

**VALUE OF LEADERSHIP IN SOEKARNO FILM**  
(Study of Pentad Analysis on The Movie “Soekarno” by Hanung Bramantyo)

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**Abstract**

*In Indonesia, the issue of corruption is still a serious problem. According to KPK, there were 670 corruption cases from 2004 to June 2017. The issue of corruption is often associated with the lack of an exemplary figure in Indonesia who is clean and has integrity. If it is connected with the world of film that often portrays the phenomenon of society, the scarcity of integrity figures makes many films that still present characters from the past such as in the film Sukarno. This research was conducted to find out how the representation of leadership values in Sukarno's film used the advanced analysis method and the theory of dramaticism. This study concluded that the values of leadership in Soekarno's film were shown in five important elements consisting of scenes, agent, act, agency, and purpose. Soekarno's leadership emerged in certain circumstances when Soekarno faced the Dutch the character of leadership changed aggressively, bravely, without compromise. When facing Japan, Soekarno using political and diplomatic strategies. Also included with the people, Soekarno is more featuring a harmonious, democratic and family concept.*

**Keywords :** leadership, dramatism, pentad analysis, Soekarno

**INTRODUCTION**

The Indonesian state was originally built with a long history of the struggle of the Indonesian nation, starting from the consciousness of some leaders who started the desire for the importance of independence on their own feet to make a turning point the emergence of unity and unity of the people of Indonesia.

A leader or leader becomes an important role in determining the direction of the course of a region's journey, in order to achieve the development of the region to be advanced. In Indonesia, we know the leader of this nation or the father of proclaimers is

Soekarno and Moh. Hatta, often also called Bung Karno and Bung Hatta.

Formerly in the era of the struggle of the Indonesian nation, these two proclaimed fathers, often captured even to prison by the Dutch, dumped to various parts of the region, and exiled. They respond and run the event with a steadfast and sincere, we can learn from their attitude this. In addition we can learn from them about high nationalism, courage, never giving up, willing to sacrifice and honesty. In the present era, the meaning of this honesty that we must apply in everyday life as indicated by the leaders of the Indonesian nation earlier.

Now, the news in Indonesia about a leader we often hear very distorted news, unlike our previous leaders who left positive impressions for the people. Leaders now, from the positions of the bupati, the governor, the ministers, and other officers who are members of the state government perform corrupt acts, due to their unethical behavior, and ultimately they are arrested and put into prison.

This is very detrimental to the state with nominal money is not small, to date we can note the case of corruption still enveloped the state of Indonesia. This is an immoral act of a leader. Now cases of corruption like this in Indonesia do not look at position and age. Whenever and wherever an official or a leader can commit acts of corruption. Corruption cases that have been handled by the KPK are 670 cases in total since 2004 to 30 June 2017 mid-month. From the table shows the number of 134 cases of government officials who caught the KPK in third. Then in the fourth position, as many as 60 officials of Mayor / Regent and Deputy were caught corruption by KPK. In the sixth position, the Governor was also arrested as head of the region or leader who was hit by a corruption case with the acquisition of 18 from 2004 to 2017. From the above data indicates that still the level of corruption committed by the leader,

resulting in decreased trust in the leader. <https://acch.kpk.go.id/id/statistik/tindak-pidana-korupsi/tpk-based-profesi-position>. Accessed, 13.09.2017.

From the topic of the above problem to be anxiety researchers because there are still many people who perform acts of corruption and abuse of his position as a leader. From this issue also inspired the author to conduct research on the problems of leaders and leadership, the writer also longs for a leader figure like Bung Karno, as a leader who records a lot of history for the state of Indonesia, from the actions he did to make the name of Indonesia a fragrant worldwide.

The story of Bung Karno's life is known by different life stories. In the reality of Indonesian society, however, the circumstances of Bung Karno is a dramatic personae-a complex personal portrayal, which, in addition to being popularly charismatic and influential, also contains some contradictions. Bung Karno is not only splendid with praise and appreciation, but cruelty and curses. He was mistaken for not dismissing the PKI (Partai Komunis Indonesia) after the outbreak of the G30S / PKI 1965. He was also criticized for his failure in the lighthouse projects he was planning. Bung Karno was also widely accused of being a totalitarian ruler. In addition, Bung Karno was also criticized for his love stories

which, according to the judgment of many, were considered less reflective of the morality of a leader (Sudibyo, 1999: 94-95).

