



Development of *Parigeuing*-based encyclopedia as a teaching material to enhance students' leadership attitudes

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ABSTRACT

Leadership attitudes based on local value are competencies that are urgently needed. However, until now the teaching materials used by history lecturers in Universities at East Priangan still do not accommodate this. This study aims to develop an encyclopedia based on the Sundanese local leadership concept of *Parigeuing* as teaching material for prospective history teachers. This research uses the research and development (R&D) method follows the ten systematic steps of the Borg & Gall model. The design of the developed encyclopedia is an excellent category of validators of teaching materials and content. Based on the results of the limited trial, a total score of 393 was obtained which was categorized as good and in the extensive trial a score of 768 was obtained which was categorized as excellent. The effectiveness of the teaching material on leadership attitude was proven through an Independent Sample T-test on the N-Gain scores of the experimental and control classes, with results indicating $t_{\text{count}}=13.137 > t_{\text{table}}=2.009$ and Sig. (2-tailed) = 0.000 < 0.05. The implication of this research is the need for a variety of teaching materials used by history education lecturers at the University level that accommodate the concept of local leadership. This is very important to prepare prospective history teachers students as agents of change to face various challenges in globalization era.

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INTRODUCTION

Globalization has become the dominant force shaping the direction of social and cultural change in various parts of the world, including Indonesia. Amidst the opportunities to develop creativity and innovation, globalization also threatens the existence of national identity and local cultural values (Ariely, 2018). In facing these challenges, the younger generation is required to possess 21st century skills, such as critical thinking, effective communication, collaboration, and mastery of information technology (Apata & Oyenuga, 2025; Caratozzolo et al., 2023; Visser & Terblanche, 2025). Education plays a crucial role in shaping character and instilling local cultural values. In the context of higher education, students as part of the younger generation need to be directed through a constructivist approach that emphasizes experiential learning. Local history can be utilized as a means to develop students' personal, cultural, and social identities (Bahri et al., 2021; Rajilun, 2019; Saripudin et al., 2021). Understanding local history also contributes to strengthening relevant local values in the lives of contemporary society.

One of the fundamental values that can be cultivated through the study of history is the development of leadership attitudes and competencies (Zulfikar, 2022). From a normative perspective, leadership potential is inherent in every individual, grounded in the philosophical and theological notion that humans are created as stewards or caretakers of the earth, as emphasized in Islamic teachings such as in the Qur'an (QS. Al-An'am: 165). This foundational belief underscores the responsibility to lead with integrity, wisdom, and accountability. These leadership values can come from various sources, one of which is through learning history.

The value of leadership in learning history can come from the personalities of local leaders such as the regents who were in power during the colonial period (Lubis, 2003). Within the specific historical context of Indonesia, the role of regents (known as *volkschouffden* during the colonial era) exemplifies indigenous leadership under complex socio-political conditions (Manse, 2023). These local leaders held strategic positions as intermediaries between the colonial government and the indigenous populace, functioning as critical actors within the colonial administrative bureaucracy. Positioned at the nexus of authority and community, district heads not only managed governmental affairs but also played a pivotal role in maintaining social stability and navigating the tensions arising from colonial pressures. Figures such as Kusumasubrata and Kusumadinigrat of Galuh Regency illustrate how adaptive leadership, rooted in local wisdom and diplomatic acumen, enabled effective negotiation between colonial authorities and native communities (Sofiani & Nurfadillah, 2020).

Their leadership style resonates with contemporary theories such as transformational leadership, which emphasizes vision, moral integrity, and the ability to inspire and empower followers to achieve collective goals (Alqatawenh, 2018). Moreover, their capacity to balance traditional values with modern administrative demands reflects the principles of adaptive leadership, which highlight flexibility and responsiveness in complex environments. By examining the historical experiences of these regents, students can derive valuable lessons about ethical stewardship, social responsibility, and pragmatic governance. Such insights contribute to the cultivation of leadership qualities necessary for addressing today's multifaceted challenges (S Groenewald et al., 2024). Encouraging students to become leaders who are not only effective and innovative but also deeply connected to their cultural heritage and committed to the welfare of their communities.

