

The Role of Leadership in Brahmin Education in the novel Arok Dedes

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ABSTRACT

One form of appreciation for literary works is the novel Arok Dedes in the aspect of leadership in the education of prospective Brahmins, which can be used as a source of inspiration for images of education in the past. The aim of this research is to analyze the picture of leadership in the education of prospective Brahmins. The main analysis is related to aspects of Educational Psychology and Human Resources Management in the novel. Using qualitative methods and research analysis using Educational Psychology and Human Resources Management approaches. The results of the analysis show that Arok's leadership character, from the start, has received recognition from the Brahmins, including: intelligence, energy, memory, intuition, superior persuasive power and Arok's leadership potential in the future. Regarding the role of leadership character in the education of prospective Brahmins, there are five confessions from various parties regarding Arok's leadership character, including: 1. Acknowledgment from Brahmins 2. Acknowledgment from dorm friends 3. Acknowledgment from his game mates 4. Agreement from Arok's friends regarding motivation for studying in aim to overthrow stump Ametung 5. Dedes' confession. There are two leadership approaches applied by the Arok character, first is the Leader Characteristics Approach, the Arok character is considered a leader who has certain superior characteristics that other characters do not have, can be differentiated based on the superiority of his personal attributes such as intelligence, energy, memory, intuition, and superior persuasive power. Second, the Leader Behavior Approach, this approach compares the behavior of effective leaders which can refer to the Arok character and the behavior of ineffective leaders which refers to the character of nggul Ametung.

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INTRODUCTION

Character education in Indonesia can be traced from various oral and written traditions. A similar case can also be seen in the development of character education in Java, which was mainly driven by the works of past poets written in Javanese script. Javanese manuscripts contain many hopes, ideals and knowledge from the past. This includes idealism about a harmonious life and the character needed to achieve harmony, safety and happiness to live in this world and the afterlife (Purwadi et al., 2022). One of the special works of Javanese poets is the Pararaton Book which was the inspiration for the creation of the novel *Arok Dedes* by Pramoedya, by changing the character of the main character to be different from the standard in the book, in which there is a dominant aspect of the positive character of Arok's leadership, so that he is able to overthrow ANGKAUL Ametung through mature planning and strategy.

It is understood that an exploration of adult learning philosophies from a leadership development perspective, has the potential to contribute to the discourse and literature on leadership development theory. Leadership development is an approach, as a process that develops knowledge related to leadership, competence, ability and capacity and is used to refer to the development of leaders (human capital) and leadership (social capital) in an organizational context (Scholtz, 2023).

The current educational model is built on the view of privileging the objectivity of knowledge, and distancing students from what is known. This educational model values the primacy of knowledge, and the reasons characterized by the previously described curriculum, are characterized by selected themes, interdependence and competition. This will cause the teacher-student relationship to become hierarchical/top-down, a process of knowledge transfer that is often opposed and students do not like. The primary goal of teaching and learning is students' academic performance, and meaning-making is reduced to the repetition of prepared abstractions, internal knowledge that has little relevance to students' lives outside of school (Wang, 2012).

It is important to understand educational psychology as the study of students, learning, and teaching. Understanding educational psychology is very useful, especially for prospective educators, because it is an accumulation of knowledge, wisdom and various theories related to education that must be possessed in order to be able to solve various problems that arise in the learning process (Slavin, 2018, p. 35). Aspects of leadership in education are also found in literary works as works of art, therefore in-depth analysis is needed to understand the educational values contained in them.

A literary work is a type of writing that reflects 'organized violence perpetrated on ordinary speech'. The process of creating literary works includes transforming and intensifying ordinary language/speech, which deviate systematically from everyday speech. Literary works can be said to be 'non-pragmatic' discourse, because they do not have a direct practical aim, but can be considered to refer to general circumstances. Sometimes literature also uses strange language, as if making a phenomenon/fact clear to understand (Eagleton, 2005, p. 12).