Apart from that all Bung Karno is a nation and character bulder who aspire at the same time make the efforts of the rill for the formation of a nation with strong and distinctive personality. Bung Karno is a symbol of Indonesian nationalism. He managed to bridge the distinctions created among the tribes, religions, and groups that exist in Indonesia and instill in them the awareness of one nation, the Indonesian nation (Sudibyo, 1999: 94).

This research on Soekarno's film, appeals to researchers because: First, in addition to the values of leadership, we can know from this film about the culture of each country, between Indonesia, Japan, and Holland are very distinctive. And can know the events that occurred during the colonial period in the history of Indonesia. Secondly, Soekarno as the father of the Proclaimers is a leader of public speaking in a charismatic way. Speaking of all the rebellious people silently listening to his words, this characteristic is one of the attractions for Sukarno as a filmed leader.

Third, as a history lesson, matching the applications written in the degan books that were filmed. It is also expected to present and describe the

values of leadership that are useful for living oneself, others, the environment and the greatest for the state and can foster an ethical nationalism soul.

Based on the above description of the background then the formulation of the problem studied is "How is the representation of leadership values in Film Soekarno?", With the aim to know the representation of leadership values in the film Soekarno on the scenes are displayed. In the explanation of the value of leadership in theory divided into two sub-chapters, the first is the value, the value is essentially a trait or quality attached to an object, not the object itself. Something that contains value means there is a trait or quality attached to something (Kaelan, 2001: 174).

In the concept of leadership is also applied by various public figures in their leadership, About leadership and leadership can be classified into three things, based on the idea of Ki Hajar Dewantara as follows. First, a leader is required to have advantages over those led in terms of knowledge, courage, and wisdom. A leader must dare to appear in front of a good example or role model (ing ngarsa sung tauladha). Second, a leader must be able to upload the spirit or motivation that led (ing madya mangun karsa) to be more active in the struggle of life, and give encouragement, kekuartan,

and protection (ing wuntat tut wuri handayani) so that led more confident and always progress in climbing life (Lestari, Susilastuti, Retno, 2009: 86).

The theory used in this research is Dramatism. In the theory of dramatism states that human life is a drama, according to Kanneth Bruke's theory, he does not compare human life as a theatrical stage as proposed to the dramaturgy theory in the thinking of Ervin Goffman, but Bruke equates that human life is the drama itself (Suparno, 2011 : 192).

Burke's theory compares life to a performance and states that, as in a theatrical work, life requires the existence of an actor, a scene, some agency for the scene, and a purpose. (Bruke in West and Turner, 2008: 27).

In this theory also contains the subject used in the study. The subject of concern in this theory is man. Observation of man is implicitly present in terms he defines. According to the theory of human dramatism is a creature that uses symbols. Symbols are created, used and abused, and then human beings give special features to them that is a kind of reflective ability (body movement out of the will).

## METHOD

In this study, researchers used the approach of descriptive qualitative theory

of dramatism. In the theory of dramatism states that human life is a drama, according to Kanneth Bruke's theory, he does not compare human life as a theatrical stage as proposed to the dramaturgy theory in the thinking of Ervin Goffman, but Bruke equates that human life is the drama itself (Suparno, 2011 : 192).

Burke's theory compares life to a performance and states that, as in a theatrical work, life requires the existence of an actor, a scene, some agency for the scene, and a goal known as pentad analysis (Bruke in West and Turner, 2008: 27).

As its name (pentad analysis), as a research method, includes five elements, namely: act, scane, agents, agency, and purpose. Pentad analysis is an analytic mode to look at events in human life. According to the five aspects of human life as mentioned above it is used to understand how individuals behave and communicate in the symbolic world. (Miller in Suparno, 2011: 195-196).

Source of data obtained directly from the object of research as a source of information sought. The data obtained from this research comes from the Soekarno film literature that aired in the year 2013. And using data support obtained from the study of literature

through books, journals, articles, internet media, and others that support research.

