Analysis of Leadership Values of Proclamation Figures in the Grade XI History Textbook on the Topic of Indonesian Independence

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Abstract

This study analyzes how the leadership values of the proclamation figures, primarily Soekarno and Mohammad Hatta, are represented in Chapter 6 ("Indonesia Merdeka") of the Class XI Indonesian History textbook (Semester 2, revised edition, 2017) published by the Ministry of Education and Culture of the Republic of Indonesia. Using qualitative content analysis, the study applied a theory-driven coding scheme based on three leadership indicators adapted from John C. Maxwell's leadership thought: knowledge in one's field, courage in decision-making, and strong personal character. Textual units were identified, coded, and interpreted through a documented procedure, and trustworthiness was supported by source and theory triangulation, an audit trail, and re-coding. Soekarno and Hatta were the primary units of analysis, whereas Ahmad Subarjo, Sutan Syahrir, Fatmawati, and other figures were treated as supporting evidence of how the textbook distributes leadership across the proclamation narrative. The findings show that all three indicators appear in the textbook but are mostly conveyed implicitly, through accounts of action rather than explicit evaluation. Soekarno is portrayed through accumulated movement experience, situational judgment, and firmness under pressure, whereas Hatta is portrayed through constitutional understanding, inclusive concern for national unity, and a form of moral courage that receives little emphasis. Personal character is the least explicitly articulated indicator, and women and supporting figures are represented only briefly. The study concludes that the textbook offers rich but under-articulated leadership content, and it proposes concrete classroom strategies, including indicator-based close reading, decision-making case analysis, ethical dilemma discussion, and an "overlooked figures" project, through which teachers can help students internalize these values.

Keywords: *leadership values, proclamation figures, history textbook, content analysis, character education*

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A. INTRODUCTION

History education does not merely transmit knowledge about past events but also serves as a means of shaping the identity and character of the younger generation (Ata et al., 2024, pp. 126–142). In schools, history as a subject carries a mission that goes beyond memorizing dates and the names of historical figures, namely fostering a sense of nationalism and love for the homeland, with teachers serving as figures who encourage students to internalize the nation's noble values (Abdi, 2020, pp. 209–215). Thus, history education constitutes one of the strategic foundations for developing a generation that is not only intellectually capable but also morally mature and possesses a leadership spirit.

In Indonesia's struggle for independence, Soekarno and Mohammad Hatta are known as the Dwitunggal (the Dual Leadership), a pair of proclaimers of independence who became symbols of national unity from the western to the eastern parts of Indonesia. Hatta, in particular, is remembered for his honesty, simplicity, and integrity (Mindarto et al., 2023, p. 187), as well as for the consistency between his words and actions. Such exemplary qualities deserve to be explored in depth in the historical narratives read by students.

History textbooks are one of the primary media containing accounts of the struggles and exemplary qualities of the proclamation figures. Textbooks function as a means of delivering the curriculum as well as an instrument for character development; therefore, their narratives need to be informative and capable of fostering students' positive character (Pratiwi & Sayono, 2024, pp. 191–203). Pratiwi and Sayono (2024) found that the Grade XI history textbooks under the Merdeka Curriculum contain spiritual, nationalist, independent, mutual cooperation, and integrity values, indicating that history textbooks can be regarded as a structured source of character education.

However, this potential has not been fully utilized. History learning in classrooms often remains focused on memorizing events, leaving the leadership values explicitly and implicitly conveyed in the texts insufficiently explored. Studies of history textbooks under the Merdeka Curriculum indicate that their leadership content encompasses the values of national spirit, democracy, diversity, mutual cooperation, and responsibility toward future generations (Widyawati et al., 2025b, pp. 909–917). Nevertheless, studies specifically examining the leadership values of the proclamation figures in the topic of Indonesian Independence remain limited, as will be discussed in the previous studies section.

The cultivation of leadership values is also relevant to the objectives of character education, namely fostering students' leadership spirit and sense of responsibility as the nation's future generation (Rasyid et al., 2024). Character education needs to be strengthened amid the challenges of the times, while many schools still place greater emphasis on academic aspects, resulting in leadership development not being optimally addressed. UNICEF data indicate that 41% of students aged 15 in Indonesia have experienced bullying more than several times a month, while a report by the Central Statistics Agency (Badan Pusat Statistik) recorded 188 villages and urban wards as locations of mass brawls among students in 2021 (Salwaa et al., 2024, p. 719). These data indicate the need to strengthen values such as responsibility, the courage to do what is right, and integrity among the younger generation. History learning that presents the exemplary qualities of the proclamation figures can serve as one means of strengthening these values while fostering national awareness and concern for diversity (Susilo et al., 2024, p. 553).