Literary work is a work of art and imagination of a writer, in the creation process using the function of language as the main medium, with the source of inspiration being stories/real life phenomena, therefore in every interpretation and appreciation, it requires various comprehensive related considerations (Gasong, 2019). One form of appreciation for literary works is the novel *Arok Dedes* in the aspect of leadership in the education of prospective Brahmins, which can be used as a source of

inspiration for images of education in the past. The language media in this novel is very expressive, presenting a lot of interesting information, including aspects: the history of XIII century Singasari, political intrigue during the change of power, an economic picture of society, a geographical picture of Singasari and its surroundings, as well as a picture of education at that time.

Literature has created a new world resulting from imagination according to the author's intentions, there are messages conveyed in this new world using language media, the world of imagination and messages are the result of reflection and influence of life around the author. Language in literary works has an expressive side, which is able to effectively convey the tone and attitude of a writer. This unique language is not only able to write and convey what is said, but also wants to influence the reader's attitudes/judgments, convince and ultimately consciously change their understanding. (Warren, 2011).

There are several previous studies related to the novel *Arok Dedes*, first (Purnamasari, 2018) The novel *Arok Dedes* by Pramoedya Ananta Toer with the study of Stephan Greenblatt's New Historicism. The results of his research explain (1) the early history of Arok until he became King. (2) Culture, beliefs of the Tumapel people at that time (3) Economy in Tumapel. Second (Dewi, 2013) *Arok Dedes and Pararaton: Transformation and Literary Dynamism in Literary Globalization Issues*. Explaining that *Arok Dedes* succeeded in lifting the 'myth' of *Dedes* and expressing it in the discourse of globalization. *Dedes*' role is prominent in politics, power and the state because she was the strategist for transferring power from her husband to Arok. Third, the symbolism of the three political forces in *Arok-Dedes* by Pramoedya Ananta Toer (Purwantini et al., 2018). Explaining criticism of the Old Order and the New Order. The political battle was won by military forces supported by Golongan Karya leading Suharto to become the second president of Indonesia.

Fourth research: *Translating Historical Novel for 21st Century Readers*, (Wulandari, 2011). The research results show that target readers can understand texts about 13th century Java and know some ancient vocabulary which can encourage them to learn more about the story. The fifth research is *The Styles Of Javanese Political Leadership In Pramoedya Ananta Toer's Novel Arok Dedes* (Pane et al., 2021). Explains that the 5M styles found in the novel: 1) *melek/awas* (awareness), 2) *melik* (sense of belonging), 3) *muluk* (solution to poverty, 4) *melok* (realization of aspirations), and 5) *meluk* (accommodation), which everything was done by Ken Arok. Sixth research: *Educational Values and Social Identity of Brahmin Candidates in the Novel Arok Dedes*, (Suwarta, 2022). The results of the research show: Overview of Tumapel boarding school education, determining factors for student success, including internal factors: Health, Intelligence and talent, Interest and motivation, and How to learn. External Factors: Family/parents, School/teachers, Community/surrounding environment, Role of family/Parents. The process that turns someone into a member of the Brahmin group, namely Self-Classification and Social Comparison, and there is motivation to become a prospective Brahmin.

Arok Dedes' novel has been analyzed from historical, political, feminist, word translation, transformation and literary dynamics aspects. Only one article was found that analyzed aspects of education and social identity written by the researcher himself, therefore the researcher carried out elaboration in order to find more important values related to leadership models in education today. Researchers have not found an analysis of the leadership aspect in the education of prospective Brahmins, therefore researchers consider it important to conduct this research. Researchers used educational psychology and human resource management theories as well as qualitative methods.

This research will focus on leadership aspects in the education of Brahmin candidates with the research aim of analyzing the depiction of leadership in the education of Brahmin candidates in the Novel *Arok Dedes*. The main analysis is related to aspects of Educational Psychology and Human Resources Management in the novel, especially aspects of leadership in the education of prospective Brahmins.

Understanding the embodiment of learning requires the ability to differentiate learning holistically, utilize one's abilities fully, then connect the learning process with the educational environment. This understanding underlies a research analysis, the rigor of which will contribute to the development and implementation of new pedagogical approaches. Against this backdrop, the embodied approach to leadership learning and teaching, may draw on a variety of theoretical perspectives, motivating why this study is open to different theoretical frameworks.