Data analysis techniques used for the theory of dramatism is to use the method of pentad analysis. As the name pentad analysis includes five elements that make up the pentad include: action, scene, agents, agency, purpose. To clarify the understanding and understanding of each element tersenut, following very concise efforts to describe from each of these elements (Suparno, 2011: 197).

First, Scene (background or setting), the scene provides a context that covers the action (West and Turner, 2010: 33). Simply scene is a term that covers various concepts about background or setting in general. Scene is nothing but a name for situations where the agent / actor takes action. The concept of a scene is a concept that emphasizes external references to human existence or other objects as motivational sources of action, explaining internally in external conditions (Bruke in Suparno, 2011: 197).

Second, Agent or someone is someone or people who show action. The term agent, a person can place personal trinkets that accompany motivational values such as ideas, desires, fears, malice, intuition, imagination, and other personality expressions. Through this explanation Bruke shows the characteristics of agents such as ego, self-

concept, super ego, awareness, desire, objective, thought, spirit and expression. Agents can not only be viewed individually or personally, but can be super person such as church, race, nation, and ethnicity for example (Suparno, 2011: 198).

Third, Act or action. Bruke considers actions (act) as what is done by a (West and Turner, 2010: 33). In a dramatisic sense, action is not in the sense of a behavior, behavior, event or physical activity, but is the motivation of action derived from motives. Human action itself generally consists of three forms, namely praxis, poeisis and theoria. Representation of action itself can not be separated from the language aspect in the drama. (Suparno, 2011: 199-200).

Fourth, Agency or tools used. refers to the means used by the agent to complete the action. The possible agency forms include message strategy, story telling, apology, speech making and so on (West and Turner, 2010: 33). In the idea of dramatism, the agency is the instrument that humans use to achieve goals. In relation to purpose, the agency is a function of purpose. With this information, it is clear that the relationship between agency and purpose is a relationship that is based on the principles of usability and the principles of desire. In

other words, the agency transcends the goal. (Bruke in Suparno, 2011: 200).

Fifth, purpose, purpose refers to the end result in the agent's mind for action that is why action is taken (West and Turner, 2010: 33). In relation to purpose, the agency is a function of purpose. With this information, it is clear that the relationship between agency and purpose is a relationship that is based on the principles of usability and the principles of desire. In other words, the agency transcends the goal. Through the principles of utility, language can be viewed as the agency used to transcend the goal. (Suparno, 2011: 200). In all possible realizations between diantrara elements of pentad analysis, it may create a unique pattern and understanding. The machine for example is clearly an instrument or tool commonly used to achieve goals. (Suparno, 2011: 200).

## DISCUSSION



**Figure 1: Soekarno speaks in front of the Indonesian people in a field.**  
(Source: Primary data).

### Scene Elements

The leadership emerged when Soekarno gave a speech in front of the

Indonesian people, Soekarno who joined in the National Party of Indonesia (PNI) as leader, he also continued the struggle by Cokroaminoto during the struggle for the freedom of the Dutch. In the scene above the scene scene is in the afternoon, in the leadership given by Bung Karno can directly mempengaruhi people of Indonesia to move against the invaders on the basis of injustice committed by the Dutch against Indonesia. Indirectly, this shows the willingness to sacrifice for the state. The atmosphere became heated when Bung Karno was suddenly captured by Dutch soldiers while in the middle of his speech. With the arrest of Soekarno, some Indonesian people boarded the stage and tried to help Bung Karno but did not succeed.