Previous Studies and Research Gap. Several studies have examined topics related to this research, including the analysis of history textbooks, the character values of proclamation figures, and leadership in history learning. A summary of

these studies and the position of the present research in relation to them is presented in Table 1.

Table 1. Comparison of Previous Studies and the Position of the Present Research

Research	Object and Focus	Main Findings	Limitations in Relation to the Present Study
Mindarto et al. (2023)	Hatta's character values in senior high school history learning (ethnographic approach: observation, interviews, and documentation)	Hatta's character values that can be integrated into learning include love of books, discipline, honesty, and simplicity.	Focuses on Hatta's personal character and classroom practices; does not examine the representation of historical figures in textbook narratives or the leadership dimension.
Masitoh & Sudrajat (2021)	Character values in Grade XI Indonesian History textbooks (2013 Curriculum) published by the Ministry of Education and Culture and Erlangga	The Ministry's textbook predominantly contains curiosity, nationalism, independence, and religiosity; the Erlangga textbook emphasizes love of reading, curiosity, nationalism, and integrity.	Refers to the national character values framework; leadership and specific historical figures are not the units of analysis.
Prawitasari et al. (2022)	Character values in Grade XI senior high school history textbooks and how teachers instill them (SMAN 7 Banjarmasin)	Core values include nationalism, love for the homeland, responsibility, and discipline; these are instilled through lectures, discussions, films, and assignments.	Focuses on teachers' efforts to instill values; the representation of the proclamation figures' leadership in the text is not examined.
Abdullah (2023)	Character education values in Grade XI second-semester history textbooks (content analysis)	The textbook presents various character values; the material on the struggle for independence reflects national spirit and love for the homeland.	Covers the same grade level and semester as the present study, but its unit of analysis consists of general character values rather than leadership indicators for each historical figure.
Pratiwi & Sayono (2024)	Character education in Grade XI history textbooks under the Merdeka Curriculum (content analysis)	Spiritual, nationalist, independent, mutual cooperation, and integrity values.	Does not specifically examine leadership or the topic of Indonesian Independence.
Widyawati et al. (2025b)	Leadership and organizational struggles in history textbooks under the Merdeka Curriculum	National spirit, democracy, diversity, mutual cooperation, and responsibility.	Covers a broad range of historical figures and periods; an in-depth analysis of the proclamation figures within a single chapter has not yet been conducted.
The Present Study	**Chapter 6, "Indonesian Independence"; Soekarno and Hatta as the primary units of analysis.**	**Representation of three leadership indicators and their levels of explicitness and implicitness.**	**Adds a leadership framework, individual analysis of each figure, and an examination of gaps in their representation.**

Source: Researcher's synthesis based on the focus and findings reported in each study.

The comparison in Table 1 reveals three patterns. First, studies of Grade XI history textbooks generally identify character values based on the national character values framework and report the dominant values (Masitoh & Sudrajat, 2021; Abdullah, 2023; Pratiwi & Sayono, 2024). This inventory-based approach is useful for

mapping the content, but it does not explain how the actions of historical figures in the narratives represent specific dimensions of leadership. For example, in the Grade XI history textbook published by the Ministry of Education and Culture, the dominant values identified by Masitoh and Sudrajat (2021) are curiosity, nationalism, independence, and religiosity. These categories do not explain how the proclamation figures are portrayed as leaders. Second, the study most closely related to the issue of leadership (Widyawati et al., 2025b) covers numerous historical figures and periods, meaning that an in-depth analysis of the proclamation figures within a single chapter has not yet been achieved. Third, studies addressing the proclamation figures or history learning (Mindarto et al., 2023; Prawitasari et al., 2022) focus on learning practices and personal character rather than the representation of historical figures in textbook narratives.

Based on a review of the studies referenced in this article, the novelty of the present study lies in three aspects. First, its unit of analysis consists of leadership indicators derived from a theoretical framework rather than a general list of character values. Second, the analysis is conducted at the level of individual historical figures (Soekarno and Hatta) within a specific chapter, namely Chapter 6, "Indonesian Independence." Third, this study does not stop at identifying values but also examines the degree of explicitness in their representation and the gaps in their representation in the textbook. Thus, the findings can be directly linked to the design of history learning activities.

