

The Role of History Teachers in Applying Masohi Cultural Value-Based Learning Materials (Gotong Royong) to Build Student Character at SMAN 3 Ambon City

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Abstrak

Penelitian ini mengkaji peran guru sejarah dalam mengintegrasikan nilai-nilai budaya Masohi (Gotong Royong) ke dalam pembelajaran sejarah di SMAN 3 Kota Ambon untuk meningkatkan pengembangan karakter siswa. Penelitian ini berfokus pada lima indikator utama karakter, yaitu kerjasama, kepedulian sosial, tanggung jawab, solidaritas, dan kepemimpinan. Sebanyak 85 siswa dari tiga kelas berpartisipasi dalam penelitian ini. Data dikumpulkan melalui pre-test dan post-test, kuesioner, serta observasi kelas. Hasil penelitian menunjukkan peningkatan signifikan pada karakter siswa, dengan kerjasama dan tanggung jawab masing-masing meningkat sebesar 30%, solidaritas sebesar 29%, kepedulian sosial sebesar 22%, dan kepemimpinan sebesar 16%. Selain itu, standar deviasi menunjukkan penurunan, yang menandakan peningkatan konsistensi pemahaman dan penerapan nilai-nilai tersebut di antara siswa. Penelitian ini membuktikan bahwa integrasi nilai Masohi dalam pembelajaran sejarah secara efektif memperkuat karakter siswa dan dapat menjadi model pendidikan berbasis nilai budaya yang lebih luas di sekolah-sekolah di Indonesia.

Kata kunci: peran guru sejarah, karakter siswa, gotong royong.

Abstract

This study examines the role of history teachers in integrating Masohi (Gotong Royong) cultural values into history lessons at SMAN 3 Ambon City to enhance student character development. The research focuses on five key character indicators: cooperation, social care, responsibility, solidarity, and leadership. A total of 85 students from three classes participated in the study. Data were collected through pre-tests and post-tests, questionnaires, and classroom observations. The results showed significant improvements in student character, with cooperation and responsibility increasing by 30%, solidarity by 29%, social care by 22%, and leadership by 16%. Additionally, the standard deviation decreased, indicating improved consistency in understanding and applying these values among students. This research demonstrates that integrating Masohi values into history education effectively strengthens student character and can serve as a broader model for cultural value-based education in schools across Indonesia.

Keywords: the role of the history teachers, student character, gotong royong.

INTRODUCTION

Cultural values are one of the essential elements in the formation of national character. In Indonesia, the cultural value of Masohi or gotong royong has long been recognized as a noble heritage that has become the community's identity. Gotong royong is a social practice emphasizing cooperation, togetherness, and mutual

assistance in community life (Derung, 2019). In the context of education, especially in learning history, applying these cultural values is very relevant to shaping the character of students who have high social care and solidarity (Kuswantara, 2023). The application of the value of gotong royong in education is also in line with the goals of national

education, which is to form Indonesian people with noble character and behavior.

History learning has a strategic role in building student character (Sukardi & Sepriady, 2020). As one of the subjects that teaches about past events, history not only provides cognitive knowledge but also touches students' affective and psychomotor aspects. Therefore, integrating cultural values in history learning, such as the value of gotong royong, can help students understand the importance of cooperation and solidarity in building a harmonious social life. At SMAN 3 Ambon City, applying Masohi cultural values in history learning is one of the efforts to make the character of students who are noble and have high social skills.

Although cultural values such as gotong royong have long been part of people's lives, the challenge faced today is the erosion of these values by modernization and globalization (Nerva, 2018). In the school environment, students tend to be more influenced by the culture of individualism, which often contradicts the value of cooperation. This is caused by various factors, including the influence of social media and interaction patterns that prioritize individual interests over collective interests. This condition requires a unique strategy in learning, especially in history subjects, to reintegrate the cultural values of gotong

royong as part of students' character education.

The general solution that can be applied to overcome this problem is to strengthen the role of history teachers as facilitators in cultural value-based learning (Lestari et al., 2023). Teachers are responsible for delivering academic material and instilling moral and social values that can shape students' personalities. By incorporating Masohi cultural value-based history learning, teachers can help students understand the importance of gotong royong in everyday life. This will strengthen students' character and prepare them to face future social challenges.

