

Integrating Mrs. Ruswo's Leadership Values into History Learning through a Contextual Approach

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ABSTRACT

This study explores the leadership values of Mrs. Ruswo, a key figure in the March 1, 1949, General Offensive during Indonesia's struggle for independence. It aims to examine how her leadership can be integrated into contextual history learning to support character education, particularly in developing students' leadership qualities. Employing a qualitative descriptive-analytical approach, data were gathered through literature review, semi-structured interviews with historians and educators, and field observations at relevant historical sites. The study focused on extracting leadership traits exemplified by Mrs. Ruswo and their pedagogical applications in secondary education. Findings reveal that Mrs. Ruswo demonstrated exceptional leadership through community mobilization, logistical support, and women's empowerment during the independence struggle. Her core leadership values include courage, social care, perseverance, vision, and empowerment. These values are aligned with the goals of character education and can serve as practical models in history teaching. Integrating Mrs. Ruswo's leadership into history education through a contextual approach—such as reflective discussions, leadership projects, and field-based learning—enables students to relate historical content to real-life leadership challenges. This method fosters deeper engagement, critical thinking, and personal development. Educational implications highlight that incorporating local female figures like Mrs. Ruswo in curriculum design not only enriches historical understanding but also promotes inclusive and value-based education.

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1. INTRODUCTION

Character education is an integral part of learning at various levels of education, especially in forming positive personalities and attitudes in students. Character education aims to instill noble values that can guide students in living their daily lives in the family, community, and national environment. (Suwartini, 2017; Kezia, 2021; Noventue et al., 2024). Through character education, it is expected that students will not only master knowledge but also have integrity, responsibility,

leadership, and a sense of love for the homeland. In the context of history, these values can be exemplified through figures who made significant contributions to the nation's struggle, as seen in the role of Mrs. Ruswo in the General Attack of March 1, 1949.

However, in practice, the implementation of character education in schools still faces various problems. One of them is the lack of integration of character values in history subjects Januardi et al. (2024) explain that history learning should not only focus on mastering historical facts but also on instilling important character values; in reality, many historical teachings are still rote and do not build deeper understanding. Many historical teachings focus on factual and chronological aspects, so they do not place enough emphasis on the values contained in historical events. (Anwar, 2024). As a result, students only know historical events without being able to connect them to character formation that is relevant to their current lives. This can also happen because of the lack of role models that can be accepted by students, especially female figures who are often overlooked in historical narratives. The value of fighting character can be taught to students to foster leadership values with a reflective pedagogical approach in the struggle of historical figures is very effective for improving students' leadership attitudes, this learning model can be widely implemented for affective learning purposes (Raharjo, 2021).

In this case, the leadership values demonstrated by Mrs. Ruswo during the March 1, 1949, General Offensive offer an opportunity to address these issues. Through the leadership values demonstrated by Mrs. Ruswo, students can learn about courage, resilience, and empathy, values that are very much needed in everyday life. Mrs. Ruswo is one of the figures who dare to take risks in the struggle for independence. During the physical revolution of 1949 to defend Indonesia's independence from the Dutch Military Aggression II, Mrs. Ruswo was involved in the leadership in providing logistics and medicines for soldiers who went to war (Cahyono, 2022). Her courage to be directly involved in this historic event shows how important it is for a leader to not only speak but also act. The real example of Mrs. Ruswo's actions can motivate students to dare to take action when facing their own challenges.

In addition to courage, the value of caring for others is also very visible in Mrs. Ruswo's attitude. She not only fought for independence but also showed great concern for the people affected by the war. Kusnah, better known as Mrs. Ruswo or the soldier's mother, was a figure who helped in the success of the general attack on March 1, 1949, in defending independence. Mrs. Ruswo became the coordinator of the public kitchen and took great risks if the Dutch found out. The funds used to meet all the soldiers' needs were taken from Mrs. Ruswo's personal funds. (Winarni et al., 2013). Now, Mrs. Ruswo has been immortalized as a street name to commemorate her services and has received an award. This attitude teaches students about the importance of empathy and social concern, which are integral parts of a good leader.

Mrs. Ruswo's ability to organize and motivate others is also an important aspect of her leadership. She was able to gather support from various groups to fight together against the colonizers. This experience can be a valuable lesson for students about the meaning of cooperation and collaboration in achieving greater goals. Mrs. Ruswo's resilience and determination in facing various obstacles are also worth emulating. In a situation full of pressure and high risk, she remained focused on the goal of the struggle. Students can learn from this resilience not to give up easily when facing difficulties at school or in their personal lives.