Leadership is in a tense/critical position, because it functions as an instrument of control/control and as protection/guardian for the realization of valuable/important goals. Leadership manifests itself strongly as a discourse/context leader. Discourse describes the real, perceived reality of an organization. It is worth noting that the discourse also builds the organization at the same time, analyzing leadership expectations, revealing the dilemmas that arise when stakeholders follow and are ready to face change in various ways. Significantly, a leader needs support and assistance and cannot be left to solve problems alone. A leader must recognize external expectations that may cause them stress, this is due to relational and reciprocal practices. (Kupila et al., 2023)

Understanding educational psychology is understanding the study of the integral relationship between students, learning and teaching. It contains something more, because it is an accumulation of knowledge, wisdom, which teachers must have in order to intelligently solve teaching problems. Educational psychology cannot tell a teacher what to do, but provides information on principles for making good decisions, and a language for discussing an educator's experiences and thoughts (Slavin, 2018, p. 35).

Educational psychology is a branch of psychology that emphasizes issues of growth and development, physical and mental, which are closely related to educational issues, especially those that influence the learning process and success (Asrori, 2020, p. 17). This theory explains the learning process carried out in an effort to develop potential, preferably according to the stages of age development, and lays the foundation for human interaction in the learning process which is the basis for efforts to optimize students. Teachers do not see students as objects, but interesting subjects, and have potential, opportunities, hopes, problems, strengths, weaknesses, abilities, for self-actualization and the future (Asrori, 2020, p. 25). Developmental periodization is the increase in abilities (skills) in more complex body structures and functions, in a regular and predictable pattern as a result of the maturation process. Development concerns the process of differentiation of body cells, body tissues, organs and organ systems which develop in such a way that they can fulfill their functions, including emotional, intellectual and behavioral development as a result of interaction with the environment (Asrori, 2020, p. 45).

Based on research related to children's intelligence, Slavin explained that human brain capacity is not determined at birth, but is greatly influenced by early experiences which have a profound impact on the world of early childhood research and educational policy. Some studies show that extensive training can change brain structure, even into adulthood (Slavin, 2018, p. 134). Development is a process of change when children learn to recognize, use and master higher levels of various aspects. Cognitive development plays an important role in children's success in learning, because some learning activities are always related to thinking. Children's cognitive development: sensorimotor (0-2 years), preoperational (2-7 years), concrete operational (7-11 years) and formal operational (11-16 years) (Asrori, 2020, p. 51). The success referred to in the context of this novel is successfully reaching the highest level and being declared a graduate as a Brahmin candidate. The cognitive development of the child referred to in this novel by Pramoedya is in the formal operational stage, over the age of 11 years.

Regarding social factors as one of the aspects that influence the important development of student leadership, namely the influence of interaction with the surrounding environment, allowing students

to experience new learning variations. Apart from that, the learning environment is interesting and useful for students, triggering them to be willing to undertake a series of learning activities and understand the learning material wholeheartedly (Slavin, 2018, p. 291). Understanding the learning process in an integrated manner requires the ability to differentiate learning holistically, making full use of all personal/personal abilities, then connecting the learning process with the student/learner's environment (Jusslin et al., 2022). This understanding underlies the research analysis of the Arok Dedes novel. Thus, the scientific approach applied to learning and teaching leadership can refer to various aspects around students and the learning environment as a whole, learning motivation, parental support, the role of educators and the educational environment, all of which have a significant influence in achieving learning goals.

The definition of leadership can be emphasized that leadership is a way in which a leader is able to use his influence to achieve the main goals of the organization through good relationships with all subordinates involved (Priyono, 2010, p. 119). The earliest theoretical framework in the scientific study of leadership was the Leader Characteristics Approach. This perspective explains that researchers focus their attention on determining the attributes that differentiate leaders and their subordinates or effective leaders and ineffective leaders. Second, a leadership theory that has developed significantly is the Leader Behavior Approach (Priyono, 2010, p. 138).