In Sundanese tradition, leadership values is known as *pariguing*, which is leadership grounded in principles of gentleness, exemplary behavior, and calmness in influencing and guiding subordinates. This concept is reflected in the structure of *Tritantu di Buana*, which consists of three life-determining elements: *Resi*, *Rama*, and *Ratu* (Ciptandi et al., 2024; Nurwansyah, 2013). The *Ratu* functions as the executive ruler; *Rama* as advisors and holders of legislative authority; and *Resi* as guardians of values, norms, and ethics, having a judicial function. The Sundanese leadership model is collective and synergistic, not absolutist-centralistic, prioritizing harmony among leadership elements. The ideal Sundanese leader is traditionally expected to embody the principle of *Astaguna*, which encompasses eight essential leadership traits. These traits are: *ahiman* (firmness or decisiveness), *animan* (gentleness and good character), *isitwa* (honesty), *lagiman* (skillfulness), *mahiman* (broad insight or wisdom), *prakamya* (perseverance), *prapti* (accuracy or precision in action), and *wasitwa* (open-mindedness). Collectively, these values form a comprehensive ethical framework that guides local leadership conduct within Sundanese cultural contexts.

Astaguna serves not only as a moral compass for leaders but also as a culturally rooted benchmark for leadership ethics. This framework can be effectively integrated into character education programs aimed at students, particularly through the medium of history learning that is both contextual and meaningful. By engaging with historical narratives that highlight these leadership virtues, students can internalize these values and develop leadership qualities that are culturally relevant and adaptable to contemporary social challenges. Thus, *Astaguna* provides a vital link between traditional wisdom and modern educational objectives, fostering the development of well-rounded, ethical leaders who are grounded in their cultural heritage.

In today's increasingly complex and dynamic era of social transformation, students are expected not only to pursue academic knowledge but also to uphold a moral responsibility as agents of social change (Dhondt & Kolbe, 2017). Positioned strategically as catalysts for progress, students must integrate critical thinking with constructive action within their communities. Hence, intellectual

readiness alone is inadequate; students must also cultivate affective and social competencies to effectively address multidimensional challenges at local, national, and global levels. Key competencies such as reflective thinking, diplomatic communication, and emotional resilience are essential and should be systematically developed through higher education. These skills not only facilitate academic achievement but also prepare students to become future leaders who can comprehend social realities clearly and act with integrity and ethical awareness. Leadership encompasses not only vision but also the emotional and moral capacity to engage others effectively (Allen & Fry, 2023). The cultivation of such leadership qualities is imperative to meet the demands of contemporary society, which calls for collaborative, value-driven, and adaptive leadership capable of responding to global change. Accordingly, higher education institutions bear the responsibility to foster a holistic learning ecosystem that balances the enhancement of soft skills with intellectual development, thereby enabling students to mature into well-rounded, reflective, and transformative individuals.

However, the implementation of local history in learning has not yet fully addressed issues related to students' leadership attitudes. Based on initial observations in the history education department at one of the universities in East Priangan, problems such as low self-confidence, minimal social concern, and a lack of initiative and decisiveness in academic contexts have been identified. Moreover, students tend to have low literacy skills, are less open to criticism, and lack focus in discussions. This is quite worrying considering that they are prospective history teachers in the future so they must have a certain amount of skills to realize quality history learning in the school. This indicates the need for history education that is designed to be more contextual, innovative, and relevant to the needs of character building and the development of 21st century skills. History education has the potential to strengthen identity, national spirit, and the mastery of higher-order thinking skills (HOTS) through the integration of local values and wisdom (Bunari et al., 2022; Haniah et al., 2020; Sutimin et al., 2018). Furthermore, character values in learning local history also have the potential to be developed so that they can support students' leadership attitudes (Rhohana, 2022). This character is what prospective history teachers student's need.

The integration of local content in history education can be done in various ways, one of which is through teaching materials (Apdelmi et al., 2025; Fachrurrozi et al., 2025; Ramadhana et al., 2023). One alternative teaching material that can be used is an encyclopedia. An encyclopedia not only provides reliable and systematic information but also complemented by visual illustrations that enhance understanding and increase the attractiveness of learning (Salsabila et al., 2024). The existence of visual content or illustrations is very helpful in the learning process because it provides a concrete picture of textual information and abstract concepts in the teaching materials (Qomi, 2024). Several research show that the existence of illustrations in teaching materials such as encyclopedias has been proven to improve the quality of learning (Abdelhay & Benhaddouche, 2015; Gurung & Herrboldt, 2024; Tomita, 2022). These advantages will be more optimal if the encyclopedia designed for prospective history teacher students can be based on local wisdom and local history content.