Based on these research gaps, this study is formulated to address four questions: (1) how are the indicators of knowledge, courage in decision-making, and personal character represented through Soekarno and Hatta in Chapter 6 of the Grade XI Indonesian History textbook; (2) to what extent are these representations explicit or implicit; (3) how do supporting figures, such as Ahmad Subarjo, Sutan Syahrir, and Fatmawati, complement or limit the portrayal of this leadership; and (4) how can these findings be integrated into history learning activities in the classroom?

B. THEORETICAL FRAMEWORK

In this study, leadership values are understood as qualities that enable an individual to influence and mobilize others responsibly. Maxwell positions leadership as a matter of influence rather than merely a formal position and describes a leader's development through five levels: position, permission, production, people development, and the pinnacle (Maxwell, 2011; Sujarwadi, 2024, pp. 209–220).

This study does not examine the five-level model. Three indicators of effective leadership, namely knowledge in one's field, courage in decision-making, and strong personal character, are used as analytical lenses operationalized from Maxwell's ideas as summarized by Sujarwadi (2024). These three indicators are understood as dimensions inherent in effective leadership rather than sequential stages. The selection of these three dimensions is consistent with broader leadership literature,

which positions competence and integrity as the foundations of a leader's credibility (Kouzes & Posner, 2017) and identifies determination and integrity as attributes commonly associated with leadership (Northouse, 2021).

Knowledge in One's Field. This indicator refers to an in-depth understanding of the field and the situation being led, including political conditions, social dynamics, and appropriate courses of action, rather than merely memorizing theories (Maxwell, 2011). In historical texts, this indicator can be identified through organizational track records and experience, the ability to assess situations before taking action, and the use of information or conceptual understanding to solve problems. Its relevance to the analysis of the proclamation figures is clear: decisions made in August 1945 were taken with limited information and high risks, meaning that their appropriateness can only be explained when supported by an understanding of the prevailing situation.

Courage in Decision-Making. This indicator refers to the willingness to make decisions and take action under pressure while accepting the consequences. A leader's qualities are most thoroughly tested when decisions must be made in high-risk situations, rather than when circumstances are safe (Maxwell, 2011). This study distinguishes between physical or rhetorical courage, namely facing direct threats and expressing positions firmly, and moral courage, namely upholding principles or relinquishing group interests despite the risk of losing support. This distinction enables the analysis to identify which types of courage are given prominence in textbook narratives.

Strong Personal Character. This indicator refers to integrity, consistency between words and actions, genuine concern for others, and a willingness to take responsibility, which together form the foundation of followers' trust (Maxwell, 2011). People follow leaders not merely because of their positions or intelligence, but because they trust their personal character. In the analysis of historical figures, this indicator can be identified through attitudes maintained despite difficulties and contributions that are not driven by personal gain.

Textbooks do not present leadership theories; rather, they narrate actions. Therefore, leadership values in texts must be inferred from the actions, decisions, statements, and character portrayals of historical figures. This inference is consistent with the idea that character development through textbooks operates within three frameworks: moral concepts, moral attitudes, and moral behavior (Ratmelia, 2018, p. 178). It should be emphasized that what is analyzed is the representation of leadership in textbooks, not historical accuracy or the actual leadership qualities of the figures. The operational definitions and coding rules for the three indicators are presented in Table 2 in the Research Methods section.

C. METHOD

Research Design. This study employs a qualitative approach using a theory-directed content analysis method: the analytical categories are established in advance based on a theoretical framework, while the analysis remains open to findings that do

not fit within those categories (Elo & Kyngäs, 2008; Mayring, 2014). The qualitative approach was selected because the research focuses not on frequency counts but on understanding meaning, namely how the leadership values of historical figures are constructed in textbook narratives, including implicit messages (Krippendorff, 2018; Ryansyah et al., 2019, pp. 1–8).

Data Sources and Scope. The primary data source is the textbook Sejarah Indonesia SMA/MA/SMK/MAK Kelas XI Semester 2 (2017 revised edition) by Sardiman and Lestariningsih, published by the Ministry of Education and Culture of the Republic of Indonesia within the framework of the 2013 Curriculum. The analysis is limited to Chapter 6, "Indonesian Independence," which consists of three subsections: (A) From Rengasdengklok to Pegangsaan Timur, (B) The Formation of the Government and the Unitary State of the Republic of Indonesia (NKRI), and (C) The Proclaimers and the Roles of Figures Around the Proclamation. This chapter was selected because it contains narratives of the struggle, leadership, and central roles of the proclamation figures, and because Grade XI history textbooks at the same educational level have previously been examined in studies of character values (Masitoh & Sudrajat, 2021; Abdullah, 2023), allowing the findings to be compared. Secondary data sources consist of relevant scientific journal articles on history education, character education, and leadership, which are used to strengthen the interpretation. Data were collected through documentary studies and literature reviews (Widyawati et al., 2025a, pp. 473–479). This study limits its data to written texts, namely narratives, quotations of statements made by historical figures, and character profiles; visual elements are not analyzed.

