



Leadership Character in the Social Science Subject Theme “My Hero” of the 4th Grade at State Elementary School Purwomartani Kalasan Sleman Yogyakarta

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ABSTRACT. This study aims to describe the learning of leadership characters in the 4th grade social science subject at state elementary school Purwomartani, Kalasan, Sleman, Yogyakarta. This was done because Indonesia seems to have lost its good leadership character which could become an example for children. This research is qualitative with data collection using observation, interview, and documentation techniques. Data analysis was performed through data reduction, data presentation, verification, and conclusion. The results showed that there are several leaders discussed in the 4th grade textbook of elementary school with the theme "My Hero" in social sciences subject. These leaders have different leadership characters, namely (1) the courage to defend truth, justice and expel colonialism are the characters of Prince Diponegoro, Sultan Hasanuddin, Cut Nyak Din, and Pattimura, (2) the spirit to unite the nation is a character of Gajah Mada and Soekarno, (3) being persistent in teaching and establishing educational institutions are character of Ki Hajar Dewantara, (4) struggling to never give up and being willing to sacrifice to defend Indonesia's independence are the character of Bung Tomo, and (5) being able to realize the objectives of Indonesia's independence and inspire the younger generation are the character of President Soekarno. These findings have implications for learning social science subject with the theme of my hero, beginning with telling the leadership characters of the figures to be role models for students in their life.

Keywords: *Leadership Character, Social Science Subject*

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INTRODUCTION

General elections are a means of determining the leader of a country. Indonesian citizens are expected to be able to use their voting rights to determine state leaders. The Indonesian people expect leaders to have good character in order to create the future goals of living as an Indonesian state, namely justice and prosperous society.

The reality shows that there are unexpected state leaders. Lately, many people have been presented with the behavior of state leaders that do not match the hopes and ideals of the establishment of Indonesia. Misuse of office which has led to widespread corruption and the arrest of state leaders for abusing their authority colored the news in the mass media. This condition is not good for elementary school children who need role models in developing their leadership character. In fact, according to Muhamad Tisna Nugraha (2019), "nowadays people, especially children, need icons that can be imitated and respected in a real way, namely figures

who really have courage in inspiring someone to struggle through the bitters of life." The loss of role model will affect the formation of leadership character in educational units.

This problem has made the Indonesian government campaign for character education from 2010 to the present. Edi Rohendi (2016) stated that there are two sides to this character limitation. One character that exists as human nature, while on the other hand the character is regulated must be through education, one of which is through character education in schools. This is the homework of educational institutions.

There are many challenges faced by the world of education, however, there are no words of despair and pessimism to prepare the next generation of national leadership. National leaders must be prepared early. The implementation of the 2013 curriculum is an effort to develop the character of students in each educational unit. Based on the research of Evinna Cinda Hendriana and Arnold Jacobus (2016), "the sources of values used in the implementation of national character education in schools are religion, Pancasila, culture, and the goals of national education." This source of value are manifested in various subjects, so that students have noble characters in order to realize a better life for the nation and state. Various biographies of world figures show that strong character and good behavior are the main factors for the success of a person and a company that can last a long time (Antonio, 2008). The concept of NLP or Neuro Linguistic Programming is a concept which states that humans have the same nervous system, "therefore everything you can do, I can do it too" that is, by imitating it. The best path to success is to imitate the behavior of successful people (Antonio, 2008).

In the context of implementing the 2013 curriculum in elementary school, the government has provided learning facilities in the form of learning textbooks that are arranged based on the themes that have been determined in the curriculum. Regarding the role of this learning textbook, it was studied by Sasi Mardikarini and Suwarjo (2016), who concluded that textbooks can be used as a medium to develop character values in learning. Textbooks are used as a source of learning in the classroom, because textbooks can interact more directly with students than their class teachers.

The learning textbook is given to each subject matter. The 4th grade social science subject matter includes descriptions of Indonesian national figures who have shown success in their leadership. Unlike the previous curriculum, in the context of implementing the 2013 curriculum the government has also published a teacher manual. This book serves as a reference for learning and instructions for using student books. State elementary school in Purwomartani is one of the schools that has been used as a pilot project in implementing the 2013 curriculum.

