The Improvement of Students' Leadership Ethic in Studying History by Using Baratayuda Audio Visual Media

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Abstract

The purpose of this research is to know the improvement of students' leadership ethic in studying History after the implementation of Baratayuda Audio Visual Media. The population of this research is XI-Social Science-1 Class of SMAN 1 Pare, Kediri Regency, in academic year 2016/2017, consisted of 39 students. This Classroom Action Research (CAR) is arranged by Pre-test, Cycle-1 and Cycle-2 which consisted by some steps, such like; planning, implementation, observation, and reflection. Collecting the data is by using questionnaire of leadership ethic, interview, and documentation. The method of data analysis in this research is descriptive analysis by comparing the improvement from one cycle to another. The result of the research is showing that: There is an improvement of leadership ethic in studying History after the implementation of Baratayuda Audio Visual media. It is shown by the results as follows; Pre-test indicates that the passing score is about 17, 95%. On Cycle-1 indicates 46, 1% and on Cycle-2 indicates a significant improvement about 71, 83%.

Keywords: Leadership; Baratayuda Audio; Visual media

Introduction

Condition of Education in Indonesia

Education is held to give change in behavior for students to be in better way. The quality of education always connected and only implemented easily if it has relevance, efficiency, and effectiveness to the purpose and aspect that we want to reach. The most important aspect of education activity is supplying the youth generation with creative thought and leadership soul. Leadership has become an important variable in implementation of education occurred so far *(TIM PGRI., 2014-11)*.

That supreme purpose of education is in accordance to the purpose which is wanted to be reach by History studying. History lesson has strategically meaning in building character and civilization of prestigious nation *(Leo Agung., 2015)*. The material of History consisted of heroic values, exemplification, pioneering, patriotism, and nationalism which underlying the process of building students' character and personality. Beside of that, History is full of moral and wisdom lessons which

used in overcoming the multi-dimension crisis we face in our daily life (*Permendiknas No.22 Tahun., 2006*).

According to Cloninger and Selvarajan (2012), they stated that leadership ethic covers the public leader's interaction and responsibility to capacious society. Growing the leadership ethic to youth generation becomes one of education purpose priority nowadays. This case happened due to lot of deviation and inappropriate acts from the leaders, such as; law implied to unfair play, authorization abuse until corruption, collusion, an nepotism where imaged into our leader every time. (Johan Novtria Jamal & Taufiq Waab., 2015). Youth generation is a pillar who will continue our nation's struggle next days, so that, by learning History, growing leadership ethic is able to be applied as provision in leadership in future.

However, it's not quite sufficient if growing the leadership will be done by only discovering its theoretical sides. There must be an exact effort as the next step of leadership's concept and theory to be easily implemented to the students better. So that, the learning media has important role to reach good leadership we wish *(Novian Denny Nugroho., 2015)*.

Unfortunately, there are still so many History teachers in Indonesia who are still reluctant to change their point of view in running their professional work; it can be defined especially in using learning media. A conventional way of teaching is liable becoming dominant color in process of studying History. It can weaken the students' ability in discussing one each other and having the essence in process of learning History *(Sanjaya., 2014:52)*.

History teacher needs to use an innovative learning media to grow up the leadership ethic toward the students. According to Wahyoe Daryanti (2011), kinds of learning media divided into four groups, they are; (1) printed technology media, (2) audio-visual technology media, (3) technology based on computer media, and (4) media combined by printed and computer technology. Growing up the leadership ethic can be implemented by using *Baratayuda Audio-visual* in studying History, besides to reduce a centered-learning to the teacher; it's also to grow up the leadership ethic by local wisdom values.

The leadership ethic which the researcher tried to grow up is charismatic leadership ethic based on *Kakawin Baratayuda*. In *Kakawin Baratayuda*, there is a character of leadership, such like; ability to solve the problem, persistence, humanity, justice, and good ability in self-management. Those characters are suitable to solve multi-dimension problem which is being faced by this nation.

Leadership ethic is a process in affective case that covers honesty, supportive, kindness, and other attitudes *(Neuschel., 2015)*. Leadership ethic becomes this research's purpose to reach by using *Baratayuda Audio-visual* media.

Baratayuda Audio-visual media is a media in learning History using values of leadership ethic in Baratayuda war. So that's why this learning media considered will be accurate in learning History of Indonesia to improve leadership ethic.