Previous research on the development of encyclopedia as a teaching material that integrates local values or local wisdom has been carried out by some previous researchers. Research by Hermanto et al., (2021) shows that the development of an encyclopedia based on local values can be used to realize contextual and meaningful learning. Another research by Syarifuddin et al., (2022) stating that the encyclopedia can be useful for stakeholders and the common people in understanding the cultural heritage in Palembang. Several studies also show that encyclopedias contains various characters that can be used in the learning process (Hyttén, 2022; Maryani et al., 2019). These various studies are generally focused on the development of encyclopedias for learning at the elementary and secondary levels or general public and have not been developed specifically at the higher education or university level. On the other hand, the concept of local leadership as well as *Parigeu* concept has also not been adopted by previous encyclopedia development research.

Leadership is one of the important attitudes to have for the younger generation in the industrial revolution 4.0 era, including prospective history teacher students in East Priangan. Unfortunately, the teaching materials used by the students have not been able to accommodate the leadership attitude. Therefore, this research aims to develop an encyclopedia based on the values of Sundanese

leadership paradigms called *Parigeuing* that can enhance leadership attitudes and realize a learning process that is meaningful and contextual with local culture. The *Parigeuing*-based encyclopedia is expected to contribute as a role model in the integration of ethnopedagogy in innovative learning technology, especially as alternative forms of teaching materials at the university level. The purpose of writing this article is to describe the design of historical encyclopedia teaching materials grounded in the *Parigeuing* concept and integrate the values of *Parigeuing* within an ethnopedagogical framework. The last purposes is to assess the effectiveness of the developed materials in enhancing students' leadership attitudes at the university level.

RESEARCH METHOD

This research uses a research and development approach (Research and Development) (Creswell, 2021). The main objective of this study is to develop and produce innovative teaching materials in the form of the Galuh Regents Encyclopedia that are effective, efficient, and of high quality for use in the learning process at higher education institutions, particularly in colonial history courses. This teaching material is aimed at enhancing the leadership attitudes of student teachers of history in the Eastern Priangan region. The development procedure follows the ten systematic steps of the Borg & Gall model, namely: (1) preliminary study for data and material collection; (2) planning; (3) development of the initial product draft; (4) limited testing; (5) revision based on the results of the limited test; (6) extensive testing; (7) product revision based on extensive testing results; (8) effectiveness testing; (9) final product revision; and (10) dissemination and implementation. The following is a flowchart of the stages of development of this research that has been adjusted to this research question:

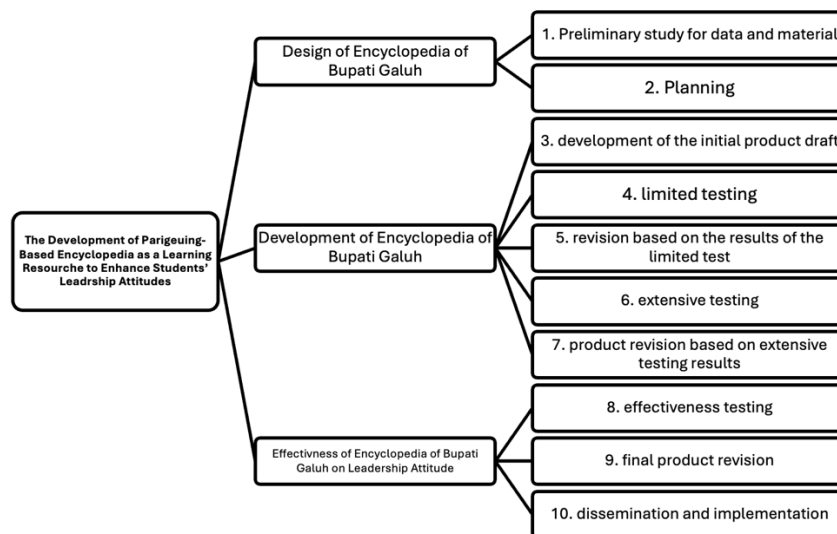


Figure 1. Stages of research development

The research is conducted in the Eastern Priangan region, which includes the Tasikmalaya regency, Tasikmalaya City, Ciamis regency, Banjar City, Pangandaran regency, and Garut regency. The research locations are focused on two universities with History Education programs in Tasikmalaya City and Ciamis regency, West Java Province, Indonesia. That two department at the university were chosen because of the linkage of the locality aspect and the absence of other history education department in the region. The subjects of the research are students from the 2017 cohort of these two study programs, along with the lecturers responsible for the relevant courses. There were a total of 96 students from the class of 2017 who became the research sample.

In developing the model, researchers conducted a limited trial through observation and Focus Group Discussion. While the wider trial activities were carried out on the entire sample also conducted by observation and Focus Group Discussion. After the product revision was carried out, the researcher conducted an effectiveness test using a quasi experimental pre-test post-test control group design. Students were divided into two classes, namely control and experimental. The stage begins with carrying out pretests in the control and experimental class which aims to determine the initial condition of the leadership attitude of students. Meanwhile, the post-test was conducted after the completion of learning. The questionnaire used 50 questions referring to the attitude of Sundanese leadership (Astaguna Leadership) based on the Sang Hayu Manuscript or called *parigeuing*, as seen below.

Table 1. Leadership attitude instrument indicators based on *Astaguna* attitudes in the *Parigeuing* concept

Indicator	Number of questions
Firmness	7
Gentle	7
Broad-minded	7
Honest	6
Skilled	5
On-target	5
tenacious and diligent	6
Open-minded	7
Total	50

Data analysis of the effectiveness test results using inferensial statistical tests which include normality test, homogeneity test, and independent sample t-test. This study used the Kolmogorov-Smirnov Normality test because the amount of sample less than 100 (Yonar et al., 2023). The homogeneity test was calculated with the levene test analysis. Hypothesis testing was carried out using independent sample t-test analysis with a significance level of 5%. The significance criterion for all tests is greater than 0.05.

RESULT AND DISCUSSION

Design of Encyclopedia of Bupati Galuh based on the Parigeuing concept

The initial phase in developing the teaching materials for the Encyclopedia of Bupati Galuh entails a comprehensive examination of the syllabi and course contents pertaining to Indonesian Colonial History at Siliwangi University and Western Colonial History in Indonesia at Galuh University. This process encompasses an in-depth analysis of the primary references and learning resources currently employed in these courses. The preparation of teaching materials by lecturers is essential for advancing independent learning paradigms and fulfilling academic obligations within higher education institutions. This process is underpinned by constructivist educational theories, which emphasize learner-centered approaches and active knowledge construction. Consequently, the creation of teaching materials that align with the learning requirements of students by incorporating local context and relevant values such as leadership values is of paramount importance.

Based on the initial study, it was found that the teaching material in the course still does not accommodate local content, including the content of local leadership values such as the concept of *Parigeuing*. The teaching materials used by lecturers are also still fixated on national historical sources such as Indonesian National History Volume IV (*Sejarah Nasional Indonesia Jilid IV*) which has not accommodated much of the local historical narrative in the East Priangan area. Another findings reveals that empirical evidence from observations and interviews suggests that lecturers encounter substantial challenges in the autonomous development of comprehensive teaching resources. Among the primary constraints are limited time availability and concerns about students' low engagement with supplementary reading materials, which can diminish the efficacy of self-

directed learning. Additionally, the inherently extensive and multifaceted nature of historical content necessitates a deliberate and coherent instructional design. This entails a meticulously planned, systematic, and well-organized sequence of presentation that supports learning, facilitates cognitive assimilation, and fosters leadership qualities. Consequently, it is imperative to develop a teaching material for colonial history that not only incorporates local historical content but also incorporates leadership values consistent with the cultural context of East Priangan.