Units of Analysis and Scope of Historical Figures. The unit of analysis consists of text segments (sentences to paragraphs) containing actions, decisions, statements, or character portrayals of explicitly named historical figures. The primary units of analysis are Soekarno and Hatta; therefore, all units meeting the criteria for these two figures are coded and analyzed. Other figures, namely Ahmad Subarjo, Sutan Syahrir, Fatmawati, Latief Hendraningrat, and the radio broadcasters, are treated as supporting figures. Units related to them are coded as comparative evidence to examine how the textbook distributes leadership within the proclamation narrative and are not used to draw general conclusions about their leadership. They are included because the textbook presents the proclamation as a collective process, particularly in Subsection C

Analysis Procedures. The analysis was conducted in six steps. First, the researcher read the entire Chapter 6 repeatedly to understand the flow and context of the narrative. Second, the researcher identified the units of analysis using the following inclusion criteria: (a) mentioning the name of a historical figure, (b) containing an action, decision, statement, or character portrayal, and (c) appearing in Chapter 6. Chronological descriptions without the involvement of an actor, such as the background of Japan's defeat, were excluded, and the same event was counted only once. Third, each unit was coded using a coding matrix containing columns for

the historical figure, page number, quotation or paraphrase, indicator, and form of representation (Table 2). Fourth, the researcher categorized the units into a matrix of historical figures and indicators to identify patterns, overlaps, and gaps. Fifth, the researcher interpreted these patterns by relating them to the indicator definitions, historical context, and findings from previous studies. Sixth, textual evidence was selected for reporting based on the following criteria: direct relevance to the historical figure, the closest alignment with the operational definitions, representation of diverse events, and traceability to the source pages. Direct quotations were used only when the original wording was important to the analysis; otherwise, the evidence was paraphrased with page references.

Table 2. Operational Definitions and Coding Rules

Indicator	Operational Definition	Textual Markers	Coding Rules
Knowledge in One's Field	An in-depth understanding of the field and the situation being faced, rather than merely memorizing theories.	Organizational or educational track record; assessment of a situation before taking action; use of information or conceptual understanding to solve problems.	Assign a code when the text connects a figure's actions with their experience, information, or understanding of a situation or concept.
Courage in Decision-Making	Willingness to make decisions and take action under pressure while accepting the risks. This is distinguished into physical/rhetorical courage and moral courage.	Decisions made under threats or pressure; resistance to demands; putting oneself at risk; actions that risk losing support.	Assign a code when there is a decision or position involving clear risks for the figure; record the type of courage demonstrated.
Strong Personal Character	Integrity, consistency between words and actions, genuine concern for others, and responsibility as the foundation of followers' trust.	Consistency between commitments and actions; concern across groups; sincerity or selfless sacrifice.	Assign a code when the text portrays an attitude or character maintained despite difficulties or without personal gain.
Form of Representation	Explicit: the text mentions or evaluates the figure's qualities. Implicit: the text only narrates actions.	Evaluative words or sentences (e.g., describing a figure as "brave") compared with narratives that merely describe actions.	Each unit is assigned one code for its form of representation. A single unit may have more than one indicator code.

Source: Formulated by the researcher based on Maxwell (2011), as summarized by Sujarwadi (2024, pp. 209–220)..

Data Trustworthiness. Data trustworthiness was maintained using the criteria for evaluating qualitative research findings (Lincoln & Guba, 1985). Credibility was pursued through source triangulation, namely by comparing findings from the textbook as the primary source with findings from scientific journal reviews as secondary sources, and theoretical triangulation, namely by interpreting the findings using a broader leadership framework. Dependability was pursued through an audit trail in the form of a coding matrix with page references, as well as recoding all units by the same researcher after a time interval; any discrepancies were resolved based on the coding rules in Table 2. Confirmability was pursued through explicit definitions and rules, as well as a clear distinction between textual evidence and the researcher's interpretation. A limitation of this study is that the coding was conducted by a single researcher; therefore, inter-coder agreement testing was not performed.