The focus of the problem answered in this research is: Does *Baratayuda Audio-visual media* in studying History succeed to improve students' leadership ethic? The purpose of the research is: To know the improvement of students' leadership ethic in studying History after *Baratayuda audio-visual* media implied.

Definition of Leadership Ethic

According to Makawimbang (2012:119), ethic has a definition as a orientation or guide for each individual to manage his or her behavior. It covers ethic which is so connected as a measuring system neither in individual way nor in socializing way.

Ethic becomes the only factor which established a leader's success. A leadership will be evaluated well in an organization if the functions of the leadership run based on principles that considered fine by an organization (Iwan Nugroho., 2013).

The leadership ethic can be defined as a guide to manage the ability of someone in leading based on normative standard in a form of moral value to differentiate between good or bad thing done by a leader to reach a certain purpose.

Definition of Studying History

According to Arief Sadiman, studying is planned-effort that heads for manipulating study sources (2014:7). While Darsono defined that studying is a teacher's activity done by teacher to stimulate the students to better way (2010:24). From those both definitions, studying has definition as a planned-effort done by teacher in process of stimulating study sources to stimulate students to better way.

History gives a meaning of an understanding, appreciation, and character to problems which grown and developed in society (Budiawan., 2013. While Jorgensen (201) stated that History is a learning process to determine individual identity to group (society) who gives awareness toward divergence.

So that, from some definitions above, it can be concluded that studying History is a planned-effort which is done by teacher in process of stimulating the study sources. It's to stimulate students to better way; where there is a giving process of meaning awareness toward divergence.

Definition of Baratayuda Audio-Visual Media

According to Sujarwo (2014), media covers all of communication tool one to another who isn't in front of him or her. Media also has a role as a message-porter from a message source (either in a form of a person or stuff) to the message receiver.

Media can be used in teaching and learning process by two ways, they are; as a helping tool in teaching as studying media done by the students themselves. Media used as a helping tool in teaching is called *Dependent Media.* As a helping tool, the effectiveness of media is strongly depended of the teacher's way and ability that uses it.

Audio-visual media used in this research is Baratayuda Audio-visual media which tells about piece of Kakawin Baratayuda's story. Kakawin Baratayuda is a relic holy book from Kediri kingdom created by *Empu Senda* and *Empu Panuluh* (Sastrawan of Sri Aji Jayabaya's era). It tells about us about te victory of Kediri/Panjalu for Jenggala. It's re-written with the same title then by *Prof. Dr. R.M. Sutjipto Wiryosuparto (2015).* In Baratayuda Audio-visual media, there is leadership ethics which is able to be established toward the students as provisions of leadership in the future.

Methodology

This research is Classroom Action Research (CAR) where there are planning, implementation, observation and reflection inside its process. Basically, CAR is research connected with practical problem solving in daily life about studying in the classroom.

A. Participants

This research method is using qualitative descriptive method with sample from 39 students of Class XI-Social Science-1 of SMAN 1 Pare, second semester in academic year 2016/2017 in Kediri Regency. This research was done in February until April 2017.

B. Procedure

For getting the data in this research, the techniques used are:

a) Observation

Observation in this research is focused to the usage of Baratayuda Audio-video media to improve the leadership ethic in studying History.

b) Document

Document in this research is in the form of observation sheet about the condition in the beginning studying time, student's attendance list, syntax of studying History by using Baratayuda Audio-visual media with the research's pictures.

c) Questionnaire

For knowing the success level of growing the leadership ethic, the researcher used questionnaire of student's leadership ethic. The question arrangement of questionnaire was using some leadership indicators, such like; intelligence, social maturity, wide social relationship, and also the relationship among each other (Ai Yieng., 2017).

C. Data Analysis

Analysis used in this research is comparative descriptive. This analysis technique covers:

1) Data Collecting

Data collecting is collecting the data in the form of the result of observation data analysis, and the existed documents.

2) Data Reduction

Data reduction is data summary process that got and focused on the theme and also throwing away the wasting things.

3) Data Presentation

Data presentation was done after the data had filtered and it was explained then.

4) Conclusion Determination

This comparative descriptive analysis is by comparing the result of Pre-test, Cycle-1 and Cycle-2.