Following that findings, specific indicators of leadership attitudes are formulated to enhance the leadership qualities of prospective history teachers. These leadership values must also have relevance to the content of local history. Therefore, that indicators are grounded in the leadership behaviors exhibited by the Regents of Galuh, as conceptualized within the Sundanese leadership framework known as *Parigeuing*. This framework encompasses eight core leadership attributes collectively referred to as *astaguna*, namely: *ahiman* (firmness), *animan* (friendliness and refined manners), *mahiman* (broad insight), *lagiman* (skillfulness and perseverance), *prapti* (precision in achieving goals), *prakamya* (diligence), *isitwa* (honesty), and *wasitwa* (open-mindedness). The following is a breakdown of *Astaguna*'s attitude and its contextualization in learning at the university level.

Table 2. Examples of contemporary student leadership attitudes that are relevant to the *Astaguna* leadership values of the Galuh regents.

No	Astaguna's Attitude	Situation and Conditions at that time	The Leadership Attitude of the Regent of Galuh	The Leadership Attitude of the Regent of Galuh	Student leadership attitude
1	Ahiman (firmness)	Since joining the Mataram kingdom and later the VOC and Dutch East Indies, Galuh has endured complex political pressures, with the Regent acting as both traditional leader and colonial subordinate bureaucracy	The decision of Adipati Panaekan to prepare the Galuh army through the <i>Jagabaya</i> army to show the firmness of its political stance	Globalization drives the influx of foreign values, necessitating a filtration mechanism for values that align with national identity	Students are members of an intellectual community who must reject harmful values and act as social agents of change through critical and solution-oriented thinking
2	Animan (gentle)	The Regent, though at the top of the native social hierarchy, maintains egalitarian relations across society and adapts well to both colonial officials and foreign Eastern communities.	Kusumasubrata's leadership blends Sundanese traditions, colonial diplomacy, and populism, strengthening his role with indigenous authorities and creating unique negotiation spaces within colonial power	Students play a strategic role in Society 5.0 by innovating through digital technology and fostering global cross-cultural collaboration, creating added value in an interconnected world	As intellectual elites, students must show academic maturity through reflective communication, diplomacy, and emotional resilience
3	Mahiman (broad-minded)	Despite colonial pressures, the Regent prioritizes education as a key way to improve native lives and	Kusumasubrata established Sakola Kabupaten, Sakola Rakyat, and Sakola Putri to provide formal, basic, and	Digital literacy in the Fourth Industrial Revolution goes beyond technical skills to include understanding,	As agents of change, students must critically reflect on information, verify news accuracy, and

		enable social mobility within the colonial system	women's education respectively for all groups	knowledge creation, and producing socially meaningful content that shapes character in a dynamic era	actively educate their communities
4	Isitwa (honest)	Several Galuh Regents are recognized for strong performance and integrity, swiftly balancing local values with modernization amid colonial influence	Pangeran Sutajaya still maintains a number of local traditions such as <i>ngala lalaju</i> to support the people's economy	Honesty is a key value for students. They should avoid plagiarism, recognize others' contributions fairly, and be aware of their own limitations	Students must maintain scientific integrity by using proper citations and fairly recognizing everyone's contributions in joint work
5	Lagiman (skilled)	Kusumadiningrat is a pioneering regent in Galuh's infrastructure development.	In Kusumadiningrat's era, Galuh's infrastructure blended Dutch technology and local wisdom, with technical work by the Public Works Department and design by the regent	Technological proficiency is vital for adapting to the fast-evolving digital era, enabling collaboration and innovation, developed through continuous learning, initiative, and strengthening team skills	Students must develop digital skills through training, creative projects, and entrepreneurship to stay relevant and competitive in the Fourth Industrial Revolution
6	Prapti (on target)	The regent used an adaptive strategy rooted in local wisdom to sustain and grow the local economy despite colonial exploitation.	Adikusumah tackled colonial pressures by innovating sustainable, community-based indigo farming, optimizing rice fields, reducing labor exploitation, and establishing local production units to cut costs and boost village economic resilience	Future leaders use data analysis to turn problems into opportunities, with data-driven problem-solving essential for leadership and professional readiness in a competitive world	Students, as agents of change, use data-driven solutions by adopting analytical mindsets, embracing technology, collaborating, being proactive, and committing to lifelong learning through practical tools and activities
7	Prakamya (tenacious and diligent)	Galuh Regency's uneven terrain with rivers, hills, and mountains has prevented the development of a railway line	Kusumadiningrat advocated for a railway to Galuh's capital, and Kusumasubrata offered to fund half the cost from the district treasury	In a fast-paced digital world, students must embrace lifelong learning, with tenacity and diligence as key leadership traits for lasting impact	In today's disruptive era, adaptability and perseverance are essential for students to succeed, lead, and impact the world positively