D. HASIL DAN PEMBAHASAN

The object of this study is the Sejarah Indonesia textbook for Grade XI SMA/MA/SMK/MAK Semester 2, 2017 revised edition, authored by Sardiman AM and Amurwani Dwi Lestariningsih and designed within the framework of the 2013 Curriculum, which emphasizes a scientific approach and character development. Chapter 6 presents the events surrounding independence chronologically and thematically, beginning with the power vacuum resulting from Japan's defeat, the Rengasdengklok incident, the drafting of the proclamation text, and the establishment of the government of the Republic of Indonesia. As a dominant medium in the classroom, textbooks can shape character through three frameworks, namely moral concepts, moral attitudes, and moral behavior (Ratmelia, 2018, p. 178), as well as indirectly introduce students to the exemplary qualities of historical figures (Masitoh & Sudrajat, 2021). Therefore, Chapter 6 provides rich material for examining the leadership values of the proclamation figures.

A summary of the findings is presented in Table 3. All units identified across the three indicators are represented implicitly, namely through narratives of the figures' actions, decisions, and statements, rather than through explicit evaluations of their leadership qualities. The following discussion examines each indicator by distinguishing textual evidence from the researcher's interpretation.

Table 3. Summary of the Representation of Leadership Indicators in Chapter 6

Indicator	Historical Figure	Episode and Textual Evidence	Form of Representation	Analytical Notes
Knowledge	Soekarno	His track record in the independence movement since his youth in Bandung, the establishment of the PNI (1927), and his position as chairman of the PPKI (p. 80).	Implicit (biographical)	Knowledge is presented as an accumulation of experience rather than as an explicitly described ability.
	Soekarno	Rejected the proposal to proclaim independence at Ikada Field and chose his residence at Pegangsaan Timur No. 56 (p. 91).	Implicit (decision)	Situational knowledge: assessment of the risk of a clash.
	Hatta	Lobbied Islamic figures to accept the amendment to the first principle before the PPKI session on August 18, 1945 (pp. 105–106).	Implicit	Understanding of constitutional affairs and diversity; the same episode is also reflected in the other two indicators.
	Syahrir (supporting figure)	Learned about Japan's surrender earlier through foreign radio broadcasts and urged the proclamation of independence (p. 82).	Implicit	Knowledge in the form of an information advantage that prompted action.
Courage	Soekarno	On the night of August 15, 1945: refused to yield to pressure from Wikana and Darwis (p. 83).	Implicit (direct statement)	Courage based on institutional principles, rather than impulsiveness.

Indicator	Historical Figure	Episode and Textual Evidence	Form of Representation	Analytical Notes
	Soekarno	Accepted Sukarni's proposal that the proclamation text be signed by Soekarno and Hatta on behalf of the nation (p. 89).	Implicit	A swift decision that resolved the deadlock.
	Soekarno	Announcement on the establishment of the People's Security Army, October 5, 1945 (p. 119).	Implicit (document)	Courage expressed through a state decision.
	Hatta	Amendment to the wording of the first principle for the sake of unity (pp. 105–106).	Implicit; low emphasis	Moral courage that is not explicitly identified as courage.
	Subarjo (supporting figure)	Pledged his life as a guarantee if the proclamation did not take place on August 17, 1945 (pp. 85–86).	Implicit (statement)	Physical/rhetorical courage.
Character	Soekarno	Attended and read the proclamation at 10:00 a.m. despite suffering from malaria (p. 95).	Implicit	Consistency between commitment and action.
	Hatta	Could not sleep while thinking about the unity of eastern Indonesia ahead of the PPKI session (p. 105).	Implicit	Concern across groups (inclusivity).
	Subarjo (supporting figure)	Willingness to bear the consequences of his statement convinced the youth (pp. 85–86).	Implicit	Sincerity, according to the researcher's interpretation.
	Fatmawati, Latief Hendraningrat, and radio broadcasters (supporting figures)	Sewing the Red and White flag; organizing the ceremony; continuing to broadcast the proclamation despite being ordered to retract it (Chapter 6).	Implicit; very brief	Sincere contributions made without seeking the spotlight; not yet developed in the text.

Source: Researcher's analysis of Sardiman & Lestariningsih (2017). Supporting figures are identified for comparison purposes and are not intended to constitute a comprehensive analysis of their leadership.