The Leader Characteristics Approach is a scientific analysis of leadership that begins by focusing on the leader himself. More specifically, the initial approach concentrated on the physical, mental, and social attributes that appeared to differentiate leaders and subordinates. A person who is called a leader has certain superior characteristics that other people do not have. Leaders can be differentiated from subordinates based on superior personal attributes such as intelligence, energy, memory, intuition and persuasiveness which are superior and not possessed by others. 2. Leadership Behavior Approach. Concentrate on leader behavior as an explanatory variable. This approach compares the behavior of effective and ineffective leaders. Leadership Behavior can be classified into two categories. One category contains behaviors related to interpersonal relationships, and the other category contains behaviors related to task completion. Relationship-oriented behavior shows behavior such as acting friendly towards subordinates, showing appreciation for subordinates' contributions, recognizing what subordinates have achieved, and showing concern for the welfare and needs of subordinates. Task-oriented behavior shows behavior such as planning and scheduling work, coordinating subordinate activities, providing supplies and equipment, and necessary technical assistance.

METHOD

The way qualitative research methods work (Creswell, 2004, p. 182) is to look at a social phenomenon as a whole, seeing social phenomena as a unified whole. A paradigm is a method or path of scientific analysis that allows all formulated problems to be solved well. In order to gain a comprehensive understanding of the description of leadership aspects in the education of Brahmin candidates in the novel Arok Dedes, this research uses a qualitative study approach which aims to analyze the description of leadership aspects in the education of Brahmin candidates in the novel Arok Dedes.

The qualitative method used in this research is through literature review and interpretation of events. The research instrument or tool is the researcher himself/human instrument, which will function to determine the research focus, select research data sources, collect research data, assess data quality, analyze data, interpret data and draw conclusions on research findings (Sugiyono, 2013, p .

222). The qualitative approach was chosen because it is more sensitive and can adapt to many influences, along with the values faced and situations that change during the research, which plays a very important role in finding understanding in a specific contextual setting. The character of the research on the novel *Arok Dedes* requires a holistic understanding of phenomena, therefore the researcher tries to understand the words, holistic description of the atmosphere and setting of the place as a unified whole (Moleong, 2021, p. 5).

The research method is a method of scientific analysis that allows all problem formulations to be resolved well. The method used in the analysis of the novel *Arok Dedes* is qualitative literature study, carried out as follows: The main research data/primary data for this research is the novel *Arok Dedes* by Pramoedya Ananta Toer, XI printing, 561 pages, published in 2015, published by publisher Lentera Dipantara Jakarta. Supporting/Secondary data is various data related to the object of study, and supports the validity of the object of study being analyzed. This data is in the form of general data including books, magazines, essays, papers, and short reviews as well as other books (Creswell, 2009, p. 169).

Analyze research objects based on existing data and in accordance with the phenomena in the novel. The object of study is analyzed using the theories of Educational Psychology and Human Resource Management, this aims to understand the picture conveyed in the novel. Systematic literature reviews, both quantitative and qualitative, are an important instrument when drawing conclusions from a large study, enabling the development of scientific theory and practice based on empirical evidence. Both types of reviews are critical to advancing the organizational and counseling psychology literature (Harari et al., 2020). Data analysis for this research was carried out as follows: Describe the leadership process in the education of prospective Brahmins in the novel *Arok Dedes*, which is contained in several dialogue excerpts from the main characters in the novel. Explains the role of leadership in the education of prospective Brahmins during the learning process of the character Arok, through several dialogue quotes from the main character in the novel.

RESULTS AND DISCUSSION

Results

A. Description of Leadership Characters in the Education of Prospective Brahmins

A person who is called a leader has certain superior characteristics that other people do not have. Leaders can be differentiated from subordinates based on superior personal attributes such as intelligence, energy, memory, intuition and persuasiveness which are superior and not possessed by others. Arok's leadership character has received recognition from the Brahmins, the following is an excerpt from the text of the novel which explains Dang Hyang Lohgawe and Bapa Tantripala's recognition of the superior character of intelligence, energy, memory, intuition, persuasive power and the potential for leadership in Arok in the future.

"I've been considering it for a long time. You are a smart, active, agile young man, your memory is very good, brave, steadfast in facing everything. "I don't know whether what you have done all this time grew out of your pure heart and mature judgment," he opened a package and took out from it a thick bundle of rontal. "Do you know this writing?" (PA Toer, 2015, p. 61).