Mrs. Ruswo also shows deep empathy for the suffering of others. She is aware of the impact of the conflict on society and tries to provide support. Heart (2023) stated that this value of empathy is very important to be taught to students so that they can understand and appreciate the feelings of others. Mrs. Ruswo's leadership character values in history learning in high schools can be applied through various methods. Discussions, research projects, and leadership simulations are some of the ways that can be used to internalize these values in students.

Previous research by Sunshine (2017) explains that heroic values can shape students' character in history learning. This study is limited to the formation of students' heroic character. (Firdaus et al., 2024) stated that the character values contained in the biography of KH Abdul Syukur, such as religion,

discipline, hard work, creativity, curiosity, patriotism, and responsibility, can be integrated into history learning. This study aims to strengthen character education among students and improve their understanding of the contributions of historical figures. However, this study has not specifically discussed the leadership character values of the figure. In other relevant research, Karima and Firza (2023) explain that the character values of historical figures, such as Ungku Saliah, act as a source of learning in history. Ungku Saliah instills moral and social principles, builds national identity, and encourages responsible citizenship among students. Previous research has not specifically discussed the leadership character values of local historical figures that can be used as a source of history learning in high school. Thus, the researcher conducted a study on the leadership character values of Mrs. Ruswo in the General Attack of March 1, 1949, as a source of history learning in high school.

In history learning, the contextual approach plays an important role in improving students' understanding by connecting the material to real-life and relevant situations in their lives. One way to make learning more meaningful is to integrate the leadership values of historical figures into the learning process. Mrs. Ruswo, as one of the female figures who has a significant role in leadership and social struggle, can be an inspiration in teaching history with a more inclusive perspective. The integration of Mrs. Ruswo's leadership values in history learning through a contextual approach is expected not only to increase students' understanding of the role of women in history, but also to encourage the development of their leadership skills. By connecting the historical material with the leadership values exemplified by Mrs. Ruswo, students can see the relevance of history in their lives as well as develop a more critical perspective on the role of women in social change. This approach also involves active learning methods, such as case studies, community-based projects, and critical reflection, which are thought to increase students' motivation to learn as well as engage in understanding history more deeply.

By understanding and implementing the values of Mrs. Ruswo's leadership character, students are expected to grow into individuals who are not only academically intelligent but also have strong characters and integrity and are ready to become future leaders. Through historical learning that highlights Mrs. Ruswo's figure, the younger generation can be inspired to contribute positively to society and the nation.

2. METHODS

This study employs a qualitative approach with a descriptive-analytical method to explore the leadership values embodied by Mrs. Ruswo and their relevance to character education in history learning. Data collection draws on both primary and secondary sources, including books, academic journals, conference proceedings, and other relevant written documents. Fieldwork was conducted at the Vredeborg Fort Museum in Yogyakarta to observe historical artifacts, particularly those related to the public kitchen during the General Offensive of March 1, 1949. These observations aimed to identify embedded character and leadership values.

In addition to documentary analysis, semi-structured interviews were conducted with 10 purposively selected participants. These comprised historians affiliated with the Jogja Community 45 and academics actively involved in history curriculum development. Inclusion criteria for participants included authorship of relevant historical texts, such as *Special People*, published by the Cultural Office (Kundha Kabudayan) of the Special Region of Yogyakarta, and demonstrated expertise in contextual learning theory and the integration of leadership values in education.

The interviews were designed to elicit in-depth insights into Mrs. Ruswo's character, leadership role, and the pedagogical implications of her legacy. Data validation was conducted through source triangulation to ensure the credibility and reliability of the findings.

The data analysis followed a descriptive-analytical framework within a contextual approach. Initially, interview data were analyzed descriptively to outline participants' perspectives and experiences regarding the integration of leadership values into history education. Subsequently, a deeper analytical phase was conducted to identify recurring patterns, themes, and relationships

between leadership values and contextual learning practices. This analysis was informed by relevant theoretical frameworks, including leadership theory and contextual learning theory, to provide a comprehensive understanding of the subject matter.