Various studies have shown that the integration of cultural values in learning can have a positive impact on students' character building. Studies show that learning that emphasizes local values, such as gotong royong, can increase students' social awareness and strengthen their attachment to cultural identity. In character education, culture-based approaches have proven effective in instilling deep moral values in students (Suyitno, 2012). Therefore, applying Masohi cultural values in history learning is expected to build students' character effectively.

Some studies also emphasize the importance of interactive and participatory learning methods in integrating cultural values. Group

discussions, simulations, and collaboration-based projects are more effective in conveying social values than conventional learning methods (Fahrurrazi, 2024). In this case, history teachers can use various learning strategies that allow students to experience the benefits of gotong royong directly. For example, through group projects that require students to work together to achieve a common goal, the value of cooperation can be practiced tangibly in the learning process.

Research has also shown that project-based learning involving local communities can strengthen students' understanding of cultural values (Januardi & Superman, 2024). In the context of SMAN 3 Ambon City, history teachers can initiate projects involving the community's active participation around the school. Thus, students learn about gotong royong through theory and experience and apply the value in real life. This will enrich students' learning experience and strengthen their attachment to local cultural values.

Several studies have discussed the importance of character education by integrating cultural values into the school curriculum. Some studies emphasize that applying local cultural values can help students develop social awareness and empathy, which are essential to character education (Fithriyana, 2019). However, few studies have explored how the

cultural value of gotong royong is applied in the context of learning history. Most existing research focuses on integrating cultural values into subjects such as Civic Education or Indonesian Language (Fahmi et al., 2022).

Although research on gotong royong in education exists, the focus is more on primary and junior secondary education. Very few studies have explored the application of these values at the senior high school (SMA) level, especially in history subjects. This gap is the main reason why this research is essential to conduct. Thus, this research seeks to fill the existing gap by exploring how the cultural value of gotong royong can be integrated into history learning at SMAN 3 Ambon City.

The researcher's interest in this study is based on the importance of preserving local cultural values in the education system, especially in shaping the character of the younger generation amid globalization. This study's main objective is to analyze history teachers' role in integrating Masohi cultural values (gotong royong) into history learning to build student character at SMAN 3 Ambon City. This research aims to make a real contribution to developing effective culture-based learning strategies to form students who are not only academically intelligent but also have strong social character.

In addition, this research also seeks to provide new insights for educators about the importance of integrating local cultural values into the history curriculum. The novelty of this research lies in its specific focus, namely the application of gotong royong values in the context of history learning at the high school level, which is still rarely explored. Masohi, as one of Maluku's distinctive cultural values, has great potential in shaping students' characters with high social solidarity.

This research seeks to fill the gap in the literature by highlighting how the value of gotong royong can be practically applied in history learning. The research scope includes analyzing teachers' role in designing and implementing learning strategies that integrate Masohi cultural values. The research will also evaluate the impact of the plan's implementation on students' character-building, focusing on cooperation, solidarity, and social responsibility.

METHODS

This study involved 85 students in class XII at SMAN 3 Ambon City, divided into three classes. The selection of this sample size was based on considerations of population representation and the availability of students in the class level under study, namely class XII. As final-year students, they are considered to have better maturity in understanding and internalizing the cultural values taught, so

it is more relevant to see the impact of Masohi cultural value-based learning (Gotong Royong) on character development.

This research uses a Masohi cultural value-based learning approach to develop five main character aspects: cooperation, social care, responsibility, solidarity, and leadership. The data used included questionnaire results, classroom observations, and documentation of project-based learning activities. The history subject matter was modified to include Masohi values to make it more contextual and relevant to students' lives in Maluku.

Before starting the research, a pre-test was conducted to measure the students' basic character level on five key indicators. During the learning process, students followed historical materials integrated with Masohi values, using group work approaches, collaborative projects, and discussions. The teacher acts as a facilitator, ensuring that each student is actively involved in activities emphasizing the value of gotong royong. The number of samples selected is also considered representative enough to obtain valid data regarding the effectiveness of this approach in building student character.

The experimental setup involved the integration of Masohi values in the grade XII history curriculum. Each class was given a community-based project on local history and gotong royong activities.

Students were divided into groups of several students, and they worked together to complete tasks, such as simulations of historical events and participation in gotong royong activities in the school and surrounding community. Each group is monitored to see how well they apply the values of cooperation, social care, responsibility, solidarity, and leadership.