Lohgawe looked down with his eyes closed enjoying his student's eloquence and the fruits of the lessons he taught. The words fluctuated, full and empty, soaring high and far down..."Enough," Dang Hyang Lohgawe opened his eyes. "You are still very, very young. Your heart is brave and your mouth

is even bolder. Are you, as a result of your knowledge and opinions, able to speak like that in front of His Majesty?" (PA Toer, 2015, p. 68).

"Battlefield, battlefield and throne," Lohgawe continued. "It's not in vain that I gave you knowledge. You are the hope for all Brahmins." He removed his hand from his student's mouth, removed the young man's headband, kissed the top of his head. "With the fire of Hyang Bathara Guru in your chest, with the sharpness of Hyang Ganesya's para-syu, with the might of Hyang Durga Mahisa-suramardini, you are the Arok [builder], you are the builder of the teachings, the builder of the country at the same time. Listen to you all, from this moment, in testimony "Hyang Bathara Guru, who is combined in Brahma, Shiva and Vishnu with all his syakti, I have given this child a name that will bring him to reality as part of the cakrawarti. That reality is still burning within you now. Arok your name." (PA Toer, 2015, p. 69).

...The Brahmins of the old school in Java generally oppose Buddhism, including yoga and tantri, I consider it a science that can be studied and used. But I don't want to fight with other brahmins, so there's no need for them to know. But for you, you, young man full of hope, maybe you need severance pay for your life. You are more likely to take a place in the warrior caste. Erlangga once issued a decree: triwangsa is not only determined by the gods, humans can also change castes because of their dharma, sudras can become warriors, sudras can become brahmins. Since then, Triwangsa is no longer pure. I myself am a brahmin not because of my heritage, but because of my knowledge. And you, Temu, you can become a warrior because of your abilities. Your behavior is not typical of a sudra, but a warrior (PA Toer, 2015, p. 85).

B. The Role of Leadership Character in the Education of Prospective Brahmins

The overthrow of ANGKAL Ametung could only happen because of the synergy of all parties in Tumapel and the dominant aspect of Arok's leadership which was able to organize all elements of society, so that he was able to mobilize them at the right moment according to plan. The various actions of a leader will influence members, therefore the role of leaders is very significant in determining the direction and quality of human life, both in the family, community, nation and state (Nasution et al., 2016). The actions of an Arok figure who was able to organize many elements of Tumapel society, because of his ability to influence them, and the hope for a better life for society in the future.

Arok has received recognition for his character and leadership potential from the Brahmins, his dorm mates, his game mates, all elements of Tumapel society including Dedes who were jointly involved in overthrowing bungul Ametung. The following is a quote that explains their recognition of Arok's character and leadership potential.

Recognition of his character and leadership potential from the Brahmins to agree with the plan to overthrow bungul Ametung.

... surely we would not be more mistaken if we put our trust in this young brahmin as a cover for the helplessness and negligence and conflict between ourselves all this time." They then marched in a parade around the temple, stopping in front of Nandiswara and Mahakala, like snakes about to enter a burrow. At the front was Mpu Parwa, with a small torch in his hand. "The closing of our meeting, O Mahadewa, interpret it as the beginning of the end of the tyranny of the Isana dynasty." yourself, to strengthen your horizons." (PA Toer, 2015, p. 208).

Recognition of his character and leadership potential from his dorm friends regarding Arok's intelligence.

"All the students are now surrounding Arok. For a moment he still couldn't speak. Then a whisper came out: "One of you is leaving early tomorrow morning for Kapundungan. In the next few days Grand Master Father will still need me. I cannot leave him. Tell them to keep working while I'm not there. And be careful- heart. Well, go to sleep. The name given to him was a sign of passing the highest level. To get recognition from the Council to become a brahmin, he just had to ask Lohgawe to be confronted. What happens after becoming a brahmin? He is too young for that. What can he do? achieved by a brahmin? Will he be like the others, just criticizing Erlangga all the way to Kretajaya and not being able to do anything? When he graduated unexpectedly it seemed to make him lose his sense of direction!" (PA Toer, 2015, p. 70).