8	Wasitwa (open-minded)	The colonial pressure was positively addressed by the regent, one of whom was willing to learn foreign languages for modern bureaucracy.	Kusumadiningrat adapted by learning Dutch, Javanese, and Malay, the colonial languages, and studied law to improve policy precision	An open attitude enables leaders to innovate, adapt, and connect people and ideas in today's complex, polarized world	Open-mindedness helps students become inclusive, solution-focused leaders prepared for global challenges
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Based on these values, the following is the design of the Encyclopedia of *Bupati Galuh* teaching materials developed in this study:

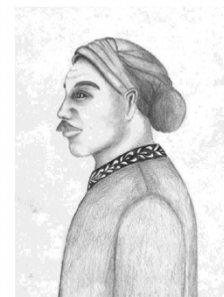


Figure 2. Cover of Encyclopedia *Bupati Galuh*

The comprehensive encyclopedia developed for this study incorporates a series of visual content to enhance students' comprehension. Notably, an encyclopedia display showcases the leadership values of the Galuh regents, facilitating students' exploration and practical application of these principles in their daily lives. The following exemplify some of the content displays found in the Galuh Regent encyclopedia developed through this research:



Ilustrasi Adipati Paneakan mengawasi prajurit Jagabaya yang sedang melakukan latihan bela diri dan kotangkasan



Ilustrasi wajah Mas Adipati Imbanagara

Karawang (Waringin Pitu, Adiarsa, dan Parakansapi) untuk bergabung dengan pasukan Priangan yang dipimpin oleh Adipati Ukur.

Figure 3. Illustration in the Encyclopedia depicting the *Ahiman* attitude of Adipati Panaekan (left) and the illustration of Mas Adipati Imbanagara (Adipati Panaekan's successor)



Ilustrasi adegan Pangeran Sutajaya memperhatikan rakyat Galuh yang sedang ngala lauk (menangkap ikan)

40

Ensiklopedia Bupati Galuh (1618-1914)

Figure 4. Illustration in the Encyclopedia depicting the *Istiwa* attitude of Pangeran Sutajaya (left)

The integration of encyclopedia in history education can be further enhanced by employing pedagogical approaches such as the Value Clarification Technique (VCT), which strategically facilitates the exploration and elaboration of new values by connecting them with pre-existing personal beliefs and experiences held by students (Ima et al., 2023). This cognitive-affective approach not only promotes deeper internalization of values but also cultivates students' competencies in critical assessment, ethical decision-making, and the transmission of culturally and socially relevant principles (Arif, 2025; Hatmono et al., 2025). Ultimately, the combination of encyclopedic content and VCT supports the holistic formation of responsible and reflective citizens who are capable of navigating complex moral landscapes and contributing positively to their communities. Within this framework, the study of history holds strategic significance. History education transcends the mere transmission of past facts by serving as a vehicle for inculcating leadership values through critical reflection on historically significant figures and events, especially those relevant to local contexts (Körber, 2021; Ramadhana et al., 2023). This relevance is expected to be the result of the development of this encyclopedia, especially in shaping the leadership attitude of prospective history teachers in East Priangan.

Development of Encyclopedia of Bupati Galuh based on the Parigeuing concept

The development of the Encyclopedia of *Bupati Galuh* was first carried out through expert validation tests. The aspects that were validated included aspects of teaching materials and content aspects. The aspect of teaching materials was validated by a Sundanese cultural expert while the content aspect was validated by a historian from the University of Education Indonesia. Validation by media experts was carried out to provide input related to the visual and layout aspects of the teaching material. Visual aspects include the suitability of illustrations with material and content of parigeuing values, color and font variations, and image suitability. The layout aspect includes the appearance of the cover and content pages, as well as the placement of the glossary, index, and bibliography. Language validation was conducted to test the suitability of language with the level of student development, clarity of sentences and instructions, cohesiveness between paragraphs, and consistency in the use of terms.