The contextual approach also considered the socio-cultural setting of history education in Indonesia, assessing how local values and historical narratives can be integrated into pedagogical practice to enhance students' historical understanding and character development. The analytical process involved initial coding, thematic categorization, and theme development to identify core themes related to leadership values and contextual pedagogy.

Ultimately, the study aims to identify the leadership values exemplified by Mrs. Ruswo and examine how these can be meaningfully incorporated into history education through a contextual and character-based approach.

3. FINDINGS AND DISCUSSION

3.1 *The Struggle of Mrs. Ruswo in the General Offensive of March 1*

The General Attack of March 1, 1949, was one of the crucial events in the history of Indonesia's independence struggle. This event not only shows the fighting spirit of the Indonesian nation, but also becomes a turning point in diplomatic negotiations to recognize Indonesian sovereignty. (Wiharyanto, 2022). In this context, the general attack of March 1, 1949, is a manifestation of the nation's determination to defend the independence that had been proclaimed on August 17, 1945. (Setyaningsih et al., 2011). The general attack on March 1, 1949 succeeded in becoming a turning point in the struggle of the Indonesian nation. Through a general attack on March 1, 1949, Indonesia's name was successfully echoed in the diplomacy of the Hague Round Table Conference (Margana et al., 2022).

After the proclamation of independence, Indonesia faced Dutch military aggression that sought to restore its power. In 1948, the situation became increasingly tense, especially after the Dutch launched Military Aggression II with the aim of regaining Indonesia's independence (Lestari, 2019). In a very critical situation, the TNI and the Indonesian people took more aggressive actions to show the world that they were still fighting for independence. There were many regional resistances as a form of opposition to the Dutch Military Aggression II in Indonesian territory, one of which was Yogyakarta. Yogyakarta is an area that witnesses the struggle of the Indonesian people to defend their independence (Mukti, Azriel 2024).

The General Offensive of March 1, 1949 was planned as a coordinated military action. Sultan Hamengkubuwono IX initiated a general attack on March 1 as a form of resistance in Yogyakarta (Widyatama, 2017). Suharto, who at that time served as the Commander of Brigade X/Wehrkreis III, was sent as the TNI field implementer. Under the command of General Sudirman, the TNI succeeded in planning a surprise attack on Yogyakarta, which at that time was the center of the government of the Republic of Indonesia (Nurbantoro et al., 2022). The attack aimed to regain control of Dutch-controlled territory and show the international world that the struggle for independence was still ongoing.

On the morning of March 1, 1949, TNI troops launched an attack on various Dutch strategic posts in Yogyakarta. This attack was carried out quickly and surprisingly, and managed to seize several important points in a short time. The community also supports this action, showing solidarity and high fighting spirit. In less than 24 hours, the TNI managed to control Yogyakarta, albeit in a short time. The success of this attack not only raised the morale of the fighters and the people, but also attracted the attention of the international world (Nurbantoro et al., 2021). News of the attack spread, and many countries began to realize that Indonesia was still fighting for its independence. International reactions began to emerge, and pressure on the Netherlands to stop the aggression intensified. The General Attack of March 1, 1949 became a symbol of effective and strategic resistance (Siti Nurul Hidayah, 2022).

On March 1, 1949, the Indonesian National Army (TNI) launched a massive attack on Dutch outposts in Yogyakarta. Ibu Ruswo, known as an active figure in the struggle for independence, played an important role in community mobilization and logistical support for the fighters. In 1945, the Public

Kitchen became part of the BOM (Food Organization Agency) led by Mrs. Ruswo and Mrs. Djodiguno. The duties of the BOM (Food Organization Agency) include preparing food supplies, preparing funds for medicines, and being the head of the coordination section of the Public Kitchen in the Yogyakarta area. (Winarni et al., 2013). In this risky situation, Mrs. Ruswo's leadership values are very visible. Mrs. Ruswo played an important role in the success of the March 1, 1949 General Offensive by providing a public kitchen for the needs of the war soldiers.