Discussion

Result and discussion are arranged to answer the research purpose, as follows: to know the improvement of student's leadership ethic studying History after Baratayuda Audio-visual Media applied. This research using leadership ethic parameter of Neuschel (2015), which classified as follows:

Table 1 Parameter of leadership ethic category based on Neuschel

No	Interval Percentage	Category
1.	0,00% - 19,99%	Very Low
2.	20,00%- 39,99%	Low
3.	40,00% - 59,99%	Middle
4.	60,00% - 79,99%	High
5.	80,00% - 100%	Very High

Ideally the students are supposed to have an ethic in leadership, but, based on Pre-test of leadership ethic questionnaire, XI-IPS at SMAN 1 Pare, Kediri Regency, stated that the classical comprehensiveness percentage is only 17.9% or showing less data than its standard. The less of classical comprehensiveness percentage is also proving the theory of Sanjaya (2014:52), which stated that conventional studying can weaken the student's ability to discuss each other. It's also able to get the essence of studying History process. So that's why, it needs an improvement of leadership ethic toward the students in studying History. After Baratayuda Audio-visual applied, we can see the data improvement as follows:

The Improvement of Students' Leadership Ethic in Studying History After Baratayuda Audio-Visual Applied

The success of this research can be seen from the questionnaire result used to measure the improvement of student's leadership ethic. These will be presented the student's ethic leadership improvement by comparing the results of Pre-test, Cycle-1 and Cycle-2.

a. *The comparison of Student's Leadership Ethic Measurement Between Pre-Test and Cycle-1*

On the Table 2, it presented behavior scale comparison of leadership ethic between before and after having Pre-test and Cycle-1.

Table 2 The comparison of student's leadership ethic measurement between Pre-test and Cycle-1

No	Result of study	Pre-test	Cycle-1
1	Score Total	2543	2753
2	Highest Score	76	76
3	Lowest Score	58	65
4	Average Score	65,205	70,58
5	Classical Comprehensive Precentage	17,95%	46,1%
6	Individual Comprehensive	7 students	19 students

The improvement of leadership ethic percentage on the Table 2, can be defined in the form of a Histogram as follow:
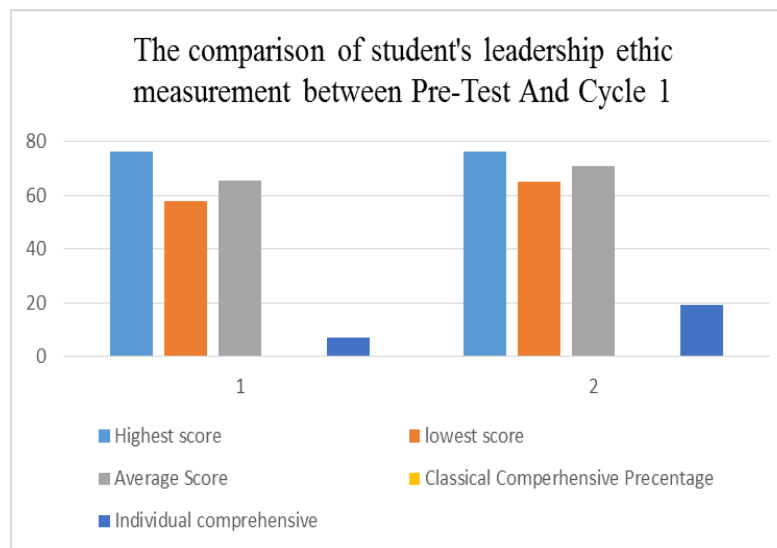

Fig. 1 The comparison of student's leadership ethic measurement
between Pre-test and Cycle-1

On the Table 2 and the Figure 1, it explained that the data about the improvement of student's leadership ethic is completed. It can be determined by the student's average score and comprehensiveness that got the improvement. Table 2 shows the average score improvement from 65,205 at Pre-test became 70,58 in Cycle-1. It means there is an improvement about 5.38 or 7.6%. Student's classical comprehensive in classroom also shown a significant data improvement. There is an improvement about 11 students. On the early condition, there was 7 students who were passed in grade to be placed in standard of leadership ethic, while after the formula applied, there were 19 students passed. It means there

is improvement 100%. From the table above, it can define in the form of Histogram that showing the comparison of student's leadership ethic from Pre-test to Cycle-1.

b. *The Comparison of Student's Leadership Ethic Measurement Between Pre-Test, Cycle-1 and Cycle-2*

After it explained about result between Pre-test and Cycle-1, on Table 3, it presented the comparison of the measurement among Pre-test, Cycle-1 and Cycle-2.

