

Implementation of Leadership Asta Brata in The Education System at Taruna Mandara High School

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Abstract

This study aims to analyze the implementation of a leadership system based on Asta Brata in character education at Taruna Mandara High School. Asta Brata Hindu philosophy that includes eight principles of leadership inspired by the attributes of the gods, such as justice (Surya Brata), gentleness (Candra Brata), and responsibility (Baruna Brata). The research method used is qualitative with a case study approach, involving observation, in-depth interviews, and document analysis. The results of the study indicate that the application of Asta Brata successfully formed the character of students who are disciplined, tolerant, have integrity, and have leadership. These values are internalized through personality training, character assessment, and the role model of educators. However, challenges such as differences in student backgrounds, lack of in-depth understanding of the philosophy Asta Brata, and the influence of the external environment hinders the optimization of this system. The implications of this study emphasize the importance of integrating local wisdom into modern education to build a generation that is not only academically intelligent but also has strong character. Recommendations include more intensive teacher training, more creative learning approaches, and strengthening collaboration between schools, families, and communities. Thus, Asta Brata can be a model of relevant and sustainable character education in the era of globalization.

Keywords : Asta Brata, leadership, character education, local wisdom, Taruna Mandara High School

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1. Introduction

In the current era of globalization and digitalization, the world of education faces increasingly complex and dynamic challenges. Schools no longer function only as institutions for transferring knowledge, but also as a vehicle for character formation of students. This spirit of character building emerged as a response to various increasingly acute social problems, such as intolerance, deviant behavior, and low morality of the younger generation (Furbani, 2024).

As a country with diverse cultures and traditions, Indonesia has challenges as well as opportunities in building an education system that can strengthen national identity. Education based on local wisdom is one effective strategy to internalize rich moral and spiritual values. One approach that places local culture as the foundation of character education is the Asta Brata leadership system, which is implemented at SMA Taruna Mandara. SMA Taruna Mandara is a boarding school that is oriented towards the formation of character and leadership of students through the foundation of cultural values and Hindu religious teachings. The concept of education at this school is based on the philosophy of Asta Brata, which consists of eight core values of the nature of the gods in Hindu teachings. These values aim to form the mentality and character of leaders who are based on spirituality, morality, and social. The implementation of these values is expected to be able to instill noble character in every student, from the early stages of development until they become graduates with integrity. Since its establishment, SMA Taruna Mandara has strived to integrate the values of Asta Brata



into all aspects of learning activities, including scouting activities, leadership training, and a disciplined school culture. This implementation is not only symbolic, but has become an integral part of the education system that is oriented towards the development of the character of students as a whole. Various school programs and policies are designed to instill the values of Asta Brata consistently and sustainably, with the support of teachers, education personnel, and parents (Sidharta, Rai. 2009).

Although various successes have been achieved, there are still challenges in implementing this system optimally. Deep questions arise regarding the effectiveness, consistency, and sustainability of the application of Asta Brata values in educational practices in these schools. In addition, the current educational paradigm tends to be more oriented towards academic aspects and technical competence, while aspects of character and leadership based on local wisdom still need serious attention. In fact, the integration of local cultural and spiritual-moral values in education can be a competitive advantage as well as social capital in building national character.

Based on the literature review and initial evaluation in the field, several gaps were found which became the basis for the urgency of this research: 1). Lack of Comprehensive Study on the implementation of the Asta Brata philosophy in the local culture-based school education system in Indonesia. 2). Limited Empirical Data on the effectiveness of the Asta Brata system in shaping the character and leadership of students. 3). Lack of Study on the Sustainability and Development of the Asta Brata system in the context of dynamic modern education. (Nursa'adah & Rosa, 2024)

Education based on Asta Brata values at SMA Taruna Mandara shows great potential in shaping the character and leadership of students. However, there are still challenges in ensuring the sustainability and effectiveness of this system. Therefore, further research is needed to explore the long-term impacts and innovative strategies in developing local wisdom-based education in Indonesia.

2. Method

The research method used in this study is qualitative research with a case study approach. Data were collected through observation, in-depth interviews, and documentation. Data analysis was carried out through the process of data reduction, data presentation, and drawing conclusions, using qualitative descriptive analysis techniques that combine inductive and deductive methods as well as argumentative. Presented in a descriptive narrative manner.