3.2 Identification of Mrs. Ruswo's Leadership Values in the March 1 General Attack

Mrs. Ruswo was a woman who played an important role in the struggle for Indonesian independence, especially through her involvement in the General Attack of March 1, 1949. Her leadership reflects character values that can be an inspiration in studying history. The following is the development of these values, accompanied by a discussion referring to relevant sources:

3.2.1 Mrs. Ruswo's Courage

Courage is one of the main values inherent in Mrs. Ruswo's leadership. In a war situation full of threats and uncertainties, Mrs. Ruswo's courage is reflected in her readiness to take great steps to support the struggle for Indonesian independence. As a woman living in the colonial era, she braved great risks, including direct threats from the colonizers, to ensure the struggle could continue. This courage became more evident when Mrs. Ruswo acted as a strategic information liaison for the fighters. Under very limited conditions, she dared to involve herself in an operation that required precision and caution. Her role is not only important for the success of communication between fighters but also determines the sustainability of the strategy of struggle. In this situation, Mrs. Ruswo not only acts as an executor but also demonstrates excellent leadership skills.

According to the findings of Patimah et al. (2024), courage is the ability to resist fear in the face of high-risk situations. This kind of courage is not only the domain of men but also possessed by women, who, in many cases, show the same or even greater resilience. (Abdussamad & Dunggio, 2024). Mrs. Ruswo is living proof that women can contribute significantly in situations that require great courage. Mrs. Ruswo's courage is also an important symbol of the role of women in the nation's history. She pointed out that women can not only be supporters but also key players in the struggle against colonialism. Her fearless attitude in the face of threats shows that women have great potential to stand at the forefront of change, even in very dangerous situations.

Mrs. Ruswo's courage is not only relevant in the context of the struggle for independence, but also an inspiration for the current generation. In integrating Mrs. Ruswo's leadership values in history learning, it is important to compare her with other historical figures, such as RA Kartini and Cut Nyak Dien, who are also known for their leadership role in fighting for women's rights and Indonesian independence. One of the speakers, SM, a historian, stated that "Mrs. Ruswo has an inclusive leadership and focuses on education, in contrast to RA Kartini who is better known through her letters that inspire women's empowerment." According to her, Mrs. Ruswo showed more practical leadership in the field of education, by trying to bring history closer to the community through methods that are easily accepted and relevant to daily life. On the contrary, RA Kartini focuses on women's empowerment through writing and thinking that was revolutionary in her time. Meanwhile, Cut Nyak Dien, as a war hero, showed a more militant and heroic leadership, fighting directly on the battlefield against the invaders. "Mrs. Ruswo's leadership is more strategic in educating and shaping the character of the younger generation," SM added, "while Kartini and Cut Nyak Dien are more focused on more direct struggles, both in the social sphere and armed struggle." Despite having different ways and contexts, this third figure shows that women's leadership in Indonesia is not only focused on one field, but can penetrate into various aspects of life, be it education, social, or the struggle for independence. The value of courage shown by Mrs. Ruswo can be taught to students in history lessons to form a strong character and confidence in facing life's challenges. Through this learning, students are invited to emulate the spirit of courage and understand that every individual, regardless of gender, has the ability to be a leader in difficult situations.

3.2.2 Mrs. Ruswo's Social Concern

Social care is one of the key values inherent in Ibu Ruswo's leadership, as evidenced by her active role in organizing the communal kitchen and ensuring that the logistical needs of the fighters are met. During the challenging struggle, he showed deep empathy for the conditions of the surrounding community. His efforts to support common prosperity have made him a role model in building social solidarity in difficult situations. As a woman with a strong leadership spirit, Mrs. Ruswo understands that the struggle for independence is not only a military task but also involves the active participation of the community. By organizing public kitchens, he not only ensured that the fighters received sufficient food supplies, but also provided space for the community to contribute. This move strengthens the bond between the people and the military, creating a strong sense of solidarity in the midst of the struggle.

According to Utami (2024), social care involves deep empathy and concrete actions to support the welfare of the community. This attitude is reflected in Mrs. Ruswo's concrete steps, such as mobilizing the community to collect food and other logistical needs. The empathy he showed was also a tool to build trust between the community and leaders, an important element in creating harmonious collaboration. (Lisbet et al., 2024). Mrs. Ruswo's role in supporting the logistical needs of the fighters not only strengthens the physical struggle but also provides a great moral spirit for the fighters and the community. He understood that the welfare of the people was the main foundation for the sustainability of the struggle and that the physical struggle would not succeed without strong social support.