The following is a breakdown of the results of the Galuh Regent's encyclopedia validation test:

Table 3. The Result of the Galuh Regent's Encyclopedia Validation Test

No	Aspect	Quantitative Score	Qualitative
1	Teaching Materials	85.4%	Excellent
2	Content	87.6%	Excellent

The results of the teaching material validation, the average score is 85,4% with an excellent category. This score is the average result of the visual aspect score of 87,5% and the teaching material layout aspect of 83,3%. While the content validation test result have an average score 85,4% which is the average result of the score of the content feasibility aspect of 86,1% and language feasibility of 89,2%. These results indicate that the teaching material are suitable for the trial stage. In addition to quantitative assessment, there are a number of qualitative inputs made by validators on teaching materials. The following are the feedback from the validators:

Table 4. The Feedback from the validators

No	Aspect	Inputs
1	Teaching Materials	<ol style="list-style-type: none"> 1. Illustrations of historical events that contain leadership values based on the concept of local wisdom are multiplied, so that they can clearly describe the situation at that time, 2. The leadership values for each regent are clearly described at the end of the paragraph of each regent's study. 3. The table of contents please be corrected according to the page
2	Content	<ol style="list-style-type: none"> 1. Language presentation must be more communicative so that the material looks more interesting.

Based on input from validators, there are a number of improvements made by researchers to the Galuh Regent Encyclopedia that was developed, namely: 1) increasing the number of illustrations to strengthen the visual content of the encyclopedia; 2) explicitly include *Astaguna's* attitude in the concept of *Parigeuing* in the description of the encyclopedia; 3) the choice of language is changed to use a more popular language so that the encyclopedia can be better understood by prospective history teachers students.

The development of the teaching materials was initiated with a limited trial aimed at evaluating the initial feasibility, relevance, and effectiveness of the product within a real-world educational setting. This preliminary trial was conducted at the History Education Study Program at Galuh University and involved a purposive sample of 12 students, alongside the lecturer responsible for the Western Colonial History in Indonesia's course. The trial sought to comprehensively assess several critical dimensions, including the accuracy and depth of the historical content, the clarity and appropriateness of language use for the target student demographic, and the quality and engagement value of the graphic and visual elements incorporated within the materials. Additionally, a key focus was placed on evaluating how effectively the materials integrated and conveyed local leadership values within *Parigeuing* concept. The following are the results of the limited trial:

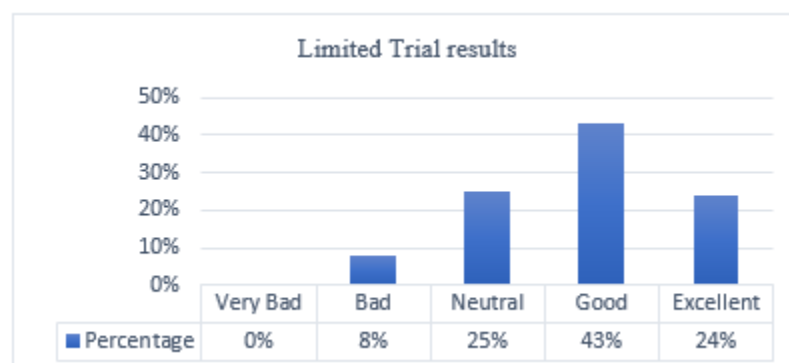


Figure 5. The Result of the limited trial

Overall, the limited trial score was 393. The evaluation results indicated that the majority of aspects were rated as good. Feedback obtained from students and the lecturer through observation, questionnaires, and interviews informed necessary revisions and enhancements, ensuring that the materials would not only meet pedagogical standards but also resonate culturally and ethically with learners. This iterative process underscores the importance of contextually grounded and value-based teaching resources in history education, ultimately contributing to the formation of reflective and responsible future leaders.