1. Knowledge in One's Field

In this indicator, the textbook represents knowledge through two distinct patterns. The first pattern is knowledge as an accumulation of experience, which is primarily associated with Soekarno. The textbook states that:

Ir. Sukarno's knowledge is clearly evident from his extensive track record in the independence movement. Sukarno had been active in various movement organizations since his youth in Bandung, founded the PNI in 1927, and served as chairman of the PPKI, whose establishment was approved by General Terauchi on August 7, 1945. (Sardiman & Lestariningsih, 2017, p. 80)

This representation is biographical: knowledge is presented as a list of organizations and positions rather than as an explicitly described ability. The text does not connect this track record with the decisions made in August 1945, so this connection must be inferred by the reader. The second pattern is situational knowledge. The textbook narrates Soekarno's rejection of Sukarni's proposal to

proclaim independence at Ikada Field and his choice of his residence at Jalan Pegangsaan Timur No. 56 (Sardiman & Lestariningsih, 2017, p. 91). This rejection can be interpreted as the result of risk assessment, namely that an open and crowded field could potentially trigger a clash with Japanese soldiers who were still armed. The text presents the decision, while the strategic reasoning behind it constitutes the researcher's interpretation.

Hatta's knowledge profile is different. The textbook records that Hatta lobbied Islamic figures to accept the amendment to the first principle of Pancasila to "Belief in the One and Only God" before the PPKI session began on August 18, 1945, recognizing that Indonesia was a diverse nation and that unity was more important than the victory of any single group (Sardiman & Lestariningsih, 2017, pp. 105–106). While Soekarno's knowledge functioned as an assessment of the political situation, Hatta's knowledge involved an understanding of constitutional affairs and diversity, which served as the basis for persuading other parties to reach an agreement. Beyond the two main figures, supporting figures appear in a different form: Sutan Syahrir learned about Japan's surrender earlier through foreign radio broadcasts and consequently urged Soekarno and Hatta to proclaim independence (p. 82). Here, knowledge takes the form of an information advantage that prompts action, rather than leadership capacity.

Masitoh and Sudrajat (2021) reported curiosity as one of the dominant values in the Grade XI Indonesian History textbook published by the Ministry of Education and Culture. Curiosity is closely related to the knowledge indicator, but the two differ in their level of analysis: curiosity is a learning disposition expected to develop in students, whereas the knowledge indicator in this study examines how the figures' experience and understanding underlie their decisions. In the analyzed data, the text presents the figures' knowledge as the foundation of their decisions, but does not connect it with learning attitudes that students can emulate.

Critically, the representation of knowledge in the textbook is relatively strong but implicit. The textbook narrates what the figures did without stating that their actions were the result of knowledge accumulated over many years. Consequently, students may risk admiring the outcomes of decisions without understanding the learning processes underlying them. The teacher's role is necessary to bridge this gap through activities designed in Table 4

2. Courage in Decision-Making

Courage in decision-making is the indicator with the most prominent and dramatic episodes in Chapter 6, because the narrative of the proclamation is indeed filled with critical moments that demand swift decisions. The clearest representation is Soekarno's refusal on the night of August 15, 1945, when Wikana and Darwis pressured him in a threatening tone to carry out the proclamation that very night.

Sukarno stood up and said firmly: "Here, cut my throat, drag me to that corner, and finish me off. I cannot relinquish my responsibility as chairman of the PPKI;

therefore, I will consult the PPKI representatives tomorrow." (Sardiman & Lestariningsih, 2017, p. 83)

This refusal was accompanied by an institutional reason, namely his responsibility as chairman of the PPKI. The combination of real pressure and principled reasoning demonstrates courage grounded in principles rather than recklessness, and meets the indicator markers in Table 2, namely making decisions under threat and accepting responsibility. A similar pattern is evident in the early hours of the morning during the drafting of the proclamation text at Admiral Maeda's residence:

When a deadlock occurred because the youth rejected the text being signed by those they considered collaborators with Japan, Soekarno quickly accepted Sukarni's proposal that the text should be signed only by Sukarno and Hatta on behalf of the Indonesian nation. (Sardiman & Lestariningsih, 2017, p. 89)

The swift decision made amid this tension demonstrates the ability to assess the situation and resolve the deadlock, while also accepting the risk to legitimacy because the text was signed on behalf of the nation. After the proclamation, courage in decision-making was also demonstrated in an institutional form: the textbook includes the announcement on the establishment of the People's Security Army, signed by President Soekarno on October 5, 1945 (Sardiman & Lestariningsih, 2017, p. 119). This episode shows that courage is not merely a reaction to pressure but also involves state decisions made amid security uncertainty.

The most extreme example of courage in the literal sense comes from a supporting figure, Ahmad Subarjo.