The values of social care exemplified by Mrs. Ruswo can be taught to students through various approaches, such as interactive simulations or group discussions. For example, students may be required to design collaborative strategies to solve community problems, such as fundraising to help disaster victims or organizing social activities. Through this activity, students are invited to understand the importance of solidarity and real action in building common prosperity. In addition, learning the history of Mrs. Ruswo's social care can also be used to instill the values of empathy and social responsibility in students. By imitating the attitude and actions of Mrs. Ruswo, students can be invited to see that social care is not only about providing help but also about building relationships that support each other and strengthen a sense of unity in the midst of diversity.

3.2.3 The Perseverance of Mrs. Ruswo

Perseverance is one of the main characteristics that determine Mrs. Ruswo's leadership. This attitude is evident in his tireless efforts to mobilize the community and support the logistical needs of the fighters. In a stressful situation and with limited resources, Ms. Ruswo showed the ability to continue to work with high consistency and focus on the ultimate goal, which is Indonesia's independence. Perseverance is the ability to withstand challenges while remaining consistent and oriented towards achieving goals. (Riandari et al., 2023). Mrs. Ruswo is a living example of this principle, with her incredible dedication to managing the needs of fighters, from procuring food to providing other equipment that is desperately needed on the battlefield. His efforts are tireless, even though the situation is often fraught with risks and pressures.

In addition to meeting logistical needs, Mrs. Ruswo's perseverance is also seen in her efforts to motivate the community to continue to support the struggle, even in the midst of very difficult conditions. He not only carries out administrative duties but also demonstrates inspiring leadership by continuing to be present in the community, listening to their needs, and ensuring that everyone feels they have a role in the struggle. In the context of learning history, this value of perseverance can be taught to students through project-based activities designed to train them to complete tasks consistently within a certain time frame. (Putri & Abrianto, 2025). For example, students may be required to create a research project on the contributions of specific historical figures, including Mrs. Ruswo, and

complete each stage with discipline. In this way, students not only learn about history but also develop the character of perseverance in the learning process.

Perseverance can also be instilled through simulating activities that resemble real situations, such as organizing social events that require planning, coordination, and gradual completion of tasks. Through these activities, students learn that success requires dedication, hard work, and the ability to face challenges without giving up. The inspiration from Mrs. Ruswo's perseverance provides an important lesson that every individual, with perseverance and dedication, can contribute greatly to achieving a common goal. In the world of education, this value is relevant to build a generation that not only has broad insight but also a strong character and is ready to face future challenges.

3.2.4 Mrs. Ruswo's Visionary Attitude

Mrs. Ruswo is a clear example of a visionary leader who is able to look far into the future beyond the challenges of her time. He realized that the struggle for independence was not only to liberate the people from colonialism at that time, but also to ensure the future of an independent and dignified nation. This vision is reflected in his commitment and actions, which are always oriented towards the sustainability of the nation's struggle and development. Visionary leaders are individuals who have the ability to think strategically, understand long-term needs, and inspire others to work toward a common goal. (Subni et al., 2024; Hayatunnisa et al., 2024; Napisah et al., 2024) Mrs. Ruswo not only plays a role as a driver of physical struggle but also as a leader who is able to unite the vision and spirit of the community. He motivated people to see that their struggle would bring great benefits to future generations.

Mrs. Ruswo's visionary attitude is also evident in her ability to manage resources effectively and inspire the women's community to actively participate in the struggle. Through organizations such as Indonesian Wife and activities in the Forum for the Eradication of Trafficking in Women and Children (P4A), she shows that women's empowerment is an important part of her long-term vision for an independent, just, and sovereign Indonesia. In history lessons, these visionary values can be taught to students using discussion or simulation methods that encourage them to think strategically about the relationship between past decisions, current challenges, and their implications for the future. For example, students can be invited to analyze Ibu Ruswo's role in the struggle for independence and then compare the strategies she uses with current needs and challenges, such as in the field of women's empowerment or community development.

Additionally, activities such as collaborative projects can help students understand the importance of vision in achieving big goals. They can be asked to design a community development plan based on historical values, as exemplified by Mrs. Ruswo. This not only enriches their understanding of history but also sharpens their critical and strategic thinking skills. Mrs. Ruswo's visionary attitude is a relevant legacy for current and future generations. By learning from his leadership example, students can understand that great success always starts with a clear vision, strong commitment, and consistent actions to achieve it. Mrs. Ruswo's vision for an independent and empowered Indonesia provides lasting inspiration on how leadership can shape the future of the nation.

