to overcome problems that are based on systematic planning. At this stage the researcher uses group discussion techniques to form the right concept of multicultural awareness. Subjects at this stage interpret verbal and nonverbal cues to form new concepts of multicultural awareness

The four stages of active experimentation (doing), individuals do significantly more than observe and learn by doing and experiencing directly. In the active experimentation phase the researcher gives a structured task sheet to be filled with the subject according to real experience in daily life in their environment and will be given feedback at the next meeting.

From these stages, the supporting factors that influence the subject change are the openness of the subject's mind to the new experiences they experience and transforming that experience into themselves to be further analyzed so that they find the right new concept of multicultural awareness.

Besides increasing, there were also some subjects who experienced a decrease in scores in the process, subjects who experienced a decrease in post-test scores including subject 8 in intervention 1, subject 3 in intervention 3, subject 4 intervention 3, subject 7 in intervention 3. Subject 9 intervention 3.

4. CONCLUSIONS

The conclusion of the results of this study is an effective experiential learning model to increase multicultural awareness of students in multicultural groups (ethnic Javanese and Chinese) in the Bojonegoro Integrated Model Public Middle School.

SUGGESTIONS

1. For counselors

a) This experiential learning model has been proven to increase multicultural awareness of class VII b students of SMP Negeri Model Terpadu, so school counselors can use this model as a means of providing counseling services in the setting of group guidance for students.

2. For further researchers

a) This research uses the design of Equivalent Materials, for the next researcher can follow up this study using different designs such as action research on BK, and experimental research using a control group so that the effectiveness of the experiential learning model can be tested.

b) Researchers then need to test the effectiveness of training using the experiential learning model in various other psychological aspects.

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