The same thing has also been experienced by Soekarno in a speech, in a book published by De Jonge's work mentions, on this occurrence occurred in 1922. When that Soekarno was speaking, in the middle of his speech, thrown the word "Indonesia". Instantly it was also a whistle blowing. Dutch police blew the whistle to hit his wand. He shouted warned Sukarno, "It is forbidden to mention the word! Stop this meeting! ". Sukarno said, "We are not allowed anything. Bullied under the heels every time, even we are forbidden to say the words of Indonesia ". That is the situation

facing the movement. In the struggle of nationalism, there are two taboos called, namely the name "Indonesia" and the word "Independence" (De Jonge, 2015: 33-34)

### Agent Elements

The agent element of Figure 1, Sukarno is the most prominent of the others because the position as leader becomes the center of attention. In this scene Sukarno gives the spirit to the people to fight together to defend the country in achieving independence. Sukarno who stood on stage and accompanied by fellow soldiers who joined in the National Party of Indonesia (PNI). They helped accompany Bung Karno during a speech in the Yogyakarta city square. He stands on the podium as a leader who gives influence to the people. The influence that was given to the people was not merely the influence of nationalism spirit or defending the homeland, in delivering this speech Bung Karno gave the elements of education and understanding to the people.

Soekarno as the main actor who has the soul of leadership, he understands the situation and condition of the Indonesian people who are still colonized. In this scene, Bung Karno was moved to awaken the Indonesian people. He says he can not live under other nations. Sukarno

felt the lack of justice gained by the Indonesian people so that Soekarno dared to take action on the injustice with his speech for independence.

### Act Elements

First, figure 1, Sukarno acts to give the spirit to fight for the country in achieving independence. Soekarno as the main actor who has the soul of leadership and understand the situation and condition of the Indonesian people are still colonized on the scene to move people to realize that Indonesia can not continue to live under other nations. Soekarno felt the lack of justice the Indonesians had gained so Sukarno dared to take action on the injustice with his speech for independence.

The state defend actions perpetrated by Bung Karno were based on the anger and anxiety experienced by the colonized Indonesian people who were treated unfairly. On the arbitrary power of the Dutch from the colonized state, it is as if they possessed the territory. So Bung Karno in the National Party of Indonesia (PNI) with the people trying to reclaim the rights of the Indonesian nation.

In the publication of De Jonge's book explains that: In Soekarno's concept, seizing independence is like battling. To win the battle, there needs to be real power, in order to hit the enemy. His

speeches, called agitation, were to burn the people with the aim of gathering strength. Without building strength, how can win the war? Without victory, how can independence be captured? Bung Karno reminded Bung Hatta, when the efforts of the new PNI cadre was done then their heads had been hit by the enemy. Soekarno's propaganda and agitation concept was to arouse the nationalism of the people who had been instinctive, to be conscious nationalists. There is an element of education in its propaganda, as it is written: to establish a spirit, to establish hope, to establish an ideology, or to build a spiritual or spiritual weapon that, according to world history, is one of the greatest weapons to abort a regime. (De Jonge, 2015: 187-188).

In the publication of Kasedan's book explains also that Sukarno not only developed empathy with his listeners and received responses from them, but also the charm of his audience, as they were also fascinated by him. The responses of his hearers made him easily washed away by his own rhetoric, so that he was no longer aware of what may be spoken or not in the eyes of the ever-present colonial officer. Ali Sastromidjojo, his best friend, once witnessed Sukarno was asked to step down from the podium and the general meeting was dissolved by Politieke Inlichtingen Dienst. Public speaking skills

lead to his attendance at public meetings, always a guarantee to attract large amounts of time, both from far and near. Although what was said was only the repetition of thoughts that had been disseminated since before the founding of the PNI, but as he saw more and more of the gathering and the emotional atmosphere of the meeting. He began to turn against the Dutch colonial government with increasingly sharp and derisive words. Such circumstances are most favored by the hearers (Kasedan, 2010: 67-68).

### **Agency Elements**

Soekarno also uses politics as a tool to achieve the interests seen in Figure 1, this politics is done not for personal interests but the common interest, especially the interests of the Indonesian nation. politics as a tool of Soekarno he often convey through speeches or oration with the PNI party or with his own initiative.

In addition, Soekarno also has the power that can control the time as an effort to unite the Indonesian nation. Some scenes that show Sukarno politics berorasi in front of the people of Indonesia, as listed above. Soekarno can deliver a speech that educates the people about imperialism that is sorry for the people of Indonesia. In this speech seen soekarno

take advantage of his position as chairman of the PNI in order to defend and close to the people. People are also very pleased with the presence of Bung Karno while in the environment orasi environment or in the community because Bung Karno as a leader who can change the condition of society.

