The Design of Composition of Teaching Materials for Leadership Courses for Universitas Negeri Medan Students

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Abstract. Leadership is a mandatory subject for students at Universitas Negeri Medan. This article is aimed to communicate the researcher's ideas about designing lecture materials which are standard and in line with future competency demands for leadership courses. The teaching materials design is prepared based on the criteria for North Sumatra ethnic leadership values, considering that there are 8 ethnic groups in North Sumatra province. Furthermore, the validity of the design prepared will be tested by material experts, then an FGD will be carried out to disseminate improvements. The results of this paper are that the leadership course material starts from self-leadership management, group leadership, leadership in schools through strategic issues related to students' main activities which include activities of analyzing, evaluating, and finding alternative sources as solutions to various leadership cases in local, regional, national and global levels based on research findings accessed from reputable journals.

Keywords: teaching materials, leadership, students.

1 Introduction

Universitas Negeri Medan (Universitas Negeri Medan) as one of the state universities in Indonesia has determined one course as a characteristic of Universitas Negeri Medan, it is the Leadership Course, through Chancellor's Decree No. 64/UN33/KPT/2016. The existence of this leadership course is increasingly strengthened in Universitas Negeri Medan's 2020-2024 Strategic Plan which states that Universitas Negeri Medan is improving in preparing resources, both human resources and supporting infrastructure towards society 5.0, including: (1) The development of an AI-based integrated information system; (2) The increment of IT infrastructure according to IoT and big data needs; (3) The preparation of a curriculum based

on digitalization, data and information literacy and containing leadership, English and entrepreneurship competencies; (4) The establishment of Information Technology and Computer study programs.

Leadership is a compulsory university course which is characterized as an excellence at Universitas Negeri Medan which is required for every strata 1, strata 2 and strata 3 students. The Leadership course which weighs 2 credits with the course code 1UMD57001 is a compulsory subject for all Universitas Negeri Medan students. This means that everyone who studies at Universitas Negeri Medan must take and pass leadership courses. Each study program within Universitas Negeri Medan is required to include Leadership courses in the curriculum and schedule them like other courses. Through this leadership course, Universitas Negeri Medan seeks to prepare future national leaders (building the future leaders). However, there is still a need for improvement and restructuring through reviewing the quality of the implementation of leadership courses, because of the dynamic development of leadership theories, college governance and its contents continue to make adjustments and improvements.

Since its existence 7 years ago (2016), this leadership course has never been seriously evaluated and improved. In terms of learning tools, we still use the RPS formulated by the team since 2016. There is still reluctance among lecturers who teach leadership courses to object to teaching leadership courses because they do not have a background in management or educational administration and the criteria for teaching are not yet clear when they only have experience as a functionary (chairman). The study program, head of department, deputy dean, dean, vice chancellor, chancellor). We have never been asked about the perceptions of lecturers who provide leadership courses at undergraduate level. The students have never been asked about their perceptions regarding the implementation of leadership courses, especially at undergraduate level. There is still a need to strengthen the structuring and organization of Leadership Courses from the university level to the Study Program. There has never been a revitalization of the MK leadership curriculum structure that is oriented towards the KKNI level for undergraduate level. Good practices for revitalizing curriculum development and learning tools for the "Leadership" subject as a Compulsory University Subject (MKWU) have never been formulated. These are some of the problems behind the importance of conducting studies through research in order to produce good practices regarding the development of curriculum revitalization models and learning tools for the "Leadership" course as a Compulsory University Subject at Medan State University. It is hoped that the research results can be useful for developing institutional capacity (management units), management systems, and individuals involved in organizing leadership courses at Medan State University, and can even become good practice that can be replicated by other universities regarding the curriculum revitalization model as a characteristic of university excellence.

Several research activities on leadership in colleges have been widely discussed by various researchers, including leadership research based on religious values, which consists of: research [1], [2], [3] & [4] which expresses ideas about the role of university leadership high in the development of Islamic civilization, from the other hand [5] expressed the idea of leadership from a Christian religious perspective. Furthermore, [6] put leadership as one of the research variables to review students' anti-radicalism behavior. In other research, leadership is seen to sharpen the quality of quality assurance in higher education [7]. Other research as shown in [8] shows that study program leadership is the key to higher education success. At

lower educational levels, research results [9] show that the role of leadership is very important in building a school institution.