Table 3 The comparison of student's leadership ethic at Pre-test, Cycle-1 and Cycle-2

No	Hasil Belajar	Pre test	Cycle 1	Cycle 2
1.	Score Total	2543	2753	2786
2.	Highest Score	76	76	77
3.	Lowest Score	58	65	66
4.	Average Score	65,205	70,58	71,43
5.	Classical Comprehensive Precentage	17,95%	46,1%	71,83%
6.	Individual Comprehensive	7 student's	19 student's	28 student's

Table 3 explains the improvement of leadership ethic from the condition on Pre-test, Cycle-1, and Cycle-2. The improvement can be determined from the improvement of average score and class comprehensive. The average score on Pre-test is 65.2015. It improved at 70.58 on Cycle-1, and then improved again at 71.43 on Cycle-2. It means there is improvement about 1.18% on Cycle-1 to Cycle-2. While on the individual comprehensive, it also improved on Pre-test about 100%. From 7 students became 19 students, and it improved again about 9 students on Cycle-2. The improvement also happened on the percentage of classical comprehensive about 71.83% from 39 students. This improvement can be seen at Figure 2.
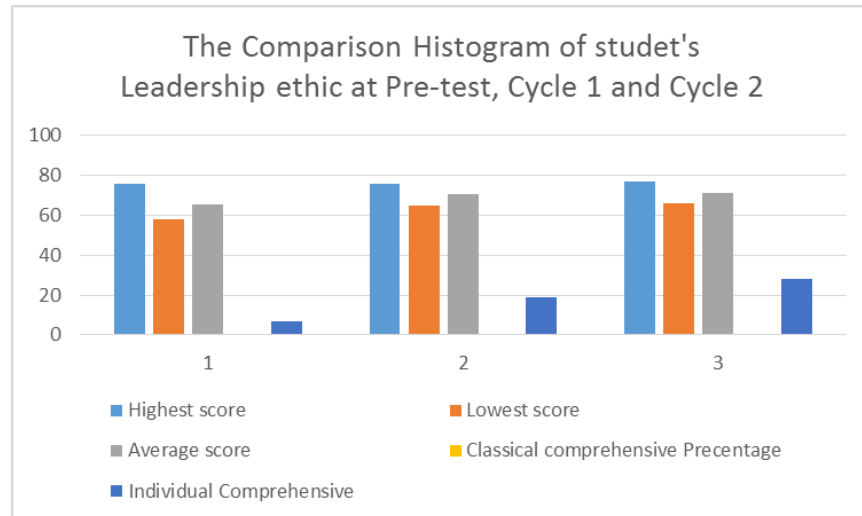
Fig. 2 The comparison of student's leadership ethic at Pre-test, Cycle 1 and Cycle 2

Figure 2 shows an improvement from Pre-test, to Cyce-1 until Cycle-2. The improvement of student's leadership ethic happened after the implementation of the establishment student's leadership ethic by using Baratayuda Audio-visual media. The result supports from theory of Budiawan (2013) that History gives meaning in an understanding, appreciation and character.

Based on the research result done to XI-IPS SMAN 1 Pare, Kediri Regency, proved that the improvement happened to total of score, the highest score, the lowest score, the average score, the classical comprehensive percentage, and also the total of individual comprehensive. Beside of that, the result of this research also showed that studying History can be improved if it's supported b interesting and relevant studying media toward the student's contextual need nowadays. It's proven the truth of Novian Denny Nugroho's statement (2015), which stated that studying media has an important role to reach the leadership skill.

The establishment of leadership ethic in studying History also determined that studying History isn't only oriented to cognitive case, but also has a role in stimulating the student's skill in affective case in order to get a better leadership ethic. It's also supported by Darsono's statement which stated that studying is planned-effort done to stimulate the students to the better way (2010:24). So, by this way, the research done, can explain the purpose of the research.

Conclusion

The improvement among the Cycles is also signed that Baratayuda Audio-visual media can be used to improve the leadership ethic. The success of leadership ethic establishment in this research can be seen from the result of student's leadership ethic questionnaire which having improvement constantly, from Pre-test, and going on to Cycle-1 and Cycle-2. The condition of Pre-test is showing that the leadership ethic average score is 65.205. On Cycle-1, it is showing 70.58 and on Cycle-2, it increased to 71.43 as the average score.

As the statement of Basuki Wibawa and farida Mukti (2012:1), it stated that the effectiveness of media is strongly depended to the teacher's way and skill who using it. The teacher's skill in using the media becomes a key of the success of the studying purpose.

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