

The Digital Era and History Learning (The Integration of Ben Mboi Leadership Value In History Learning At The Senior High School of ST Arnoldus Mukun)

Heribertus Kamang¹, Akhmad Arif Musadad², Sutiyah³

¹Student at Master Degree Program of Historical Education, Sebelas Maret University, Indonesia

^{2,3}Lecturer at Master Degree Program of Historical Education, Sebelas Maret University, Indonesia

ABSTRACT

The value of leadership in this country has begun to wear off. The government has tried to overcome this problem by issuing a character education policy, one of which is to instill leadership values. For this reason, the aim of this research is to integrate the values of Ben Mboi's leadership in learning history at St Arnoldus Mukun High School. The ideal leadership is leadership that follows the demands of the industrial revolution 4.0. Leaders who follow the development of technology leaders must have skills in influencing, encouraging, guiding, directing, and moving others who have something to do with the implementation and development of education and teaching in the era of industrial revolution 4.0. In the present context, the concept of Ben Mboi's leadership is relevant for internalizing students. This is a qualitative research. The object of this research is history teacher and high school student ST Arnoldus Mukun. Data collection techniques using observation, interviews and documentation. The technique used to test the validity of the data is the triangulation technique. The data analysis technique used is an interactive analysis technique. The results showed that the implementation of historical learning that integrates the values of Ben Mboi's leadership has been carried out starting from the planning, implementation, and formed character. The integration of Ben Mboi's leadership values in history learning is carried out by the history teacher starting from the planning stage, which is made learning tools and implementation in the classroom.

Keywords : Integration Of Ben Mboi's Leadership Values, History Learning, Digital Era.

I. INTRODUCTION

Indonesia is currently in a leadership lethargy. There are true leaders who know their responsibilities, there are also leaders who only want their power and forget the task of bringing community welfare as a common goal. Many leaders in Indonesia only scratch people's money for themselves and their families. Leaders who should be good examples for the people are the opposite. Leaders who are less trustworthy in society

in general and social organizations in particular need leaders who live their roles and functions. Violations of the law by the leaders of this country are common. They more often prioritize the interests of groups or personal interests (particularism).

The issues such as corruption and double occupation are an example that worries Indonesian society today and the lack of public trust in the nation's leaders. The role of the leader as a giver of hope (factory optimism),

for the people he dreams of seem far from expectations. In this regard, I Gede (2011: 4) states that the role of leader that is often forgotten is as a navigator, who provides direction, paths and role models for his followers. The community also doubts the integrity of the leadership of the Indonesian National Army (TNI), the Republic of Indonesia Police and the leadership of the government bureaucrats because they have been used by the New Order government to trample on human rights and maintain their power (Wirawan, 2013: 1). This type of leader has long since lost his integrity as a political tool of the government.

Leadership is any attempt to influence, meanwhile power can be interpreted as a potential influence from a leader. So power is one source of a leader to get the right to invite or influence others. While authority can be formulated as a special form of power that is usually inherent in the position occupied by the leader. Thus, authority is power that is legitimized by a person's formal role in the organization. Indonesia currently needs a leader figure who works earnestly in the sense of carrying out the mission of a leader who guides and prioritizes the welfare of the people, not looking for work, capital or position through leadership positions. A strong leader will also emerge if the Indonesian nation has been able to build a government system, a management system and a leadership system that is able to create synergies that produce stable, high performance like in developed countries. With this system, leadership changes occur normally mechanically and not because of the results of violence, bloodshed, collusion and nepotism.

In overcoming the problem of crisis leadership and other character educational institutions have a strategic role to change and repair something that is damaged and become an antidote in dealing with the problem of leadership crisis. Education is very important in channeling character values, one of which is the leadership values of well-known leaders, both national and local or regional leaders. Education

is a process designed to transfer or channel knowledge and abilities (Panjaitan et al, 2014: 22). Furthermore Triwiyanto (2014: 22) explains education is a conscious effort made by the family, community and government which is done through various ways including guidance, teaching or training which takes place in school or outside of school to prepare students to be able to play a role in various environments live right in the future. History is a subject that is closely related to the development and fostering of national attitudes, the spirit of nationalism, the love of the motherland, the spirit of democracy, and patriotism. In history lessons, there are very unique values that distinguish them from other lessons.

According to Kochhar (2008: 64) explains the values contained in the subjects of history can be grouped into scientific values, informative values, ethical values, cultural values, political values, nationalism values, international values, and work values. By studying history, students can understand various events at the local, regional, national and international levels. Historical learning that integrates the values of Ben Mboi's leadership is very appropriate to be used as a bridge to strengthen the values and character of students in ST Arnoldus Mukun High School. History teachers must be able to incorporate the values of Ben Mboi's leadership into the process of learning history in the classroom. Learning history that implements the values of Ben Mboi's leadership will certainly succeed if the history teacher understands deeply.