Five character indicators were measured in this study: cooperation, social care, responsibility, solidarity, and leadership. Each indicator was measured before and after the intervention using a questionnaire. Each student rated their level of involvement in each aspect using a percentage scale, which was then averaged. In addition to the mean, the standard deviation was also calculated to see how evenly distributed the application of these character values was among the students.

Statistical analysis was conducted by calculating the mean and standard deviation for each character indicator before and after the intervention. With a total of 85 students involved, the standard deviation was calculated to assess the variability in the application of character values.

RESULTS AND DISCUSSION

1. Changes in Student Character Indicators Before and After the

Implementation of the Value of Gotong

The table below shows changes in five student character indicators before and after applying Masohi (Gotong Royong) value-based learning methods at SMAN 3 Ambon City. The indicators measured include cooperation, social care, responsibility, solidarity, and leadership. The mean value for each indicator was measured in percentage, both before and after the intervention, along with the percentage change. In addition, the standard deviation was also calculated to assess the consistency of students' understanding and application of character values. Significant changes can be seen in each indicator, with an increase in percentage and a decrease in standard deviation, indicating a more consistent application of the values after the intervention.

Table 1. Changes in Student Character Indicators Before and After the Implementation of Gotong Royong Masohi Values at SMAN 3 Ambon City

Character Indicator	Mean Before (%)	Mean After (%)	Change (%)	Standard Deviation Before	Standard Deviation After
Cooperation	55	85	30	±5.48	±2.12
Social Care	60	82	22	±4.85	±3.16
Responsibility	50	80	30	±6.32	±4.47
Solidarity	58	87	29	±3.74	±2.94
Leadership	62	78	16	±2.14	±3.47

The data showed significant positive changes in student character development after implementing Masohi cultural value-based education (Gotong Royong). The most significant increase was seen in

cooperation and responsibility, each increasing by 30%, from 55% to 85% and from 50% to 80%. Social care increased by 22% (60% to 82%), and solidarity increased by 29% (58% to 87%). Although increasing the least, leadership still showed a significant increase of 16%, from 62% to 78%. These results are also supported by the decrease in standard deviation across all indicators, indicating a more consistent understanding of these values after the intervention.

A. Cooperation

Character education is essential in forming students' personalities at SMAN 3 Ambon City, which is realized through applying Masohi cultural values or gotong royong. One of the main components emphasized is cooperation, reflecting the spirit of togetherness in Masohi culture, where each individual is expected to contribute to achieving a common goal. Cooperation is an essential foundation for building student character in academic and social contexts. Based on the research, students' cooperation scores increased significantly from 55% to 85% after implementing Masohi culture-based learning, with a 30% increase. The decrease in standard deviation from ± 5.48 to ± 2.12 shows an increase in the consistency of understanding and application of this value, reflecting the program's success in shaping a more solid student character.

1) Cooperation as a Pillar of Character Building

Cooperation is essential in building student character, especially in an environment that emphasizes togetherness and social responsibility, such as at SMAN 3 Kota Ambon. Culture-based education is designed to strengthen the value of cooperation, where each individual plays a role in mutual success in academic and social areas. This learning process improves students' academic skills and shapes their character to be more sensitive to the social environment (Hayati et al., 2023). Through group activities, students are taught to support each other, appreciate differences, and work together to complete tasks. This cooperation helps students develop a more responsible, caring, and adaptive personality in social life. The increase in collaboration seen in this study indicates positive changes in students' behavior and attitudes, which they are expected to bring into their daily lives.

2) Teacher's Role in Building Cooperation Character

Teachers are essential in shaping student character, especially in Masohi cultural value-based learning. At SMAN 3 Ambon City, teachers act as facilitators who guide students to understand and apply the value of cooperation through group activities. This inclusive approach strengthens

the sense of togetherness and collaboration among students (Awaliya et al., 2024). The significant improvement in the cooperation aspect demonstrates the effectiveness of the teacher's role in facilitating group activities and instilling Masohi values. Teachers ensured students' active participation through close supervision and constructive feedback and emphasized collective responsibility. A decrease in the standard deviation in the level of cooperation indicates a more even understanding among students after the intervention. This method creates an inclusive learning environment where every student has an equal opportunity to develop, demonstrating the success of the intervention in effectively improving cooperation.