3.2.5 Women's Empowerment

Mrs. Ruswo is a prominent female figure in Indonesia's national struggle, not only as a supporter but also as a main driver in various social and political activities. Her activism in the Indonesian Wives organization and the movement to eradicate trafficking in women and children demonstrates a strong commitment to gender equality and community welfare. Indonesian Wife is a women's organization formed to fight for the values of nationalism and democracy, which reflects the spirit of emancipation in fighting for women's rights in the colonial era. Women's empowerment carried out by Mrs. Ruswo is clear evidence that women can play a strategic role in social change (Maulidan & Noeha, 2024). Her activities in the field of eradicating trafficking in women and children, for example, show a deep

concern for humanitarian issues. She not only provides protection but also raises public awareness of the importance of social justice for women and children.

Women's empowerment, as shown by Mrs. Ruswo, is not only about gender equality but also about women's real contribution to national development. Through learning history, students can understand that the national struggle is the result of joint work involving all elements of society, including women as the main drivers of change. Mrs. Ruswo's attitude and dedication are a lasting inspiration to appreciate and encourage the role of women in building a better future. Mrs. Ruswo's leadership values, namely courage, social concern, perseverance, strategic vision, and women's empowerment, show that Indonesia's struggle for independence is the result of the hard work of all elements of society, including women. Discussing these values in history learning not only enriches students' understanding of the role of women in history, but also shapes their character to face challenges in the modern era (Arif et al., 2024). This study also found that the limited local historical sources regarding Mrs. Ruswo are an obstacle to the implementation of an optimal contextual approach.

Research conducted by Lickona (1991) on character education, which highlights that the success of value integration in learning is highly dependent on the availability of rich and comprehensive teaching materials. The limited local historical resources about Mrs. Ruswo are one of the main challenges in integrating her leadership values into history learning. There is not much written documentation that discusses his work and contributions in depth, so the information available is still limited to general records or oral traditions passed down from generation to generation. This is different from national figures who have many references in history books, academic journals, or official archives. The lack of well-documented historical sources makes it difficult for teachers and students to obtain comprehensive material, so learning often relies on less detailed narrative interpretations. In addition, the lack of academic studies and documented research on Mrs. Ruswo narrows the opportunities for exploration of leadership values that can be contextualized in history learning. Therefore, further efforts are needed to collect and document information about Mrs. Ruswo through local historical research, interviews with experts or families, and the use of regional archives so that her leadership values can be more easily accessed and taught to the younger generation.

3.3 Integration of Mrs. Ruswo's Leadership Values in History Learning Through a Contextual Approach

Integrating Ibu Ruswo's leadership values into history learning through a contextual approach gives students the opportunity to understand not only the role of history in Indonesia's independence but also how these values can be applied in their lives. A contextual approach, which connects the teaching material to real situations or students' daily experiences, provides more relevant and applicable learning. The findings of this study show that integrating Mrs. Ruswo's leadership values in history learning through a contextual approach can be done with various interactive methods, such as case studies, role-playing, leadership-based projects, and field visits. These results are in line with the contextual learning theory put forward by Johnson (2002), which emphasizes that learning that is associated with real experiences and relevant to students' lives can improve the understanding and internalization of certain values, including leadership. This makes the leadership values shown by Mrs. Ruswo easier for students to understand and apply in the context of their current lives.

3.3.1 Historical Context Related to Students' Daily Lives

Studying history with a contextual approach requires teachers to explore historical events that are relevant to students' daily lives. (Asmara, 2019). For example, in the March 1, 1949 General Offensive, Mrs. Ruswo showed courage, perseverance, social concern, and a strong leadership vision. Mrs. Ruswo's courageous values in facing the threat of colonialism are very relevant to the challenges faced by students today, such as in leading a group or overcoming social problems around them. This is in

line with the opinion of Patimah et al. (2024), who emphasized that courage is a key character trait that allows leaders to face uncertainty with confidence.

Teachers can use this to invite students to understand how courage and perseverance in history can be translated into their daily actions, for example, in leading social activities or organizations at school. Students can be given the opportunity to discuss how Mrs. Ruswo's attitude in facing tough challenges can be an inspiration in facing difficult situations in her life.