II. RESEARCH METHODS

The form of research used in this research is descriptive analysis, that is, research to solve problems carried out by describing and analyzing. Descriptive analysis method, according to Sugiyono (2003: 11) namely: The research method used in data collection by examining the problems that are happening at the moment, then the data is collected and compiled, after which it is processed and analyzed. In this research,

the strategy used is a single case study, which means this research was conducted on one characteristic. According to Sutopo (2012: 6) research is referred to as a single case study if the research is directed at one target, location or one subject. The data analysis technique used in this study is interactive analysis. Data analysis goes through three stages, namely data reduction, data presentation and drawing conclusions / verification. ST Arnoldus Mukun High School is one of the private schools in East Manggarai Regency, East Nusa Tenggara Province. St Arnoldus Mukun High School was established on July 7, 2003. This school is also based on Catholic values because it is a Catholic foundation.

III. DISCUSSION

BEN MBOI FIGURE

Ben Mboi is a doctor, businessman, and a civil service. He was also an Indonesian National Army Brigadier who was born in Ruteng, Manggarai Flores, East Nusa Tenggara on 22 May 1935 and died in Jakarta on 23 June 2015. Ben Mboi was a former Governor of Nusa Tenggara Timur (NTT) province for two periods 1978-1988. The doctor who graduated from the University of Indonesia began a career in two fields, the field of health and the military, which was undertaken at the same time. Ben Mboi's leadership values while leading East Nusa Tenggara for two periods (1978-1988) are: (1) Tinu which means to maintain, (2) Toing which means to teach, empower, literally and figuratively, bring light, (3) Titong in this case means to lead, (4) Teing which means to give, (5) Toe Tegi means to not ask. The five values of Ben Mboi's leadership above were the basis when he led NTT for two periods and succeeded in bringing East Nusa Tenggara out of poverty that was already entrenched.

LEARNING HISTORY IN ST ARNOLDUS MUKUN SCHOOL

Learning is a translation of the word "instruction" which in Greek is called *instructus* or "*intruere*" which means to convey thoughts, thus the instructional

meaning is to convey thoughts or ideas that have been processed meaningfully through learning (Warsita, 2008: 265). Learning is to learn students using the principles of education and learning theory is the main determinant of educational success. Learning is a two-way communication process, teaching is carried out by the teacher as an educator, while learning is carried out by students or students (Sagala, 2009: 61). Meanwhile, according to Asrori (2009: 6) said learning takes place through five sensory devices, namely in the form of: (1) visual (such as seeing events), (2) hearing (Auditory) such as hearing a sound, (3) smell (olfactory)) like the smell of food that makes us hungry, (4) taste / taste (taste) as our tongue feels and can distinguish between salty and sour, and (5) touch (tactile) like our skin feels touch and can distinguish between slippery surfaces and Rough. Widja (1989) states that learning history is a combination of learning and teaching activities in which learning about past events is closely related to the present. Widja's opinion can be concluded if the subject of history is a field of study related to the facts in the science of history but still pay attention to the purpose of education in general.

In the Regulation of the Minister of National Education of the Republic of Indonesia Number 22 of 2006 concerning the Content Standards contained in the attachment to the Ministerial Regulation, for primary and secondary education units explained related to the material and objectives of historical learning, the history subject has a strategic meaning in the formation of a dignified nation and civilization. and in the formation of Indonesian people who have a sense of nationalism and love for the country. In general, historical material: 1) Contains the values of heroism, example, pioneering, patriotism, nationalism, and an unyielding spirit that underlies the process of character formation and personality of students; 2) Contains treasures about the civilization of nations, including the civilization of the Indonesian people. The material is the basic educational material for the process of forming and creating Indonesian

civilization in the future; 3) Instilling awareness of unity and brotherhood and solidarity to become the nation's glue in facing the threat of national disintegration; 4) Loaded with moral teachings and wisdom that are useful in overcoming multidimensional crises faced in everyday life; 5) Useful for instilling and developing a responsible attitude in maintaining environmental balance and preservation.

Taufik Abdullah is of the opinion that students are not bored with accepting historical material, so if factually delivered is the same, but in every level of education, the event will appear at an increasingly high and complex level of knowledge, understanding, and provision of historical information. Thus, each level or stage is expected to provide freshness and intellectual maturity (Abdullah, 1996). So it can be said that history learning has a very strategic role and function in transferring the value of character to the next generation, because historical learning also aims to foster students' character.

BEN MBOI'S LEADERSHIP AND THE DIGITAL AGE

According to Affandi (in Siregar 2018) explained learning planning can be seen as a teaching guide for teachers and learning guidelines for students. Through learning planning, it can be identified whether learning developed / implemented has applied the concept of active student learning or developed a process skills approach. Teaching and learning activities that are formulated by the teacher must refer to the learning objectives. Thus, learning planning is a clear, operational, systematic reference for teacher and student reference based on the applicable curriculum. In other words learning planning is a picture or reference to achieve a goal. Without planning, the implementation of learning will not work. Based on the above opinion the planning stage of integrating the values of Ben Mboi's leadership in learning history in St. Arnoldus Mukun High School was well planned by the history teacher. This can be proven by the existence of learning tools that have been compiled

and adjusted to the 2013 Curriculum. In the learning tools that have been designed, it has also been equipped with several things ranging from planning both long-term and short-term, preparation of learning that includes all learning tools, such as educational calendars, annual programs, semester programs, syllabi and lesson plans (RPP).