3) Impact of Cooperation on Social and Academic Relations

The value of cooperation emphasized in learning at SMAN 3 Ambon City positively impacts social relationships between students. As a social skill, cooperation helps students build harmonious relationships by respecting differences, working together, and resolving conflicts constructively. Increased cooperation affects academic achievement and the social dynamics of the classroom, where students who were previously less engaged now show improvements in

communication and interaction (Participant & Di, 2022). This creates a more positive learning environment, motivating students to contribute actively. From an academic perspective, cooperation also improves students' understanding of the material, as cooperative learning allows students to learn through interaction with peers. Students who engage in cooperation have a better understanding of the lesson, which in turn impacts learning outcomes (Suemdi, 2019).

4) Cooperation as Future Social Capital

Character education that emphasizes cooperation is not only relevant in formal education but also has a long-term impact on students' social lives in the future. The value of collaboration built through the learning process at SMAN 3 Ambon City is expected to be an essential social capital for students when they enter the world of work or social life. In an increasingly complex and interconnected society, the ability to cooperate with others is one of the most needed skills. The application of the value of cooperation is also in line with the principle of gotong royong, which is an integral part of the culture of the Ambon people. By instilling these values early on, students are equipped with academic skills, strong character, and the ability to

contribute actively to building their community. Gotong royong, as part of the culture, teaches students that individual success is inseparable from the success of the group and that each individual has an essential role in building a harmonious society.

B. Social Care

Social care is fundamental to student character development, especially in Masohi culture-based education (Gotong Royong) implemented at SMAN 3 Kota Ambon. This value is closely related to responsibility for the welfare of others and the surrounding environment. In Masohi culture, gotong royong includes physical cooperation and a deep concern for the community (Jois et al., 20) (Jois et al., 2024). Applying this value aims to form students who care, support each other, and play an active role in social life. Based on the study, students' social concern increased by 22%, from 60% to 82%, with a decrease in standard deviation from ± 4.85 to ± 3.16 , indicating increased consistency in understanding and applying this value.

1) The Importance of Social Care in Character Education

Social care is a crucial character education component, especially in schools emphasizing human values and solidarity. Character education should include moral and ethical aspects, including concern for others. At SMAN

3 Ambon City, the value of social care is taught through activities emphasizing the importance of helping and sharing. The application of Masohi values encourages students to understand social responsibility, both towards themselves and others (Astuti et al., 2022). One form of this application is group assignments that require students to work together to solve social problems, such as helping friends learn or participating in social activities. The 22% increase in social care indicates students' greater awareness of the importance of social support. This is a significant result, given that social care often receives less attention in formal education, so students acquire academic knowledge and essential social skills.

2) Impact of Social Care on Student Interaction

The social care developed through the application of Masohi values impacts students' relationships with the community and improves the quality of interactions between students in the classroom. In the school environment, social care is reflected in various actions, such as helping friends struggling with learning, providing emotional support, and creating a friendly and inclusive classroom atmosphere. This increase in social care contributes to stronger student

solidarity, community, and classroom unity (Saidang & Suparman, 2019).

The decrease in standard deviation from ± 4.85 to ± 3.16 indicates that the understanding and application of social care values became more evenly distributed among students. This suggests that after implementing the gotong royong-based learning method, most students have a more consistent level of social care. This is important because, in character education, consistency is critical to ensuring that students' values are truly internalized and applied in their daily lives.

In daily classroom interactions, increased social care also helps to create a more positive and supportive learning atmosphere. Students who feel valued and supported by their peers tend to be more motivated to learn and actively participate in learning activities. This aligns with research showing that a socially supportive learning environment can improve student engagement and academic performance (Wentzel, 1998).

3) Contribution of Social Care to Student Character Development

Social care development through gotong royong-based education at SMAN 3 Ambon City contributes significantly to students' character building. Social care teaches students

to be empathetic, respect differences, and be ready to help selflessly. These values are essential in shaping the character of academically intelligent and morally sound students. The experience of cooperation and caring for others teaches that success depends on individual ability and contributing to the common welfare. This is often overlooked in an education system that focuses too much on academic achievement, but at SMAN 3 Ambon City, this aspect is an integral part of learning. Social care also develops essential interpersonal skills, such as communication, empathy, and conflict resolution, which are beneficial both in school life and in students' professional and personal futures.

C. Responsibility

Responsibility is one of the core values in student character development, especially in education, and it integrates local cultural values such as Masohi (Gotong Royong). At SMAN 3 Ambon City, responsibility is a critical aspect taught through Masohi culture-based learning that emphasizes gotong royong and togetherness. This value helps students understand the importance of personal and collective responsibility in academic tasks and daily life.