Therefore this research was carried out in these schools to obtain an overview of the implementation of the 2013 curriculum, related to the leadership character of the figures which is the subject matter of social studies in the thematic books of the elementary school class four. The character of the leader in the book needs to be studied so that it can be imitated by elementary school students as the next generation of national leadership. In the view of Northouse (2013), the factors that make the formation of authentic leadership character in a leader occur because of past events and history experienced by the leader. The awareness that was formed from the past is related to his actions in facing the problem, namely colonialism. So that at this point students can take a lot of lessons, as well as be able to build a social identity as fellow children of the nation. As explained by Tajfel (1982) who sees social identity as a person's self-concept as part of his membership in a certain group. This does not only happen at the cognitive level, but also involves values. So the leadership values and stories of heroism in the social science subject book can be a means for class four students to foster a social identity as fellow nationals to fight all forms of colonialism.

METHOD

This research is a combination of literature study and field research. Starting with reviewing textbooks on the theme of "My Hero", then going to the field at state elementary school Purwomartani, Kalasan, Sleman, Yogyakarta. This descriptive research is limited to an effort to reveal a problem or situation or event as it is, so that it reveals facts. In essence, this field research is a method to find out specifically about what is happening. The subjects of this study were class four teachers of Purwomartani state elementary school consisting of two classes, namely class four A with the guardian of class Mr. Agus Widodo and class four B with the guardian of class, Ms. Nanik Mursitowati. The number of class four A students was 30 students and the number of class four B students was 33 students.

Data obtained through documentation, observation, and interviews. Documents in the form of a thematic book for fourth grade elementary school entitled "My Hero", then a teacher manual, syllabus, and a lesson plan prepared by the teacher. Observations were made to determine the learning activities carried out in class four. To find out more, free structured interviews were conducted. The collected data were analyzed qualitatively with steps as used by Miles and Huberman, namely examining the data that had been collected, data reduction, namely taking data that could be processed further for conclusions, data presentation, and drawing conclusions (Miles & Huberman, 1984).

FINDINGS AND DISCUSSION

Findings

Islam teaches that every human being is a leader. This is as stated in the words of the Prophet Muhammad, "each of you is a leader and each of you is responsible for what he leads." So humans must lead themselves to direct their lives (Agustian, 2002). According to Bryman (2009) leadership is a process carried out by individuals to influence others, especially their role in maintaining self-esteem and the existence of their group. Meanwhile, according to Agung Iranda (2017) the key to leadership is influence. The strategy used in influencing is character and mental development of a leader. In addition, the relationship between leaders and followers is considered as a parameter of success of a leader in solving intragroup and intergroup problems by involving the system and group norms.

This leadership takes place naturally in the system and group norms that are adhered to. Leader also means legally converting individual desires into group interests (Thomas & Lyne, 2013). A leader, regardless of the style or type of leadership, it all depends on the principles adopted. People who lack principles are very easily influenced. Usually a person who has firm principles will become a great leader, through his strong influence. No matter the principle is right or wrong, there will still be followers (Agustian, 2002).

So the principles and leadership character are very important for someone to have. Sarros and Cooper (2006) convey that character is a combination of integrity, cooperation, justice and discipline that develops in a leader's personality. The implementation of the character of the leader is manifested in three dimensions of individual and group relationships. Among them; universal, transformation, and goodness. First, universal shows that leaders understand and appreciate tolerance and interpersonal relationships among humans. Second, transformation, in which the leader inspires and motivates others, in order to realize the long-term goals and vision he has planned. The third dimension is kindness, through the leader's caring attitude towards his subordinates. The goal is to achieve welfare and quality of life for each individual. The application of the three principles and character of the leader above was successfully realized by the Prophet Muhammad.