### Purpose Element

The elements of purpose can also be seen through speeches or speeches of Bung Karno in front of the people of Indonesia in figure 1. The purpose of leadership in this oration, Bung Karno wanted to give education and invite people to fight the colonial system of slavery conducted by the Dutch through his speeches.

Coupled with the act elements, which show the actions of Bung Karno rejected the Dutch colonial actions that are unfair to Indonesia, the Dutch can only enslave the Indonesian nation with the system of Capitalism. And the agency element that displays the PNI as a political tool used by Sukarno in providing political education to the people through speeches and speeches Bung Karno in every action.

### Amid Giving Spirit



**Figure 2. Soekarno gave the idea of Pancasila during the BPUPKI session.**  
Source: Primary data.

### Scene element

In the 2nd picture scene, the three days of the hearing have been held, but there has been no answer to the establishment of the Indonesian state base on the question of the chairman of the session. Soekarno's position at the hearing was as one of the participants of the session, chaired by Dr. Ir. Radjiman Widyodiningrat. At that time there was a conflict between Muslims and non-Muslims, the clash said that Indonesia should be based on Islamic law, but from non-Muslim groups do not agree with the basic country.

So Bung Karno with his initiative and consciousness rose to the podium to calm the participants of the trial. After that gives the idea of the five basic states, which we know today by the name of Pancasila. So in this scene the figure of leadership emerged from Sukarno who gave ideas or ideas when the trial BPUPKI

has not met the way out of the problem of the formation of the country being faced.

### **Agent Element**

In Figure 2, Sukarno was speaking with the character of authoritative characters during a BPUPKI meeting, in the Volksraad Building which was attended by all 60 participants not including chairmen and vice chairmen.

In the publication of Bakry's book, mention also the background of this event. With the establishment of this investigative body the Indonesian nation is legally preparing for its independence, to formulate what conditions must be met as an independent state. Therefore this event made a milestone struggle of the Indonesian nation in achieving its ideals, led by Dr. Radjiman Wedyodiningrat (Bakry, 2010: 26).

Bung Karno's self-possessed capacity at the BPUPKI trial is very authoritative, as he wears white coats and pants, and black caps, shoes and ties. Standing on the podium is available, making Sukarno look like a leader full of authority with a clear and full of serenity.

Information from De Jonge's book also states the capacity of Bung Karno's speech on the day of the birth of the Pancasila. Obviously the first order in Pancasila with "nationalism" (nationalism). Then the second diurutkan is

"internationalism". For this principle of internationalism Bung Karno called it "(internationalism or humanity fairies). Then Soekarno continued the third foundation of Pancasila, the consensus. The fourth is social welfare. Finally, the fifth basis is the divine principle. said Soekarno, "set up an independent Indonesia with caution to the omniscient god (De Jonge, 2015: 237).

The elements of Pancasila obtained by Bung Karno, obtained from the contemplation of experience experienced by Bung Karno during the exile and colonization conducted by the Dutch and Japanese who lived Bung Karno before the trial began BPUPKI. Stunning appearance on the event BPUPKI make the participants of the session to give appreciation to Bung Karno, innate speech and tone and appreciation in this scene adds value of leadership of Bung Karno who has ideas and ideas.

### **Act Element**

The action taken by Bung Karno in Figure 2 is to give an idea to the session of Indonesian Investigation Agency for Indonesian Independence (BPUPKI) which was attended from all groups of BPUPKI. This happens because, at the hearing, no one can answer the question of the chairman of the session. Radjiman

Wedyodiningrat on the basic proposals of the state of Indonesia. It has been more than three days for the trial to contain only speeches and no further study. One of the forums at the hearing states that the majority of the population of Indonesia is Islam and should be on the Sarekat Islam as a result of some commotion in BPUPKI. In the non-Islamic forums did not approve of this because to seize the independence of not only the people of Islam, but non-Muslims also participate in the period of independence. So they feel partly share in the formation of this country.