Research data shows students' responsibility has significantly increased

after implementing Masohi value-based learning. Before the intervention, the average level of students' responsibility was at 50%, and after the intervention, it increased to 80%, with an increase of 30%. This improvement is supported by a decrease in standard deviation from ± 6.32 to ± 4.47 , which signifies better consistency in applying responsibility values among students.

1) The Role of Responsibility in Culture-Based Education

Responsibility in Masohi culture-based education includes caring for the group and community, not just academic obligations. In schools, applying Masohi values emphasizes the importance of students' roles in the group's success, both in tasks and maintaining harmony in the school environment. This learning helps students understand the impact of their actions on others. When working in a group, each member is responsible for their task, and one person's failure can affect the whole group's performance. The 30% increase in student responsibility demonstrates the success of the gotong royong-based learning method. This method not only encourages academic responsibility but also in social interactions, both at school and at home. Through gotong royong, students learn their essential role in the group, strengthening their sense of

responsibility in various aspects of their lives (Rimadhani & Arief, 2022).

2) Responsibility in Learning and Daily Life

Responsibility plays a vital role in students' academic achievement. Research shows that students with high levels of responsibility tend to be more motivated and disciplined in completing academic tasks. This is also seen in SMAN 3 Ambon City, where applying the value of responsibility through gotong royong education effectively increases students' awareness to complete tasks on time and actively contribute to learning. Responsibility is applied through group tasks and social projects, where students must divide tasks and ensure each member completes their part. This teaches the importance of personal and collective responsibility, where the group's success depends on individual contributions. In addition, responsibility is taught in extracurricular activities such as social service, which strengthens students' sense of social responsibility and helps them understand the impact of their actions on the environment and surrounding community.

3) Relationship between Responsibility and Cultural Values in Masohi

The value of responsibility in Masohi culture encompasses individual and

collective responsibility for the community's well-being. In this value-based education, responsibility is taught as part of gotong royong, where each individual must contribute to the group's success. Students are taught that their success is closely related to the group's success, and each individual has a vital role in achieving a common goal. This concept is reflected in various group activities, such as cooperation activities at school, where students are responsible for completing cleaning-related tasks or social projects. In these activities, students learn to work together and ensure that each group member completes the task well. In addition, responsibility is taught through individual tasks, such as self-discipline, punctuality, and adherence to school rules, which prepare students that personal responsibility is critical to individual and group success.

4) Impact of Responsibility on Student Character Development

Implementing the value of responsibility through gotong royong-based education at SMAN 3 Ambon City impacts students' academic performance and contributes significantly to their character development. Responsibility teaches students to be more disciplined, reliable, and independent individuals. Through various activities involving

responsibility, students learn to realize the consequences of their actions and understand that they have an essential role in the success of the group or society.

The decrease in standard deviation from ± 6.32 to ± 4.47 indicates that the understanding and applying the value of responsibility became more evenly distributed among students after implementing the gotong royong-based learning method. This suggests that most students have internalized the value of responsibility well and apply it in their daily lives, both academically and socially. In addition, responsibility also helps students develop other essential skills, such as time management, critical thinking skills, and the ability to work independently. These skills are crucial to their future success in the workforce and personal lives. Through experiences that involve responsibility, students learn to become more disciplined and reliable individuals and are prepared to face more significant challenges in the future.

5) Implications of Responsibility for Social and Academic Life

The value of responsibility taught through education affects students' academic lives and has a far-reaching impact on their social lives. Students with a strong sense of responsibility can better adapt to complex social

situations and are better equipped to take on leadership roles. Responsible students are also respected and relied upon by their friends and teachers. Increased responsibility positively impacts academic achievement, where more disciplined and motivated students tend to manage their time well and achieve better learning outcomes. A 30% increase in responsibility at SMAN 3 Ambon City is expected to contribute to an overall increase in academic achievement.

D. Solidarity

Solidarity is fundamental in building harmonious social relationships, especially in Ambon society, which embraces Masohi (Gotong Royong) culture. At SMAN 3 Ambon City, education based on Masohi cultural values is designed to increase student solidarity as an essential foundation in daily social interactions. Solidarity reflects togetherness, equality, and commitment to help each other face challenges. The research data showed a significant increase in student solidarity, from 58% before the intervention to 87% afterward, with a rise of 29%. The decrease in standard deviation from ± 3.74 to ± 2.94 indicates an increase in the consistency of understanding and application of solidarity values among students.