3. Results and Discussion

In the context of the modern education system, especially at the senior high school level, the development of student character is one of the main points that receives serious attention from schools, the government, and the general public. Strong and positive student character is believed to help them face the challenges of an increasingly complex and dynamic era. Therefore, various approaches and methods are attempted to instill these character values, one of which is through the implementation of a leadership system based on spiritual teachings and local culture. (Bagaskoro et al., 2024)

SMA Taruna Mandara as an educational institution that implements a theology and national character-based education system, utilizes the Asta Brata teachings as the main approach in shaping the character of students. Asta Brata itself is part of a spiritual teaching rooted in moral, ethical, and leadership values that are integrated with religious teachings, culture, and local beliefs. This approach is expected to be able to develop the character of students holistically, not only in terms of academic aspects, but also moral, spiritual, and social aspects. SMA TARUNA MANDARA is one of the private high schools located in the Banjar District, Buleleng Regency, Bali. SMA TARUNA MANDARA was established on January 25, 2017 with the Establishment Decree Number 01/YMS/KPTS/I/2017 which is under the auspices of the Ministry of Education and Culture. The current Principal of SMA TARUNA MANDARA is I Putu Mahendra Sumo Murti. The operator in charge is Putu Ariawan. With the

existence of SMA TARUNA MANDARA, it is expected to contribute to educating the nation's children in the Banjar District, Buleleng Regency and Bali in general.

In this discussion, the main focus will be directed at how the implementation of the Asta Brata-based leadership system can improve the character of students at SMA Taruna Mandara. Important aspects that will be analyzed include students' and educators' understanding of the Asta Brata teachings, the process of implementing values in daily activities, and the obstacles and challenges faced in implementing the system effectively. Asta Brata is a teaching that contains eight spiritual and character principles that must be developed in a person. The eight principles are: The eight characteristics of the gods that should be emulated by a leader are: 1) Surya Brata, a leader should follow the characteristics of the God Surya, the sun who does not show favoritism in shining and giving treatment, 2) Candra Brata, the characteristics of a leader must follow the characteristics of the God Candra or the Moon God who radiates light very gently and provides illumination in the midst of darkness, 3) Bayu Brata, a leader must follow the characteristics of the God Bayu or the God of the Wind who gives life and coolness, 4) Kuwera Brata, the characteristics of Kuwera lead to a leader's ability to manage property, a wise leader must use his property to provide welfare for the people, 5) Baruna Brata, a leader must have the characteristics of the God Baruna or the God of the Ocean. The vastness of the ocean that forms the ocean means that a leader must have broad insight and be open to input given, 6) Agni Brata, a leader must follow the nature of the God Agni with the principle of burning various deviations that occur without favoritism, 7) Yama Brata, God Yama is known as the God of Death, the nature of God Yama that must be imitated is self-determination, upholding justice and truth and most importantly is daring to punish those who are guilty, 8) Indra Brata, God Indra is known as the God of Rain, the nature of rain that can be used by a leader is its nature as water that is able to provide life and prosperity to every creature (Suhardana, 2008: 53-57) Each principle has a deep philosophical and moral meaning as well as practical applications in human life, especially in the aspects of leadership and character development. In the context of education at SMA Taruna Mandara, the teachings of Asta Brata are used as a philosophical framework in building the character of students through leadership activities and moral education. This implementation contains a spiritual, cultural, and psychological approach so that students are able to absorb and internalize these values so that a strong, quality, and integrity character is realized. To understand comprehensively, it is important to review how the Asta Brata-based leadership system is implemented and internalized by students at SMA Taruna Mandara. This approach is not only limited to theoretical teaching but also through direct practice in everyday life in the school environment. First, the application of Asta Brata values is carried out through training and personality development activities. Educators and mentors conduct intensive training on the meaning and application of each principle, then instill these values in routine activities such as character development, leadership training, and extracurricular activities. Each student is invited to practice the values of these principles in carrying out leadership roles, both in organizations and in personal life. Second, the application of the character assessment system based on Asta Brata is carried out through periodic evaluations that include moral, spiritual, and social aspects. The assessment is not merely normative or administrative, but rather focuses more on the process of internalization and changes in student behavior. This is done through observation, interview, and self-development assessment methods based on the principles of Asta Brata. Third, the solid character aspect of students is developed through inspiring practices such as mentoring, group discussions, and direct examples from educators and seniors who are able to be role models according to the principles of Asta Brata. Through this approach, students not only understand these values in theory, but are able to implement and internalize them in everyday life.

Several studies and empirical observations of activities at SMA Taruna Mandara show that the implementation of a leadership system based on Asta Brata contributes positively to the formation of student character. Values such as discipline, tolerance, responsibility, empathy, and integrity have increased significantly.

Discipline becomes one of the main aspects that develops due to the existence of role models and the instillation of discipline values through principles such as Kala Brata which reminds students of the importance of controlling time and the spiritual aspects of life. Students become more aware of time and are able to set priorities in their learning activities and social lives.

In addition, aspects of tolerance and empathy are raised from the principles of Bayu Brata and Surya Brata which teach gentleness, warmth, and enlightenment towards others. Students are taught to investigate and understand others politely, without prejudice and with full respect for differences in background, culture, and beliefs. This practice helps build an open attitude and respect for diversity in the school environment.

Personal and social responsibility is also strengthened through the instillation of the values of Puspa Brata and Wiswa Brata, which teach about moral beauty and vision for the future. Students are increasingly aware that as the younger generation, they have responsibilities not only to themselves but also to society and their environment (Nurhijah et al., 2024).