Recognition of his character and leadership potential from his playing friends agreed that his character and leadership potential overthrew Bagus Ametung.

That afternoon his friends in Karangsetra surrounded him. And he gave advice to remain as consistent as before. He will give instructions from Kapundungan, and he asks everyone to help Tanca's father, because he will take Tanca to study. At Tanca's house he found his friend ready with his luggage. His parents were very happy that their child had the desire to study with a Tantripala teacher. He was happy to see his friend released willingly and with blessing (PA Toer, 2015, p. 83).

The agreement among Arok's friends regarding the motivation to study in order to overthrow stump Ametung.

"Yes, we have to learn, Tanca. Otherwise, we'll just be like this." "We have to be able to compete with them." "No, beat it." "Beat? Can we beat them?" "Haven't we beaten them many times?" "They never lose, only lose." "We never lose, but we gain." "But we've never beaten them." "We often beat them. Only they have too many and we have too few. Their strength is inexhaustible, and ours is limited. Then we will learn, Tanca. Then we will know more, defeat more brilliantly."...(PA Toer, 2015, p. 84).

...Now he began to focus his thoughts on entering the day ahead. As someone who was educated to become a Pandita, he was trained to do things with planning and consideration. He felt that he had sufficient strength, sufficient knowledge and knowledge. He will overthrow stump Ametung, Akuwu Tumapel. He was able to mobilize all his friends in the villages west of Tumapel. But their numbers and equipment were not sufficient. The people he hid in the Sanggarana forest were not soldiers, they could not be used. And if the Ametung stumps were not overthrown by him, who would dare do it?... (PA Toer, 2015, p. 96).

Dedes recognized Arok's character and leadership potential so he agreed with the plan to overthrow stump Ametung.

"Sahaya is on the side of the brahmins, on the side of Kakanda." "Is just partiality enough?" "I leave my husband, his life and death, to Kakanda," he looked down, "everything that is guided by the hand of Dang Hyang Lohgawe must be the truth that cannot be negotiated." "Don't you regret losing your husband?" "I surrender myself and my life to my brother, for the sake of Hyang Mahadewa." (PA Toer, 2015, p. 344).

Developing a person's leadership character will not be successful without proper management. Character education must involve school-based education, school culture, and society to build an effective development process. Leadership character education is one means of advancing democratic life, as well as reflecting human character as a personal characteristic in social life (Muhtar & Dalyono, 2020). The success of leadership education as the main character identity of Arok is part of a long life journey from an early age to adulthood. There is an important role of society, educational institutions, mentor teachers, and cultural customs depicted in the novel. The success of leadership education as the

main character identity of the character Arok, has become a means for all Tumapel people to be free from the shackles of ANGKAL Ametung's oppression.

Arok was able to organize various parties from different circles, so that each party was involved in efforts to overthrow bungul Ametung in a series of directed and coordinated actions, including: the actions of his teammates to disturb and attack bungul Ametung soldiers, the agreement of the Brahmins to overthrow bungul Ametung through Arok's character, the ability to organize soldiers in large numbers to fight against ANGKAL Ametung soldiers, involved all elements of Tumapel society including Dedes to be consciously involved in the effort to overthrow ANGKAL Ametung.

Discussion

Leadership is the ability to obtain work actions with full trust and cooperation, in carrying out leadership a leader has his own styles. The success or failure of an organization is largely determined by the quality of leadership possessed by people who are appointed or entrusted with responsibility as leaders in society or within an organization (Nasution et al., 2016). The overthrow of Bagus Ametung could only happen because of the integration of all parties in Tumapel and the dominant aspect of Arok's leadership which was able to organize all elements of society, and was able to mobilize them at the right moment according to plan.

There are social factors as one of the aspects that influence the important development of student leadership, namely the influence of interaction with the surrounding environment, thus enabling students to obtain various variations of learning that are relatively new and interesting. In addition, a learning environment that is interesting and useful for students will trigger them to be willing to undertake the entire series of learning activities and understand the learning material wholeheartedly (Slavin, 2018, p. 291). The influence of interaction with the environment around Arok's character has helped shape his leadership character since childhood. When he came to study with Dang Hyang Lohgawe and Bapa Tantripala in the strict and disciplined culture of boarding school, his leadership character became even more honed.