1) Solidarity in the Context of Character Education

Solidarity is an essential pillar in character education, where students are taught to care for and support each other in various situations. This value creates a positive and inclusive learning environment, with the Masohi spirit of gotong royong, where each individual is responsible for helping each other for the common good. The 29% increase in solidarity shows that students became more caring and ready to work together in group activities. Through group work, students learn that the group's success depends on strong cooperation and solidarity, helping them appreciate the contribution of each member in achieving a common goal.

2) Implementation of Solidarity in Mutual Aid-Based Learning

Masohi culture emphasizes the importance of togetherness and cooperation in every aspect of life, including education. In this cultural value-based learning, solidarity is taught through group activities that engage students in social and academic tasks. Students are taught that each individual has a vital role in the group's success and must support each other to achieve common goals. For example, cooperation activities such as cleaning the school environment or social projects teach students to work together to achieve a greater goal. Solidarity is not only

about physical cooperation but also a moral commitment to support each other in academic tasks and personal problems (Saputri et al., 2024). In the classroom, solidarity is realized through academic and emotional support, where stronger students help their peers who have difficulty understanding the material. This creates an inclusive learning environment, improves students' motivation and academic performance, and strengthens their bonds.

3) Solidarity Relationship with Other Values

Solidarity does not stand alone in character education but is closely related to values such as cooperation, social care, and responsibility. In gotong royong-based learning, solidarity is an expression of collaboration and social care, where students learn to work for the common good and care about the welfare of their peers (Listyaningsih, 2022). The 29% increase in solidarity shows a strong link between the values, where the improvement of one aspect supports the improvement of the other. Students with high solidarity tend to be more caring, responsible, and focused on group success rather than personal achievement. This is seen in how they work together on group tasks and overcome challenges.

After implementing the gotong royong method, students became more open to cooperating and supporting their peers, suggesting that Masohi-based education effectively changes students' mindsets from individualism towards togetherness and solidarity.

4) The Impact of Solidarity on Student Social Interaction

Strong solidarity among students positively impacts the social dynamics within the classroom and the school environment as a whole. Students with a high sense of solidarity tend to be more adaptable in complex social situations and more prepared to help their peers in various situations. This creates a more positive learning atmosphere, where students feel supported by their peers and are more motivated to participate in learning activities actively.

The decrease in standard deviation from ± 3.74 to ± 2.94 indicates that the application of solidarity values has become more consistent among students. This means that most students have internalized the value of solidarity and apply it in their daily interactions. In addition, strong solidarity also impacts reducing conflicts between students, as students can better solve problems constructively and in a mutually supportive way. The solidarity developed through mutual aid-based

learning also helps students develop critical interpersonal skills, such as communication, empathy, and teamwork. These skills are essential to their future success in both academic and professional life. Through solidarity experiences, students learn to become more caring, supportive and team-working individuals, which will help them face future challenges.

5) Implications of Solidarity for Character Development and Academic Achievement

Strong solidarity has a positive impact on social relationships and contributes to character development as well as student's academic achievement. Students with high solidarity are more motivated to achieve educational goals, feel supported by their peers, and are more prepared to cooperate in completing tasks. Research shows a socially supportive learning environment can improve students' academic engagement and performance (Rifly, 2023). The 29% increase in solidarity at SMAN 3 Ambon City is expected to contribute to an overall increase in academic achievement, creating a collaborative and inclusive learning atmosphere. In addition, the solidarity developed through gotong royong helps students build caring, supportive, and contributing characters in building society, making character education a

necessary moral provision for their future.

E. Leadership

Leadership is essential in student character development, especially in Masohi cultural value-based education (Gotong Royong). This value involves influencing, directing, and motivating others to achieve a common goal. At SMAN 3 Ambon City, Masohi-based learning provides opportunities for students to develop academic and social leadership. Based on the research data, students' leadership indicators increased by 16%, from 62% before the intervention to 78% afterward. Although this increase is minor compared to other character indicators, the change is still significant, indicating the success of the Masohi method in developing students' leadership. The standard deviation increased from ± 2.14 to ± 3.47 , indicating more substantial variation in leadership practices among students after the intervention.