In De Jonge's book also mentions: From Bung Karno's speech on the day of the birth of the Pancasila, it is clearly the first order in Pancasila with "Nationality" (Nationalism). Then the second diurutkan is "Internationalism". For this principle of internationalism Bung Karno called it "Internationalism or the Fairy of humanity. Then Soekarno continued the third foundation of Pancasila, the consensus. the fourth is social welfare. Finally, the fifth basis is the divine principle. said Soekarno, "Constructing an independent Indonesia with caution to the omniscient god (De Jonge, 2015: 237).

In this scene is also associated with other elements of pentad, such as scene elements, agents, and agencies that bring a leadership values. In the above

scenes, the scene of Sukarno as a leader is in the middle of providing solutions, the solution given to Bung Karno is to give ideas and ideas about the basic formulation of the Indonesian state that we know with Pancasila.

### **Agency element**

At the session of BPUPKI Soekarno gave a speech on the basis of the state of Indonesia that we know as Pancasila, in the scene, Sukarno's session was able to answer questions from the chairman of the session on the basis of the state of Indonesia. Initially, none of the members of the hearing could answer the chairman's question. It has been three days since the trial was executed but only made a speech and has not found a way out of the problem of forming the country.

Finally Bung Karno took the initiative to provide ideas and ideas in the trial, the session BPUPKI Soekarno was used as a tool in achieving goals. In this trial Soekarno's goal was to give an idea of the basics of the Indonesian state that we know with Pancasila. Soekarno's idea of Pancasila came from the experiences of the PNI and PARTINDO politics, exile, and occupation by the Dutch and Japanese countries.

### **Element purpose**

In figure 2, when the session of BPUPKI Soekarno gave his ideas and

ideas about the elements of the state of Indonesia, the element of the purpose sidan BPUPKI can be used as a goal in the formation of the state of Indonesia. this also influenced the leadership of Soekarno to form a country with his own thoughts.

In this element also relates to other elements. Separti elements of the scene, which bersikitan with background Soekarno as a leader to participate in thinking about the establishment of the foundations of the state of Indonesia. Elements of agents related to the nature of Sukarno who has knowledge and ideas and ideas that can be accepted by participants of BPUPKI session.

Furthermore, the act elements, related to the actions of Bung Karno who gave the idea of the basic idea of the Indonesian state that we know with Pancasila. And the agency element, BPUPKI trial is seen as a tool used by Sukarno in pouring all the ideas and ideas that he had in exposing the basic state of Indonesia.

### Behind Encouragement.



Figure 3. Soekarno while at Moehammadijah school

Source: Primary data.

### The scene element

In scene 3, Soekarno was in the school of Moehammadijah, the setting element of this scene. Soekarno who is also one of the members of Moehammadijah who likes to travel to schools during his exile in Bengkulu. Soekarno filled the void of his time during embracing politics with members of Moehammadijah and teaching in schools, one of the schools he taught was Moehammadijah's school.

At this school, Soekarno gives encouragement to students and students why Indonesia should be independent, this is done by Soekarno to realize the students and students who are in Moehammadijah school about the importance of love the motherland. In the above scenes, Soekarno who became a teacher at the school explained about the unification of the islands made by Patih Gajah Mada before the name of Indonesia which was formerly named Nusantara. Soekarno filled his days teaching in the schools after the removal of his exile from Ende to Bengkulu due to the malaria he suffered.

Like a teacher who gives example and encouragement to the students, he gives understanding to the students about the archipelago, which is simply to explain the unification of the unity of the islands in Indonesia to become a great country. Indonesia is a large archipelagic

country with different islands of great natural wealth owned by the Indonesian people, it is hoped that the students and students can love the homeland and defend it from the Dutch colonization of Indonesia at that time.

### **Agent Element**

In scene 3 is Sukarno who is in front of the stand and the students who sit listening. In the classroom, Soekarno provided direction and awareness to them about Indonesia, and also set an example for them on the importance of independence. In this scene is also the first time Soekarno met with Fatmawati who now we know as the mother country who sew white red flag.

Like a teacher, Sukarno looked neat when teaching in school, wearing long cloth pants, white shirt shirt and also caps that used Soekarno as an identity that he had. Soekarno also wrote two words on the blackboard of Indonesia and the archipelago so that the students knew the explanation of the meaning of Bung Karno's words.