It can be emphasized that leadership is a way in which a leader is able to use his influence to achieve the main goals of the organization through good relationships with all subordinates involved (Priyono, 2010, p. 119). In scientific studies, there are two approaches to leadership, the first is the Leader Characteristics Approach, this perspective explains that researchers focus their attention on determining the attributes that differentiate leaders and their subordinates or effective leaders and ineffective leaders. Second, the Leader Behavior Approach (Priyono, 2010, p. 138).

The first approach to Leader Characteristics is a scientific analysis of leadership that begins by focusing on the leader himself. More specifically, it approaches the physical, mental, and social attributes that appear to differentiate leaders and their subordinates. The character Arok is considered a leader who has certain superior characteristics that other characters do not have. Arok's character can be differentiated from his subordinates based on the superiority of his personal attributes such as intelligence, energy, memory, intuition and persuasiveness which are superior and not possessed by other people.

The second approach to Leadership Behavior places concentration on leader behavior as an explanatory variable. This approach compares the behavior of effective and ineffective leaders. Effective leader behavior can refer to the character Arok and ineffective leader behavior refers to the character ANGKAL Ametung. Leadership Behavior of an organization can be classified into two

categories. One category contains behaviors related to interpersonal relationships, and the other category contains behaviors related to task completion. Relationship-oriented behavior shows behavior such as acting friendly towards subordinates, showing appreciation for subordinates' contributions, recognizing what subordinates have achieved, and showing concern for the welfare and needs of subordinates. The character Arok in the novel has shown this relationship-oriented behavior. Task-oriented behavior shows behavior such as planning and scheduling work, coordinating subordinate activities, providing supplies and equipment, and necessary technical assistance. The character Arok in the novel has also shown task-oriented behavior, so that Arok and the Brahmins, as well as various elements of Tumapel society succeeded in achieving the main goal of overthrowing stump Ametung.

CONCLUSION

The description of leadership character in the education of prospective Brahmins has certain superior characteristics that are not possessed by other people, based on the superiority of their personal attributes such as intelligence, energy, memory, intuition and persuasive power which are superior and not possessed by other people. Based on the analysis, the leadership character of Arok, from the start, has received recognition from the Brahmins, namely Dang Hyang Lohgawe and Bapa Tantripala for the character of intelligence, energy, memory, intuition, persuasive power which is relatively superior when compared to other students and the potential for leadership. Arok in the future. There is recognition by Dang Hyang Lohgawe and Bapa Tantripala regarding the superior character of intelligence, energy, memory, intuition, persuasive power and the potential for leadership in Arok in the future. Regarding the role of leadership character in the education of prospective Brahmins, making it possible to overthrow stumps of Ametung, this could only happen because of the synergy of all parties in Tumapel and the dominant aspect of Arok's leadership which was able to organize all elements of society, so that he was able to mobilize them at the right moment according to plan. Based on the analysis, there are various parties' recognition of Arok's leadership character, including: 1. Recognition of his character and leadership potential from the Brahmins to agree with the plan to overthrow stump Ametung 2. Recognition of his character and leadership potential from dorm friends regarding Arok's intelligence 3. Recognition of his character and leadership potential from his gaming friends to agree to overthrow ANGKAL Ametung: 4. Agreement between Arok's friends regarding the motivation to study in order to overthrow ANGKAL Ametung. Based on the analysis, there are two leadership approaches applied by the character Arok, the first is the Leader Characteristics Approach, this perspective focuses on determining the attributes that differentiate leaders and their subordinates, the approach is on the physical, mental and social attributes that appear to differentiate leaders and their subordinates. The character Arok is considered a leader who has certain superior characteristics that other figures do not have, which can be differentiated based on the superiority of his personal attributes such as intelligence, energy, memory, intuition and persuasiveness which are superior and not possessed by other people. Second, the Leader Behavior Approach, this approach compares effective and ineffective leader behavior. Effective leader behavior can refer to the character Arok and ineffective leader behavior refers to the character ANGKAL Ametung.

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