A successful leader is a leader who has the right principles. Honest and trustworthy leader. A leader should be truthful about what they say. Such a leader will make his followers feel happy around him. Honest leaders are leaders who have integrity. Integrity is the conformity between words and actions that produce trust (Agustian, 2002). As for Bauman (2013) argues that when leadership is inherent in the group system, the element that must be met by the leader is integrity, which concerns the moral issues of the leader. Integrity is a leader's commitment to respect and uphold the values within the group.

James and Warren Bennis also stated that integrity is a character that must be possessed by a leader (Antonio, 2008). A leader who can be trusted will create loyalty, successor cadres, and gain loyalty from his followers. A leader who guides others, directs others and gives strength to others, will take responsibility and bear the risks of every action because of the very strong leadership influence (Agustian, 2002: 107). This character is consistent with the leadership theory put forward by Warren Bennis and Burt Nanus (Antonio, 2008).

Successful leaders are leaders who have deeply recognized themselves. One example that the Prophet showed to his followers was during the battle of Badr. Although Muhammad ﷺ was highly respected, he showed a democratic attitude (Antonio, 2008). This is an example of a strong form of leadership. Agung Iranda (2017) concludes that strong leadership is the influence of the leader on followers or society to gain trust. The relationship between leaders and followers is bridged by integrity and character.

Character is related to the values, reasoning and behavior of a person. Character education cannot only be told or forced. Kevin Ryan as quoted by Zamroni (2011) states that there are six character education strategies, namely example, explanation, exhortation, ethical environment, experiences, and expectation of excellence.

Character education must be by example or role model, so students have a model that is imitated. Something that will be imitated by students accompanied by knowledge of why someone needs to imitate the action. For that we need an explanation why something should be done, so that they don't blindly imitate. Doing something must be serious, earnest, untiring. In doing something a person must consider the environment. This means that a person must be sensitive to the conditions and situations around him. Attitudes, behaviors must be enjoyed, carried out meaningfully so as to provide experiences for oneself. This experience can grow meaning or spiritual for what is done. Thus, this behavior is internalized and will become a habit. These repetitive habits become characters.

To internalize character education according to Syarifuddin Jurdi (2011), several stages are needed, namely; (1) providing learning methods for active student participation to increase student motivation, (2) creating a conducive learning environment so that students can learn effectively in an atmosphere that provides a sense of security and appreciation, (3) teaching methods must pay attention to the uniqueness of each student, (4) teachers must be able to be role models for the practice of implementing prophetic values, (5) form an open culture of reminding each other between teachers and students with the principle of politeness.

In line with this statement, practicing character education requires a contextual learning strategy, by trying to involve students in finding meaning. Students are expected to understand what learning means, its benefits, so that the knowledge they have will be applied in their lives as family and community members. Johnson as quoted by Yani (2011) states that contextual learning has eight system components, namely; (1) making meaningful linkages, (2) doing meaningful activities, (3) doing self-regulated learning, (4) working together, (5) thinking critically and creatively, (6) helping individuals to grow and develop, (7) achieve high standards, and (8) use authentic assessment. The eight components above, if applied in the learning process, there are five activities that can be observed, namely; (1) linking, (2) experiencing, (3) applying, (4) cooperation, and (5) transferring.

In the learning process, students associate various concepts, signs, and known insights so that students can build their knowledge. In the learning process, efforts are made to present original objects, models, or examples that the students already know in front of the class. This is done to prevent students from monotonous learning.

Students are also invited to observe or carry out meaningful activities in accordance with their learning objectives. Students are also invited to try to apply a concept in solving a problem. The teacher is in charge of motivating students and providing realistic and relevant exercises so that the problems faced can be resolved properly.

Students working individually often do not make significant progress. Conversely, students who work in groups can often solve complex problems with a little help. Collaboration experiences not only help students learn teaching materials, but will be contagious later in life. The teacher's role is to create a variety of learning experiences with a focus on understanding rather than memorizing. The teacher conveys new information or shows how to solve problems so that students are guided in understanding and able to solve problems.