1) Leadership Concept in Masohi-based Education

In Masohi culture, leadership is about directing others, serving the community, and promoting the common good. Applying this concept in education at SMAN 3 Ambon City aims to shape students into leaders who can direct the group but also care and take responsibility for the welfare of their group members. In the context of

gotong royong, a leader must motivate and inspire others through example, not just instruction.

Leadership taught in Masohi-based learning emphasizes the importance of collaboration, effective communication, and the ability to solve problems collectively (Suryadi et al., 2023). Students are invited to take leadership roles in group tasks and social activities, where they learn to organize and motivate their peers to achieve a common goal. The 16% increase in leadership reflects that most students have developed this ability, although some still experience challenges internalizing effective leadership's value.

2) Leadership in Learning and Social Activities

In Masohi-based learning, students are encouraged to take leadership roles in group activities. One leadership development method is to give students the responsibility to lead small groups in completing tasks. Students are responsible for coordinating tasks, dividing roles, and ensuring each member contributes according to their ability. This process teaches students to face leadership challenges, such as motivating lackluster members or resolving conflicts within the group. Cooperation activities in schools and communities are also crucial for students to

practice leadership. Students learn to lead, serve, and support the community, building leadership character that focuses on social interests and collaboration.

3) Challenges in Improving Leadership

Although there was a 16% increase in the leadership indicator, the variation shown by the increase in standard deviation from ± 2.14 to ± 3.47 suggests that not all students managed to develop leadership abilities equally. Some students may struggle to take on leadership roles due to a lack of confidence or the interpersonal skills needed to lead.

This challenge can be addressed by providing more opportunities for students to practice and develop their leadership skills through various structured activities. For example, teachers can assign leadership roles to different students in each group assignment so that each student can learn how to lead and manage a group. In addition, guidance from teachers is essential to help students who are still struggling to understand leadership roles, especially in motivating and inspiring others. It is also important to note that the increase in standard deviation indicates that some groups of students may stand out more in terms of leadership than others. These students can be role models for their peers, providing concrete examples of

being a good leader in the context of gotong royong. Thus, students who are weaker in leadership can learn from their peers through direct observation and experience.

4) Relationship between Leadership and Other Values

Leadership is closely related to values such as cooperation, responsibility, and social care, taught in Masohi-based learning. A good leader must be able to cooperate with their members, be responsible for the decisions taken, and care about the welfare of others (Nurwahyuliningsih et al., 2022). In a culture of gotong royong, the leader not only gives direction but is also directly involved in the work and supports the group. The 16% increase in leadership indicates that students have successfully internalized and applied these values. Students who lead well also show high levels of cooperation and responsibility, as they understand the importance of each member's contribution. Effective leadership requires the ability to listen and understand the needs of others, helping leaders recognize members' strengths and weaknesses to support optimal contributions. Good leadership involves managing interpersonal relationships in a supportive and motivating manner.

5) Impact of Leadership on Character Development and Academic Achievement

Strong leadership skills impact students' social interactions and contribute significantly to their character development. Students with good leadership abilities tend to be more independent, confident, and able to take initiative in various situations. These skills are critical to their future success, both in academic and professional contexts. In addition, leadership also impacts students' academic performance, especially in the context of group learning. A good leader can help their group achieve better results by ensuring each member contributes and works according to their abilities. In this context, effective leadership can improve group work efficiency, increase motivation, and help groups achieve their academic goals better.

With strong leadership skills, students also learn to face challenges and take responsibility for their decisions. This helps them develop a more mature character and be ready to face more significant challenges in the future. In addition, leadership also teaches students about the importance of empathy and cooperation, where they learn to pay attention to the needs of others and work together to achieve a common goal.

CONCLUSION

Leadership is essential in student character development, especially in cultural value-based education such as Masohi (Gotong Royong). The value of leadership involves the skills to influence, direct, and motivate others to achieve common goals. At SMAN 3 Ambon City, implementing Masohi cultural value-based learning provides space for students to develop leadership abilities in academic and social contexts.

Based on the research data, the student leadership indicator has increased by 16%, from 62% before the intervention to 78% afterward. Although this increase is smaller than the other character indicators, this significant change still shows the success of the gotong royong-based learning method in improving students' leadership skills. The standard deviation increased from ± 2.14 to ± 3.47 , indicating a more significant variation in the application of leadership skills among students after the intervention.

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