3.3.2 Making a Connection between History and Current Social Conditions

The contextual approach also encourages students to relate historical events to relevant issues in society. Mrs. Ruswo, who actively organized logistics and communal kitchens during the battle, can be used as an example of social awareness. Given the current conditions that are still colored by social inequality and humanitarian problems, such as poverty and injustice, Mrs. Ruswo's social awareness values can be taught through social activities that invite students to be involved in their communities. According to Utami (2024), social concern is an attitude that shows concern for the welfare of others. In history learning, teachers can use a project-based approach that invites students to organize social activities, such as raising funds for those in need or helping local residents. Through simulations or role-playing, students can learn how social leadership roles can drive positive change in society.

3.3.3 Applying Leadership Values in Relevant Learning Activities

To integrate Ibu Ruswo's leadership values, teachers can involve students in group projects that require good organization and management, such as social activities or seminars on the role of women in the struggle for independence. This provides an opportunity for students to experience firsthand how the character of perseverance and courage applied by Mrs. Ruswo in war situations can be applied in daily tasks. This activity is in line with the approach described by Isnaini (2020) about visionary leaders who can inspire and motivate others. In the context of learning, students who are involved in this kind of activity will learn to lead with dedication and fighting spirit because Mrs. Ruswo is tireless in her struggle. At SMA Negeri 3 Bantul, Mrs. R said, *"After we started to integrate Mrs. Ruswo's leadership values in history learning through innovative learning, I noticed quite a noticeable change in one of my students, a student named MS. In the past, she was very introverted and rarely participated in class. However, after learning about Ibu Ruswo's leadership full of dedication and wisdom, MS began to show more confidence. He started leading group presentations and even giving creative ideas that he had never expressed before."*

Ms. R also added, *"Once, when we had a class discussion about Indonesian historical figures, Mira related Ms. Ruswo's leadership experience to the way she resolved conflicts in the classroom. He suggested that his friends listen more to the opinions of others, similar to Mrs. Ruswo's attitude of being wise and respecting differences."* This shows that the leadership values applied in history learning not only affect students' understanding of historical materials, but also have a positive impact on the development of their character and leadership skills in daily life.

One of the main challenges is the limitation of materials and resources. To overcome this, schools can develop learning modules based on local history in collaboration with historians and communities. In addition, the use of digital resources and teacher training programs can also help increase understanding of women's history and leadership. Another challenge is the limited time in the curriculum, which can be solved by integrating the topic of women's leadership in other subjects, applying blended learning methods, and organizing extracurricular or women's leadership clubs. The lack of awareness and interest of students is also an obstacle. To make the material more engaging, schools can use story-based approaches and case studies, involve inspirational figures as guest speakers, and implement interactive methods such as role-playing and debate simulations. In addition, social resistance to women's leadership roles is still an obstacle that can be overcome by educating the community through seminars, community discussions, and digital campaigns, as well as involving parents in school projects that support gender equality.

In order for this model to be applied in various regions or schools with different conditions, there needs to be flexibility in its implementation. Schools can tailor materials based on historical women figures relevant to local culture, while curricula can be tailored to local education policies. The use of technology is also a solution to expand access to learning, for example by developing online platforms or using social media to share students' experiences and research results. In addition, building partnerships with universities, women's organizations, and educational institutions will help provide training and mentoring to students and teachers, as well as create networks between schools to share experiences. To ensure the effectiveness of this method, evaluation and feedback from students as well as assessment data are essential. Evaluation can be conducted through questionnaires and surveys to measure students' understanding before and after the application of this method, project-based assessments such as essays or documentary videos, and observation of student involvement in discussions and collaborative projects. Some student feedback shows that this method makes them better understand the role of women in history and are more motivated to become leaders in their environment. Assessment data also showed an increase in average scores in tasks related to women's history as well as an increase in the participation of female students in school leadership organizations and activities. A contextual approach to women's history education and leadership can be successful if implemented with the right strategies. By addressing key challenges, adapting the methodology to different regions, and using data-driven evaluations, this model can have a far-reaching impact in building a younger generation that is more aware of the role of women in history and leadership.

3.3.4 Reflective Discussion to Foster Leadership Among Students

Reflective discussion is one effective way to integrate leadership values into history learning. (Raharjo & Kurniawan, 2021). Students can be invited to reflect on how the role of women in the struggle for independence, especially Mrs. Ruswo, can inspire them to face the challenges in their lives today. By inviting students to discuss the relevance of history to contemporary situations, they will better understand that leadership does not only emerge in wars but also in everyday social and political life. Women's empowerment is one of the important elements in the history of Indonesia's struggle. This discussion will lead to a deeper understanding of how women have the same role as men in achieving independence and changing the future of the nation. Students can be invited to think critically about how they can contribute to society by respecting and empowering women (Manembu, 2018).