In active student-oriented learning, the teacher must examine the concepts or theories to be studied by students as a whole, understand the backgrounds and life experiences of students, study the school environment and student residence, which then selects and determines whether the school environment can be used as a students learning resource, designing learning by linking the concepts or theories learned by considering the experiences of students, the student's environment and carrying out an assessment of the process or work learning outcomes during learning activities (Yani, 2011).

Zamroni stated (2011: 175-176) that the goals, objectives, character targets to be achieved must be clear and concrete, there must be cooperation between parents and teachers. Educators must really understand the philosophy of a teacher, not just technical implementation of learning. The learning carried out by the teacher must develop the importance of integration between the heart, mind, hands, creativity, taste, and initiative among students in order to develop their respective characters. Integrity is important so that students can understand goodness, love goodness, and do goodness. Teachers need to realize that interactions with students will have a major effect on students. School culture (values, beliefs, norms, slogans) to the physical conditions of the existing school need to be understood and designed so as to develop student character.

Discussion

The 2013 curriculum learning process related to subjects in the curriculum structure can be carried out in the classroom, school, and community. The learning process in primary schools is based on themes. The learning process is based on the principle of active student learning to master basic competencies and core competencies at a satisfactory level. The learning process is developed on the basis of the characteristics of competency content, namely knowledge which is mastery content and is directly taught, cognitive and psychomotor skills are developmental content that can be trained and taught directly, meanwhile, attitude is a content that is developed through an indirect educational process.

Competency learning for developmental content is carried out continuously from one meeting to another, and strengthens each other from one subject to another. Indirect learning process occurs in every learning activity in the classroom, school, home, and community. The indirect learning process is not a hidden curriculum because the attitudes developed in the indirect learning process must be included in the syllabus and the lesson plan that the teacher makes.

The learning process is developed on the principle of active student learning through observing (seeing, reading, listening, scrutinize), asking questions (oral, written), analyzing (connecting, determining linkages, making stories or concepts), communicating (oral, writing, pictures, graphics, tables, etc.). Remedial learning is carried out to help a student master competence that are still lacking. Remedial learning is designed and implemented based on the weaknesses found based on the analysis of the results of tests and assignments of each student. Remedial learning is designed for individuals, groups or classes according to the results of analyzing the answers of students. Assessment of learning outcomes covers all aspects of competence, is formative and the results are immediately followed by remedial learning to ensure competency mastery at a satisfactory level.

The learning principles as mentioned above must be well reflected in the planning and implementation of the learning process. The 4th grade teacher at state elementary school Purwomartani has tried to apply these principles in the planning and learning process. This is reflected in the statement of the guardian of class for class four A, Mr. Agus, and the guardian of class for class four B, Mrs. Nanik, who stated that the 2013 curriculum had changed the learning patterns of teachers. The 2013 curriculum makes children more active and also more creative.

One of the abilities that students must master through learning social sciences subjects, through a textbook with the theme "My Hero" is to show honest behavior, responsible, discipline, care, courtesy, and confidence as shown by figures during the Hindu era, Buddhism, and Islam in their life. According to Desvian Bandarsyah (2014), social and historical sciences are solutions in overcoming the current humanitarian crisis. Especially history, through the implementation of proper learning, can be an effective solution to various problems of our humanity, because history contains moral messages in carrying out character education for future generations.

Therefore it is important for teachers to explain the heroic attitudes of kings from the Hindu, Buddhist, and Islamic periods to students properly and contextually. Yudi Kurniawan (2015) explains that heroism is a heroic act for the good of many people that is done by someone from his personal kindness. This heroic act is carried out in an effort to serve others or the community voluntarily without expecting anything in return or material gain. The characters described in the book have this attitude.

The figures told in the book entitled "My Hero" are Sultan Hasanuddin from Makassar, Sultan Iskandar Muda from Aceh, Gajah Mada, Hayam Wuruk, Pattimura from Maluku, Pangeran Diponegoro from Yogyakarta, Cut Nyak Din from Aceh, Ki Hajar Dewantara from Yogyakarta, Soekarno, and Bung Tomo. They have heroic values that can be imitated. Deka Marcella and Septia Winduwati (2019) mention some heroic values, namely the value of being willing to sacrifice, the value of exemplary, the value of love for the country, the value of equality, the value of togetherness, and the value of patriotism. These values will be instilled to students in history learning.