In the publication of the book by De Jonge explains the beginning of the name of Indonesia was formed, the name of Indonesia began popularized by association indoensia (PI) in the Netherlands. According to Hatta the name of Indonesia as the name of politics began

to be used by the Indonesian association. However, Hatta never claimed to be the first to use the name "Indonesia" as the name of the party. In his plea before the court in 1928, Hatta called Indische Vereeniging changed to Indonesische Vereeniging (the name "Indonesia" was first used) determined through a board meeting in 1922 (De Jonge, 2015: 39).

Capacity owned by Bung Karno about the state of Indonesia while teaching that has a broad insight, with the insight he has he can know every island in Indonesia. This is also inseparable during the exile of the Dutch government against Sukarno, and the ideology of imperialism by the Dutch. Soekarno knew the system's cunning, so Sukarno could explain to the students and students the necessity of independence on their own feet from other nations.

In the above scenes the students listened to Sukarno's explanation and one of the girls named Pati asked Soekarno the question, "Why should Indonesia be independent when we are good under Dutch rule, we can go to school, eat and get facilities from Holland". Soekarno asked the question back with the students if anyone agreed with the statement. Suddenly Fatmawati raises her hand and gives a statement of disagreement with the opinion, by giving a reason "If we are not independent, we can not be independent,

unable to manage our own natural resources", a good answer from Fatmawati.

Elements of act in Figure 3, it is to model the students at Moehammadijah school located in the Bengkulu region, Soekarno taught them about the Indonesian archipelago. Then a student named Tatih asked Bung Karno, about why Indonesia should be independent from the Netherlands. Because he feels that it is comfortable with the management undertaken by the Dutch.

Then Bung Karno threw back the question about it with the students of the question, there was a student named Fatmawati who declared disagreement with it. Because the natural resources managed by the Dutch are owned by Indonesia, but why the people of Indonesia can not enjoy the results. This is the first time Soekarno met Fatmawati.

This action carried out Bung Karno cultivate the attitude of defending the country and love the homeland to the nation's generation who will continue the heroes in the struggle to fight and defend the country of Indonesia. Besides, Soekarno also wants intelligence to the school children to be independent and courageous to act.

#### **Agency element**

In picture 3. when Soekarno teaches at Moehammadijah school can

also be used as a tool to give and instill the values of nationalism to students and schoolgirl who attend school there. Soekarno briefed them on the importance of freedom gained by hand alone, it also relates to the leadership of the agency / instrument dealing with elements of scene, agent, act.

Soekarno's ability to see the importance of character education in the spirit of nationalism is seen as someone who has the ambition to move forward and develop in the intellectual life of the nation. Soekarno wants the young to be able to continue their ideals and maintain the cultural values and noble budipekerti, which can bring the good name of Indonesia in the future with the achievement and identity as the sons and daughters of Indonesia.

#### **Element Purpose**

In this 3 scene, Soekarno who teaches at Moehammadijah school, can be viewed also as a purpose or purpose. Sukarno had a goal to educate the life of the nation's successors, and to instill the values of nationalism in the events of this scene.

It is also related to the scene element, which shows the background of Soekarno as a teacher giving the impetus of learning about Indonesian understanding and nationalism to the

students and students. The agent element, Soekarno's role in fostering an understanding of the importance of Indonesia to independence.

Element act, the action of Soekarno as a teacher in giving to teach students and students, that the Indonesian nation to live independently without any interference of government of other countries. As well as the agency elements who see Soekarno as a teacher to foster understanding of nationalism and independence as citizens.

## DISCUSSION

First, to see Sukarno's leadership represented as a leader in front of his role playing an example or role model, in this scene Sukarno is a typology of a charismatic leader, because Sukarno had his own appeal when speaking in front of the people, when the people became followers and agreed Soekarno's way of thinking.

In this film states, the situation that happened then was Sukarno who became chairman of the PNI organization, berorasi in front of the people of Yogyakarta in the open field. Sukarno as a leader in his speech acted to unite the Indonesian people to resist the ruling Dutch colonial imperialism system that harms the people.