SMA Negeri 1 Bantul has implemented the leadership values of Mrs. Ruswo through a leadership project in History Learning at School. Grade XI students are given the task of identifying social problems in the environment around the school, such as awareness of cleanliness or literacy, and then they have to design and run small programs as a solution, imitating the care and spirit of Mrs. Ruswo's devotion. In addition, in the history subject, teachers hold group discussions where students analyze Mrs. Ruswo's leadership attitude in her struggle and compare it with the current leadership challenges.

Meanwhile, at SMA Negeri 3 Bantul, Mrs. Ruswo's leadership values are applied through project-based learning with the task of making a documentary video highlighting the contribution of women in local leadership, with Mrs. Ruswo as the main character. Students are also invited to conduct field trips to historical sites or interviews with local community leaders to understand firsthand the impact of Mrs. Ruswo's struggle. In addition, in the role-playing activities, students act out real situations that Mrs. Ruswo faces, such as when leading social movements, to understand how she makes decisions and faces challenges. With this method, students not only understand history as past events but are also able to apply leadership values in daily life.

Some of the shortcomings in the application of Mrs. Ruswo's leadership values in history learning at SMA Negeri 1 Bantul and SMA Negeri 3 Bantul include the limitation of local reference sources which make students' understanding still limited to the material provided by teachers. In addition, the limited time spent studying in the history curriculum often hinders a deeper exploration of Mrs.

Ruswo's leadership values. Field visits are also still constrained by limited funds and logistics, so not all students can experience first-hand learning at historical sites. The variation in students' understanding causes not all students to internalize leadership values equally, especially for those who are less interested in history. In addition, the lack of collaboration with the community or community leaders makes learning in the school environment still limited.

As evaluation materials, schools need to provide more diverse learning resources by collaborating with regional archives, libraries, or historical academics so that students can access more complete references. The use of digital media such as e-books, documentary videos, or virtual tours can be a more interesting learning alternative. The integration of history learning with character-based projects, such as women's leadership campaigns through social media or school fairs, can help students more actively understand and apply Ibu Ruswo's leadership values. Additionally, gamification methods such as interactive quizzes or leadership simulations can increase students' interest in history. To enrich insights, schools can collaborate with community leaders, Mrs. Ruswo's family, or historical academics in discussion sessions or webinars. Involving students in leadership-based social activities can also be a form of real implementation of Mrs. Ruswo's values in her life. With these steps, it is hoped that history learning can become more applicable and provide a more in-depth experience for students. This program was implemented by Anderson (2014), which discussed the integration of leadership values in history education in the United States and showed that contextual approaches are more effective when adapted to local social and cultural conditions. Anderson emphasized the importance of studying national figures who have a wide impact, while this study shows that appointing local figures like Mrs. Ruswo is actually more relevant for students because it is closer to their environment. Thus, this study confirms that a contextual approach can be an effective strategy in teaching the leadership value of Mrs. Ruswo in history learning, but challenges such as limited reference sources and time allocation in the curriculum still need to be overcome. Therefore, further development is needed in the form of providing more complete teaching materials and more flexible learning strategies so that leadership values can be more optimally integrated into the history curriculum.

4. CONCLUSION

This research concludes that integrating Mrs. Ruswo's leadership values into history learning through a contextual approach is an effective strategy for fostering character education and developing students' leadership skills. By emphasizing values such as courage, social awareness, perseverance, visionary leadership, and women's empowerment, students not only gain a deeper understanding of Indonesia's independence struggle but also learn to apply these values in their everyday lives. The contextual approach enables students to relate historical events to contemporary social realities, promoting critical thinking, collaboration, and an appreciation for inclusive leadership. However, this study is limited by its qualitative scope and reliance on a specific historical figure and regional context, which may not fully capture the diversity of leadership experiences across Indonesia. Future research could expand on this study by incorporating comparative analyses with other national or local figures, employing quantitative methods to measure learning outcomes, or exploring the long-term impact of contextual learning models on students' character development and civic engagement.

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