When Shodanco Subeno questioned whether the proclamation would actually take place after Sukarno and Hatta returned to Jakarta, Ahmad Subarjo firmly replied that if the proclamation did not take place on August 17, 1945, his own life would serve as the guarantee and that he was prepared to be shot. (Sardiman & Lestariningsih, 2017, pp. 85–86)

This statement was not merely rhetoric, but an act of courage that placed personal safety below the interests of the nation. However, its form remains physical and rhetorical courage, expressed through words that put one's life at stake. Subarjo's presence shows that the textbook provides space for figures outside the Dwitunggal to act courageously, rather than merely serving as the background to events.

The core values reported by Prawitasari et al. (2022), namely nationalism, love for the homeland, responsibility, and discipline, appear in the episodes above as underlying motivations. The courage indicator adds an aspect that is not captured by a list of values, namely the nature of the decisions and the risks accompanying them. Sacrifice in the textbook is primarily evident in the episodes involving Soekarno and Subarjo, namely physical and rhetorical sacrifice. In contrast, Hatta's amendment to the first principle for the sake of unity can be interpreted as moral courage and sacrifice, namely relinquishing group interests while risking the loss of support from the majority group. This episode appears under the knowledge and character

indicators, but the textbook does not identify it as an act of courage. In other words, the dimension of moral courage receives less emphasis than physical courage. This gap is important for teachers: students need to understand that leadership courage is not only about facing physical threats, but also about doing what is right even when it risks losing support.

3. Strong Personal Character as the Foundation of Followers' Trust

Soekarno's most prominent character trait in the textbook is consistency between commitment and action, as demonstrated on the morning of August 17, 1945:

Although on the morning of August 17, 1945, Soekarno was reported to be suffering from malaria and was still unable to get out of bed at 8:00 a.m. Western Indonesian Time (WIB), he nevertheless attended and read the proclamation text standing upright at exactly 10:00 a.m. before all the people who had been waiting for him. (Sardiman & Lestariningsih, 2017, p. 95).

The textbook presents this attendance as the fulfillment of his commitment to the people who had been waiting. Within Maxwell's (2011) framework, consistency between commitment and action is the foundation of followers' trust; therefore, this episode can be interpreted as a representation of a leader's character who does not disappoint those who depend on him.

Hatta's most prominent character trait is his integrity in maintaining the unity of the entire nation regardless of group affiliation. The textbook records that:

Throughout the night before the PPKI session on August 18, 1945, Hatta could not sleep because he kept thinking about how eastern Indonesia, whose majority population was Christian and Catholic, could remain united within the same state. He firmly resolved in his heart that Indonesia must remain united. (Sardiman & Lestariningsih, 2017, p. 105).

Hatta's concern for groups beyond his own demonstrates inclusivity and can be interpreted as the basis for why various groups could trust him as a leader of the entire nation, rather than of a single group. The August 17–18 episode involving Hatta is convergent: the same event can be understood in terms of knowledge (understanding diversity), moral courage (compromise on the first principle), and character (concern across groups). This demonstrates that the three indicators are not mutually exclusive; therefore, the coding rules allow a single unit to have more than one code (Table 2).

Regarding the supporting figures, the textbook's narrative about Ahmad Subarjo shows that his willingness to bear the consequences of his statement convinced the youth to release Soekarno and Hatta (Sardiman & Lestariningsih, 2017, pp. 85–86). According to the researcher's interpretation, this trust was based on Subarjo's sincerity rather than his authority. The textbook also records Fatmawati's role in sewing the Red and White flag, Latief Hendraningrat's role in organizing the ceremony amid risky circumstances, and the radio broadcasters' decision to continue broadcasting the proclamation despite being ordered by the Japanese to retract it. These roles are mentioned only briefly.

Abdullah (2023) concluded that the Grade XI second-semester history textbook presents various character values effectively and that the material on the struggle for independence reflects national spirit and love for the homeland. This finding is consistent with the present study at a general level. The leadership indicator perspective provides an additional explanation of their sources: national spirit and responsibility in the narrative are reflected through the personal character of the figures, namely consistency in fulfilling commitments, inclusivity, and sincerity, rather than merely as values that are mentioned.

Personal character is the indicator that receives the least explicit emphasis. The textbook mostly describes what the figures did rather than why their actions reflect exemplary character. Fatmawati's role, for example, is mentioned only in one brief paragraph related to sewing the flag, even though this action carries the meaning of sincerely contributing without expecting recognition. There is also a gap between the objectives and the presentation: the textbook states the learning objective of emulating the struggles of the proclamation figures (Sardiman & Lestariningsih, 2017, p. 76), but does not provide questions or cues that help students draw lessons from the narrative.