In his oration of his leadership is interpreted that Sukarno is not playing games and not fear or trepidation of his attitude to the colonial, sometimes in his speech thrown words that insinuate or offend the Dutch nation. Selection of words such as insinuating, offensive and derisive and even demeaning colonial, was the most favored word by the people when Sukarno gave a speech, because the people felt to have the same opinion and thought as Sukarno. Soerkarno was able to know the psychological mass of his mass, with his scientific advantage, to make the people not hesitate to support Bung Karno against the Dutch in gaining independence.

Soekarno was so upset with the colonial that every time he made a speech about the Netherlands, his tone was slowly rising and uncompromising in his speech. Sukarno made use of this speech to communicate directly with the people, ensuring the people understand the situation and condition of the Indonesian nation is now increasingly oppressed. Soekarno also included elements of education in the oration that he conveyed to revive people's awareness, with the aim that the people are able to independently and independently from other nations in processing the resources they have.

Secondly, Sukarno displayed leadership, at the time of the BPUPKI

hearing. At the hearing, Sukarno, who sat as a member of the session, participated in discussing the formation of this country with his own thoughts. It has been three days since the trial was held and the participants only gave speeches, but none have been able to find the foundations of the Indonesian state. One of the actions in the midst of giving spirit, Soekarno gave encouragement to the other members of the court because it gave way out of the problem. One form of *laissez faire* leadership, because Sukarno in this case has a big responsibility for the tasks implemented in the establishment of the basics of the state of Indonesia.

At BPUPKI hearing Soekarno sees himself as an initiative with his consciousness, without being told to calm the heated session. He is also by itself seen as a person full of ideas and ideas, also visible Soekarno is a full of appreciation in explaining each of the values contained in the Pancasila. Soekarno can also provide a way out for all members of BPUPKI session after three days there is no meeting point. The session was organized as a form of effort to discuss preparations for Indonesian independence.

Soekarno is also seen as a democracy, regarding the formation of a state he can not decide himself, he needs others as a supporter of the results of his

thought. In this scene seen the struggle of Sukarno and bangsa Indonesia in achieving the independence of Indonesia does not come for granted or the gift of a country. Indonesia's independence has long been planned and established through such hearings and meetings. Thus, with the holding of such sessions, the independence is not only coming from Sukarno's own efforts, but also the efforts of various figures and society

Third, the leadership situation in this film is shown on Soekarno at Moehammadijah school becoming a teacher who teaches students and schoolgirls. Seeing this scene, Sukarno was seen to be able to give that knowledge to the students and students who he taught slowly with intonation that could attract their attention, by giving an understanding that the importance of independence from Dutch colonialism. In this agedan Sukarno looks to give encouragement to the students in the School, in this scene also Sukarno like a democratic leader, who can give as wide as the students to shoot their capacity, express them and try to build them up to be better

Soekarno's position as a teacher means that he takes advantage of that position to educate and educate the nation's life and train young seeds to be a leader, then he instill the values of nationalism, love of the homeland, and

state defense. With the aim that one day later the lesson that Soekarno teach can be practiced and developed by students and students, about the meaning of the Indonesian state, and they understand about the heroes struggle in order to maintain the defense of the homeland of Indonesia.

## CONCLUSION

In Sukarno's leadership, he can differentiate the delivery in his actions from each scene or adjust his environment, for example. First, when Sukarno faced the Dutch, he would not play games and take them seriously. With a blazing tone, valiantly opposed all Dutch action, never give up, and willing to sacrifice for the people of Indonesia. Like a leader who gives a direct example in front to the people.

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When the session of BPUPKI, Soekarno was seen as an initiative and full of independence, nurturing members, then to deliver a speech Sukarno appear with dignity and dignity in exposing the basic elements of the state of Indonesia. Sukarno was protective, authoritative, in the middle along with other members Soekarno encouraged the delivery of the speech.

Third, when he became a teacher and met with Fatmawati, the leadership that Sukarno showed was different, being an educator could teach students knowledge in a calm and simple way. Soekarno seemed to practice his knowledge and not closed to give his knowledge to students who attend school. When being a teacher Sukarno from behind gave encouragement and encouragement.

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