This article is part of research activities which aims to revitalize the curriculum and teaching material content for leadership courses at Universitas Negeri Medan. The revitalization is an empowerment effort to create self-development efforts, that is internal control and autonomous problem solving practices. In essence, the revitalization is an effort to help the educational community to determine its own existence, understand its own weaknesses and strengths, and provide space to express freedom in life together in improving the quality of independence and control. In fact, revitalization is a process or method and action to revive something that was previously empowered, so revitalization means making something or an action become vital, while the word vital has the meaning of very important or very necessary in the administration of organizations, including educational organizations. The core part of the administration of educational institutions is the content or curriculum which shows the quality of its graduates.

The revitalization of curriculum development is expected to be able to optimally respond to all users' needs and community's needs which are dynamic in nature in accordance with future developments and demands. It is necessary to formulate a curriculum revitalization model which is relevant and reliable for future purposes, especially the development of industrial revolution 4.0 and super smart society 5.0. So it is considered relevant if the Government issues a policy regarding Independent Campus Learning (MBKM) which was launched by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) which continues to be of concern to higher education institutions, including Universitas Negeri Medan (Universitas Negeri Medan).

In accordance with Law Number 12 of 2012 concerning Higher Education, it is stated that curriculum preparation is the right of universities, but it is further stated that it must refer to national standards (Article 35 paragraph (1)). In general, the curriculum, as a design, consists of four elements, namely: (1) learning outcomes, (2) study materials, (3) learning process, and (4) assessment. Furthermore, in curriculum development, the formulation of graduate learning outcomes is developed referring to the curriculum descriptors, especially in the specific knowledge and skills section, while the General Attitudes and Skills section can be adopted from SN-Dikti. The curriculum development cycle consists of 17 stages and is summarized in 5 stages, namely the analysis stage, design stage, development stage, implementation stage, and evaluation stage, as well as follow-up improvements.

As mentioned previously, this research is part of efforts to develop teaching materials for leadership courses. This article tries to discuss the composition of material that is in line with global developments and demands for future Universitas Negeri Medan graduates regarding leadership values. Therefore, the materials must first be understood, the indicators that must be met in preparing the material composition of teaching materials. [10] stated that there are several things that must be considered in making teaching materials that are able to make students have more motivation to study independently and achieve completeness in the learning process. Several things that must be considered when making teaching materials are as follows: 1) Providing interesting examples and illustrations to support the presentation of learning material 2) Providing the possibility for students to provide feedback or measure their mastery of the material provided by providing practice questions, assignments, and the like 3)

Contextual, the material presented is related to the atmosphere or context of the task and the student's environment 4) The language used is simple enough to make it easier for students to understand the teaching material independently.

Based on the descriptions above, it can be concluded that to prepare the teaching materials the college lecture team is required to be able to fulfill several things and characteristics that must be contained in the teaching materials. This is intended to make it easier to deliver lesson material, so that students can easily understand the material presented by the teacher and be able to make it easier for students to study independently.

2 Method

Considering from the type of research, the method used in this research is a type of library research, namely research carried out by collecting data or scientific writing aimed at the object of research or library data collection, or research carried out to solve a problem. Several problems which are basically focused on critical and in-depth study of relevant library materials. Before reviewing library materials, researchers must know in advance exactly which sources the scientific information will be obtained from. Some of the sources used include; textbooks, scientific journals, references to leadership studies, research results in the form of theses, theses, dissertations and the internet, a collection of lectures by Prof. Syawal Gultom, as well as other relevant sources. Apart from literature, the data in this research was collected through interviews and FGD with a group of lecturers in leadership courses to formulate the most ideal composition of the teaching material that will be developed.

3 Research Results and Discussion

In learning activities, teaching materials are very important for lecture and students. Lecturers will experience difficulties in increasing the effectiveness of their learning if they are not accompanied by complete teaching materials. Likewise for students, without teaching materials they will experience difficulties in learning. This is made worse if the lecturer explains the learning material quickly and is unclear. Therefore, teaching materials are very important to develop as an effort to improve the quality of learning. Teaching materials basically have several roles for lecturers, students and learning activities. The use of teaching materials in the learning process has an important role. According to [11], these roles include the roles of lecture, participants, in classical, individual and group learning. In this section the author will discuss with readers the design of lecture materials.