4. Cross-Indicator Patterns and the Representation of Supporting Figures

Reading the three indicators together reveals four patterns. First, the textbook represents complementary profiles within the Dwitunggal: Soekarno through situational knowledge, firmness under pressure, and reliability in fulfilling commitments; and Hatta through an understanding of constitutional affairs, inclusive integrity, and moral courage. This pattern characterizes the representation and does not constitute a comparison of the two figures' qualities. Second, the indicators overlap, particularly in the events of August 17–18, 1945. Third, all representations are implicit; no unit explicitly identifies the figures' actions as knowledge, courage, or character. Fourth, supporting figures appear as evidence that leadership is distributed throughout the proclamation narrative, but their roles receive limited coverage, and women's contributions are represented only through Fatmawati in one brief paragraph. A more inclusive portrayal of leadership would emerge if the textbook provided more proportionate coverage of women and figures from various regions.

5. Implications for History Learning

Because leadership representations in the textbook are implicit, these values will not become internalized automatically. Teachers need to design activities that make the indicators visible. Table 4 presents a set of proposed activities directly derived from the findings. The activities can be conducted over two class sessions: the first session for guided reading and indicator mapping, and the second session for case studies or ethical dilemmas and reflection.

Table 4. Design for Integrating Leadership Values into Classroom Activities

Indicator	Learning Activities	Guiding Questions	Learning Outcomes and Assessment
Knowledge	Close reading and an "action–knowledge" map. Students identify the figures' actions (e.g., the choice of Pegangsaan Timur), trace the information or experiences underlying those actions, and then supplement their findings with secondary sources.	What did the figure need to know for the decision to be appropriate?	Concept map; rubric for the accuracy of textual evidence.
Courage (physical/rhetorical)	Decision-making case study. Students are given the information available on August 15–16, 1945, choose a decision and provide their reasoning, then compare it with the figure's decision.	What risks did the figure take, and what were the alternatives?	Short written argument; reflection.
Moral courage	Ethical dilemma discussion or structured debate on the amendment to the wording of the first principle of Pancasila ahead of the PPKI session on August 18, 1945: group interests versus national unity.	What was given up, and why could the decision still be justified?	Debate; moral reasoning rubric.
Character	"Overlooked Figures" project. Groups research and write profiles of Fatmawati, Latief Hendraningrat, radio broadcasters, or regional figures using the three indicators.	What character traits are evident even though they are rarely highlighted in the textbook?	Poster or short essay; peer assessment.
All indicators	Leadership reflection journal. Students connect one indicator with their leadership experiences in the classroom, student council (OSIS), or extracurricular activities.	What situations require similar courage or integrity?	Journal; formative assessment.

Source: Researcher's design based on the findings in Table 3.

For textbook authors and publishers, these findings suggest the need for reflection boxes or guiding questions that explicitly connect the figures' actions with leadership values, as well as expanded coverage of women and other supporting figures. This study has several limitations: the coding was conducted by a single researcher; the data were limited to the written text in one edition of the 2013 Curriculum textbook, meaning that the findings cannot be generalized to the Merdeka Curriculum edition; and the study examined representation in the text rather than the internalization of values by students. Further research could compare different textbook editions, involve more than one coder, and test the effectiveness of the proposed activities in Table 4 in the classroom.

E. CONCLUSION

This study found that Chapter 6 of the Grade XI Sejarah Indonesia textbook contains all three leadership indicators, namely knowledge, courage in decision-making, and personal character, as demonstrated by Soekarno and Hatta. However, all of these indicators are conveyed implicitly through narratives of their actions. Soekarno is represented through his track record in the independence movement and situational knowledge, firmness under pressure, and consistency in fulfilling commitments. Hatta is represented through his understanding of constitutional

affairs and diversity, inclusive integrity, and moral courage in maintaining unity, the latter of which receives less emphasis in the textbook. Supporting figures, namely Ahmad Subarjo, Sutan Syahrir, and Fatmawati, complement this portrayal, but their coverage is limited.

Courage in decision-making is the indicator with the most dramatic representation, whereas personal character is the indicator that receives the least explicit emphasis. Gaps in representation are evident in the dimension of moral courage and in the roles of women and supporting figures. Therefore, history teachers need to act as facilitators by designing concrete activities, such as indicator-based close reading, decision-making case studies, ethical dilemma discussions, the "Overlooked Figures" project, and reflection journals, so that leadership values can be internalized and history learning does not stop at memorizing names and dates. For textbook authors, this study recommends including guiding questions and expanding the representation of historical figures so that exemplary leadership becomes more visible and inclusive.

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