The opinion above is in line with the statement of Setianto (2019), which states that the essence of history learning is how to teach heroic values, love for the nation, identity and character to students. His sensitivity to history will provide aspirations and inspiration to carry out his duties as a citizen. In order to achieve this goal, the learning process is carried out by analyzing the reading and having discussions about the character. Students are expected to be able to give their opinion about the character's attitude in detail. In line with the expected abilities, the material studied by students discusses heroic attitudes. The teacher plans to use a scientific approach, discussion, presentation in the learning process.

An overview of the implementation of the learning process carried out in the 4th grade of state elementary school Purwomartani about several figures, Indonesian leaders who are written in the textbook "My Hero", is it how students who are active how to find information in text or

reading about characters. The teacher facilitates so that students can work independently and work in groups. Attempts to link the character of the heroes with daily behavior carried out by students or behavior that occur in society are reflected in the learning process carried out by the teacher.

The teacher's role in telling the characters referring to my hero textbook is very important in shaping character. Because based on the research of Atikah Mumpuni and Muhsinatun Siasah Masruri (2016), students will be able to receive the message conveyed in the story, because before concluding moral messages, students are invited to enjoy the storyline first. Through the stories that have been read, students will know what to do and what not to do. Furthermore, students will get conclusions about the moral messages contained in it and apply it in their lives.

Learning as done by the teacher above needs to be done continuously to develop student character. In line with the age of elementary school students, imitation is one of the characteristics of the development of elementary school students, so a good example needs to be developed. Teachers can play a role, as shown by state elementary school Purwomartani in the learning process "My Hero".

Indonesian education figure Ki Hajar Dewantara also stated that one of the leaders' characters is *ing ngarsa sing tuladha*. Students must be able to be good examples, for that students must be provided with good examples, as well as teachers. The teacher is followed and imitated, according to the Javanese expression. The end of all that Islam teaches the need for an example in doing something and the world recognizes that in Islam the good example is the Prophet Muhammad. Saying true, being trustworthy, clever, and conveying the truth are the characters that are in the Prophet Muhammad which is also reflected in the figures discussed in the textbook "My Hero" class four elementary school.

CONCLUSION

There are several leaders discussed in the 4th grade textbook at state elementary school Purwomartani with the theme "My Hero". The leaders discussed in the book come from various parts of Indonesia. These leaders have leadership characters who are courageous in defending truth and justice, driving out colonizers in Indonesia. Described in the leadership character of Prince Diponegoro, Sultan Hasanuddin, Cut Nyak Din and Pattimura who dared to fight against the invaders. Having the spirit to unite the nation is manifested in the leadership character of Gadjah Mada and Soekarno. Having a sense of love for his people, is manifested in the leadership character of Ki Hajar Dewantara who was persistent in teaching and establishing educational institutions. Struggling to never give up and being willing to sacrifice was manifested in Bung Tomo's leadership character while defending Indonesia's independence. Being able to realize the objectives of Indonesia's independence which is embodied in the leadership character of President Soekarno which can inspire today's young generation.

The learning of the above character material begins by exploring the character of the figures to be used as examples that will be imitated by students, applying these characters in the learning process, linking the behavior of students and society which is a reflection of the character of the figures discussed. In this way learning becomes more meaningful. The theory is understood and then carried out continuously until it becomes a habit and can form the leadership character of students.

Research on leadership character in this social science subject is still limited to only being conducted in the 4th grade at state elementary school, Purwomartani, Kalasan, Sleman, Yogyakarta. Thus, the stories of the heroes in the book are shortened in simple language, adjusting to the needs of the children. The analysis of leadership character in social studies

textbooks for junior and senior high school levels, of course, is longer, more detailed, and consist of various perspectives that can be used as research material for other researchers.

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