Chapret 1. Overview of leadership studies and leadership model studies

This part discusses the materials regarding (a) an introduction to leadership studies, which explains the concept of leadership. One of the definitions of leadership is said by Yukl (2010:3) that the concept of leadership is always vague or becomes unclear again, because its meaning is complex and ambiguous, no one has completely defined this concept. In line with Yukl's view, there are as many definitions of leadership according to Stogdill (1974: 259) as there are people who define this concept. Most meanings of leadership reflect the assumption that leadership is related to a person's deliberate process of exerting a strong influence on

others. This statement illustrates that the concept of leadership still requires continuous study so that the concept can be more easily understood, can adapt to advances in science and technology, and make achieving organizational goals more effective. It is important to remember that there are no research results that reveal that a leadership theory is the most suitable and most appropriate theory to be applied in an organization. (b) introduction to the study of leadership models.

Chapret 2. The Ethnic leadership and its relevance to developing conditions

This part begins with an introduction that conveys the cultural diversity and ethnic richness of the North Sumatra region. Furthermore, this book discusses various material related to the leadership values of the North Sumatran ethnic group, starting from the leadership values of the Batak Toba, Karo, Dairi/Pakpak, Melayu, Mandailing, Angkola, and Simalungun, and Nias ethnic groups. The values of ethnic leadership are explored through interpretation of the meaning of life philosophy and parables derived from various ethnicities. After that, the author explains the meaning and elaborates on these values in managing life.

Chapret 3. Organizational structure

This part provides a theoretical explanation regarding (1) a general description of the organizational structure, (2) various components of the organizational structure which consists of 3 elements, namely: type of management, organizational regulations, and distribution of work, (3) general roles in the organizational structure, and various examples of organizational structures. Based on the description of the organizational structure theory mentioned, learning will be formulated into student self-leadership management as individuals and organizational groups or society.

Chapret 4. Leadership style

This part describes theoretically and various examples of each of these leadership styles, starting from (1) autocratic leadership style, (2) democratic leadership style, (3) delegative leadership style, (4) bureaucratic leadership style, (5) laissez faire leadership, (6) authoritarian leadership style, (7) charismatic leadership style, (8) diplomatic leadership style, (9) moralist leadership style, (10) administrative leadership style, (11) analytical leadership style, (12) assertive leadership, (13) entrepreneurial leadership style, (14) visionary leadership style, (15) situational leadership style, (16) behavioral leadership style, and (17) militaristic leadership style. Then at the end of the chapter various practice questions are given.

Chapret 5. Leadership Problems and Solutions

Several tricks for solving organizational problems that usually arise, revealed in this section, include: (1) looking for the cause of the problem, (2) finding out who is involved in the problem, (3) being relaxed but serious, (4) don't let other work happen, distracted, (5) taking advantage of the people around you. Apart from that, this chapter discusses various problems related to the leadership crisis at the family level, local government, and leadership problems in the world of education.

In the current global era, various abilities must be possessed by every individual, including leadership abilities [12]. Seeing current global needs, the role of leadership in forming new capabilities is important for the current generation [13]. In the 21st century workplace, leadership abilities are a necessity in all fields (Muammar, 2022). In fact, since the end of the

20th century research trends have centered on developing student leadership abilities, changing leadership paradigms, improving community groups, and formalizing the position of student leadership educator [14].

Schools play an important role in developing leadership for the next generation [15]. Teacher leadership influences school effectiveness and improvement [16]. Schools with a positive climate are more likely to encourage lecture to participate in leadership development programs [17]. Lecture play a role in instilling various leadership abilities into students. A study reported leadership-related abilities, such as students' comprehension, proficiency, and teamwork [18]. Another study reported that developing one's own leadership abilities is also included in the list of leadership competencies [19].

4 Conclusion

Several parts of the material composition have been designed from the leadership teaching module at Universitas Negeri Medan. Afterwards, the composition of the proposed material will be reviewed again in the Focus Group Discussion of leadership lecturers. The composition of the leadership course material that has been prepared includes: The first section: a glance at leadership studies and the study of leadership models. The second section: the value of ethnic leadership and its relevance to developing conditions. The third section: organizational structure. The fourth section: leadership styles. The fifth section: leadership problems and their solutions.

Acknowledgments

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