According to Kemper (2016) that 2011 marked the first official use of the term Industry 4.0. Publicity and demonstrations of how this could benefit the company began to appear in the presentation. In 2013, the German manufacturing industry chose to invest in the Industry 4.0 process and the German government increased funding, which led to the Industry 4.0 Platform being created. In 2014 digital product manufacturing activities and the use of local IoT began. Workers in all fields during the Industrial Revolution 4.0 era are required to have digital skills, both technical and managerial workers. In addition to the demands of appropriate skills, it turns out social skills are also very necessary in working in the Industrial Revolution 4.0 era.

The results of studies in several developed countries show that there is an increased need for analytical non-routine skills and interactive non-routine skills. Whereas the needs of cognitive routine, non-routine manual, and manual routine skills have decreased. With that in mind, a unified history learning plan between Ben Mboi's thinking and the students' skill needs in the digital age is necessary. Planning in the process of learning history in St. Arnoldus Mukun Senior High School is the initial stage that must be passed by history teachers before carrying out learning in class. The purpose of this plan is to arrange the steps that will be carried out to achieve the learning objectives that have been set. Teaching preparation is essentially projecting about what will be done. Thus, teaching preparation is estimating the actions that will be taken in classroom learning activities. Based on the results of research in the field, the historical learning planning that integrates the values of Ben Mboi's leadership in St. Arnoldus Mukun High School is

poured into the learning kit with the aim of growing, maintaining, and developing awareness of the importance of Ben Mboi's leadership values for all students in St Arnoldus Mukun Senior High School, and can be applied in daily life and beyond.

IV. THE VALUE INTEGRATION

This research was conducted in St. Arnoldus Mukun Senior High School class XI IPS (Social Science) 1 by a historical thunder named Maria Angela Purnama or can be called Anye's mother. In the history of learning that had been planned by Ms. Anye, the time allocation was 2x45 minutes or 90 minutes. In the implementation of the learning, Ms. Anye used methods, media and learning resources. For this reason Seels and Richey (1994: 11) say that learning resources are all supporting resources for learning activities, including support systems and materials as well as the learning environment. Learning resources are all things that support the teaching and learning process.

Learning history in the classroom, as practiced by history teachers at ST Arnoldus Mukun Senior High School, is an appropriate tool in instilling Ben Mboi's leadership values in students, because students have been confronted with situations and formal places in conducting learning activities. This is in accordance with the opinion conveyed by Aman (2011: 34-35) saying that historical material is a fundamental educational material for the process of forming, instilling values and creating the civilization of the Indonesian nation in the future, instilling awareness of unity and brotherhood and solidarity to glue the nation in facing the threat of national disintegration is loaded with moral teachings and wisdom that are useful in overcoming multidimensional crises.

Based on observations and analysis in the field, when the implementation of learning history in class begins, the attitude is shown by students is orderly, respecting the teacher who is teaching by paying attention to the subject matter conveyed, actively asking questions, arguing and trying to find a solution to the task at hand

give teacher. A person's character can be shaped and developed through values education. This value education will lead to value knowledge, then value knowledge will bring into the process of internalizing values. In the process of internalization of this value will encourage someone to make it happen in the form of behavior and finally the same repetition occurs in the behavior. This is what produces a person's character or character. On the other hand, character values adopted by a person are inseparable from cultural, educational and religious factors, in addition to family and community factors that can influence them.

After students receive material about Ben Mboi's leadership values in class, they directly practice it when working in groups or discussion groups where the group leader is so patient and provides direction and motivation for members to do the group assignments given by the teacher. They also can wisely stem negative information regarding digital instruments that they hold on a daily basis. The student council of St. Arnoldus Mukun Senior High School student counsels Ben Mboi's leadership values because they are considered important. Another finding during the interview with Principal Father Martin Kendo was that his leadership would implement the values of Ben Mboi's leadership because those values that made Nusa Tenggara Timur (NTT) Province crawl from the backwardness, while also pursuing Ben Mboi's leadership values as well as supporting the revitalization of the local wisdom of the local community. Manggarai. So it has to do with the ideal leadership that is leadership that follows the demands of the industrial revolution 4.0. Ben Mboi's thoughts are a relevant companion. Leaders who follow the development of leader technology must have skills in influencing, encouraging, guiding, directing, and moving other people who have something to do with the implementation and development of education and teaching in the era of industrial revolution 4.0, while still guiding local wisdom.

V. THE LAST WORDS

Education process is a conscious effort undertaken by the family, community and government through several actions, namely guidance, or learning in school and outside of school to prepare students to face global challenges. One of the actions taken by schools in combating the leadership crisis is by integrating the values of Ben Mboi's leadership in learning history at St Arnoldus High School. Currently learning history has a strategic role in improving the character of the nation's next generation, one of which is by transferring the values of the characters of national and regional figures for a good and dignified generation. The school has displayed the implementation and development of education and teaching in the era of the industrial revolution 4.0, with its capable local wisdom.

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