Despite the various advantages and benefits that have been mentioned, the implementation of the Asta Brata-based leadership system is not free from various obstacles and challenges. One of the main challenges is the level of understanding and awareness of students towards the philosophical meaning of the Asta Brata principles. Not all students are able to directly understand the deep meaning and practical application in everyday life.

In addition, differences in family background, culture, and level of faith are also factors that influence the effectiveness of implementation. Some students have difficulty internalizing the spiritual and moral values taught, especially if their family environment does not provide balanced emphasis.

Other challenges come from the internal aspects of schools and educators. The lack of specific training on teaching Asta Brata values in depth and systematically causes variations in interpretation and application. Teachers and instructors must be able to be role models as well as trainers who are able to guide students in internalizing these values effectively. (Solehudin, 2023)

In addition, external obstacles such as the influence of the social environment outside the school, information media, and popular culture can also erode students' enthusiasm and understanding of the Asta Brata teachings. They can be influenced by negative influences from the surrounding environment that do not support moral and spiritual character. In facing these obstacles, schools need to make various strategic efforts to increase the effectiveness of the implementation of the Asta Brata-based leadership system. First, increasing training and mentoring for teachers and mentors so that they are able to teach and set an example. (Mahendra, Oka. 2001)

One of the main implications of the implementation of Asta Brata is the formation of student character based on noble values, such as justice, courage, discipline, and responsibility. These values embedded in students encourage them to behave in accordance with the norms and ethics fostered during the education process, both in daily activities and in facing challenges in the school environment and in society. This attitude indirectly instills respect for local traditions and wisdom, while fostering self-confidence and independence.

In addition to the character aspect, the implementation of Asta Brata also has a positive impact on the leadership system in schools. The principal and all school residents are encouraged to apply these values in carrying out their duties and responsibilities. Leadership based on Asta Brata requires leaders to be fair, wise, and full of integrity. This can be seen from the school culture that emphasizes the importance of fairness in decision making, courage in overcoming problems, and high discipline as part of boarding school life.

Another implication of the application of this concept is the emergence of a culture of high discipline and responsibility among students. With a leadership paradigm based on divinity and spirituality, the learning process is not only oriented towards academic achievement, but also on the formation of morals and character. Students are encouraged to become individuals who

are able to lead themselves before leading others. They are taught to instill divinity values that are part of everyday behavior, both inside and outside the school environment.

Furthermore, the implications of implementing Asta Brata include sustainable and continuous leadership development. Schools as educational institutions play an important role in passing on these values from generation to generation. Through leadership activities, training, and various character development programs based on Asta Brata values, students gain direct experience in practicing the godly traits they learn. This generally contributes to the formation of future leaders who are not only academically intelligent but also have high character and are committed to spiritual values. (Yasini, 2014)

The implementation of Asta Brata in the education system at SMA Taruna Mandara also has positive implications for the learning environment and school culture. This school becomes a harmonious, disciplined, and respectful community, where each individual reminds and supports each other in implementing godly values. This creates a conducive learning atmosphere, which is able to motivate students to develop their best potential with a full sense of responsibility and respect for others.

In addition, an important aspect of this implication is its influence on the sustainability and improvement of the quality of the value-based education system. Schools not only function as a place to transfer knowledge, but also as a laboratory of character and morals that can produce a generation of leaders who are able to advance society based on ethics and spirituality.

Overall, the implementation of the Asta Brata leadership concept at SMA Taruna Mandara has a broad and profound impact on the education system and the personal development of students. The values of divinity and spirituality that are internalized in the education process become a strong foundation that encourages them to become future leaders who are not only academically competent, but also have high character and are able to make positive contributions to society. Thus, the implication of the implementation of Asta Brata is the formation of a generation that is not only intelligent and competent, but also has integrity, ethics, and a sincere spirit of devotion.

4. Conclusions and Suggestions

The implementation of Asta Brata-based leadership in the education system at SMA Taruna Mandara has shown a positive impact in the formation of character and leadership of students. The eight principles of Asta Brata—which include values such as justice, gentleness, responsibility, and integrity—are not only taught theoretically but also practiced in everyday life at school. This creates a learning environment that is harmonious, disciplined, and full of respect for diversity.

However, the implementation of this system faces several challenges, such as differences in student backgrounds, lack of in-depth understanding of the Asta Brata philosophy, and negative influences from the external environment. To overcome this, intensive training for educators, a more inclusive approach, and a more creative strategy for internalizing values are needed.

Overall, Asta Brata has succeeded in becoming a strong foundation in forming a generation of leaders who are not only academically intelligent but also have noble character and integrity. This system also proves that local wisdom can be an effective foundation in character education, especially in the challenging era of globalization. Sustainability and further development of this approach are essential to ensure its lasting impact on students and the wider community.

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