The subsequent wider trial aimed to evaluate the overall readiness of the teaching material for large-scale implementation and to comprehensively identify its strengths and weaknesses. This phase involved two institutions, Universitas Galuh and Universitas Siliwangi, with participation from 96 students and two course lecturers. The findings from this wider trial demonstrated a significant enhancement in the quality of the teaching material. The total score is 768 which was then categorized as excellent. Nonetheless, some recommendations for further refinement remained. These suggestions served as the foundation for final revisions, leading to the preparation of the definitive version of the teaching material for the Encyclopedia of the Bupati Galuh, which would subsequently undergo effectiveness testing. The following are the results of the wider trial:



Figure 6. The Result of the wider trial

Effectiveness test of Encyclopedia of Bupati Galuh based on the Parigeuing concept to enhance students' leadership attitudes

The effectiveness of the teaching material was evaluated through a quasi-experimental design involving 51 students from the History Education department at Siliwangi University. These students were divided into two groups: an experimental group consisting of 34 students and a control group comprising 17 students. The primary objective of this evaluation was to assess the impact and benefits of the teaching material in enhancing students' leadership attitudes. Both groups underwent pretest and posttest assessments to measure changes attributable to the intervention. A pretest was administered to assess the initial leadership attitudes of the students. The assessment instrument consisted of a questionnaire containing 50 statements designed to measure various dimensions of leadership.

The experimental group engaged with the finalized teaching material, namely the Encyclopedia of the *Bupati Galuh*, while the control group utilized conventional reference materials, specifically the books "*Gaya Hidup Bupati-Bupati Galuh: R.A.A Kusumadinigrat and R.A.A Kusumasubrata*". Upon completion of the instructional sessions, a posttest was conducted to evaluate any changes in leadership attitudes. Both pretest and posttest data were subjected to statistical analysis using SPSS software to determine the effectiveness of the developed teaching material compared to the conventional approach. The following are the results of the Independent Sample T-Test based on the N-Gain score data of the experimental class and the control class:

Table 5. The Result of the Independent Sample T-Test

Data N-Gain Score	Levene's Test for Equality of Variances	T Count	T Table	df	Asymp Sig (2-Tailed)	Conclusion
Eksperimen Control	0,484	13,137	2,009	49	0,000	There are differences

The effectiveness of the teaching material was proven through an Independent Sample T-test on the N-Gain scores of the experimental and control classes, with results indicating $t_{\text{count}}=13.137 > t_{\text{table}}=2.009$ and $\text{Sig. (2-tailed)} = 0.000 < 0.05$. These findings show a significant difference between the use of the *Encyclopedia of the Bupati Galuh* teaching material and conventional teaching materials in enhancing the leadership attitudes of prospective history teachers in the East Priangan region. Data analysis revealed a statistically significant difference in the improvement of leadership attitudes between the experimental and control groups. The experimental group achieved a higher mean score, demonstrating that the use of the *Encyclopedia of Bupati Galuh* as teaching material was more effective in enhancing students' leadership attitudes. The material's visual design, which integrated narrative content with illustrative images, effectively facilitated deeper comprehension, engaged student interest, and provided thorough fact-based information.

The results of this study show that the use of the *Encyclopedia of Bupati Galuh* can contribute to improving student leadership attitudes. This aligns with numerous studies demonstrating that the character values of local figures can foster leadership qualities among the younger generation (Janah et al., 2020; Zulfikar, 2022). The *Encyclopedia of Bupati Galuh*, which encapsulates local leadership, has demonstrated its ability to assist prospective history teacher students in overcoming various challenges in the contemporary global landscape. Consequently, localities can serve as sources of inspiration for the younger generation in this era. This aligns with the cultural identity of the younger generation, which is gradually diminishing in the context of globalization. The integration of the *Parigeuing* values not only enhances leadership attitudes but also reinforces cultural identity for prospective history teacher students.

Moreover, this teaching material addresses the urgent need to prepare prospective history teacher students to navigate the complexities of the 21st century, where leadership demands extend beyond technical competence to include emotional intelligence, and adaptive capacity (Boyar et al., 2023; López González et al., 2024). By drawing lessons from the Regent of Galuh's demonstrated leadership in challenging socio-political environments, the encyclopedia serves not only as a repository of historical knowledge but also as an exemplar of resilient, value-driven leadership. This dual function makes it a powerful resource for shaping the next generation of leaders who are capable of responding effectively and ethically to contemporary global and local challenges. Integrating the *Parigeuing* leadership concept into history education through this encyclopedia fosters not only cognitive understanding but also the development of critical affective and behavioral leadership competencies. This is also in line with other research that emphasizes the importance of the leadership value of the younger generation as an agent of change (Callahan et al., 2020; Grande & Srinivas, 2001).

Consequently, the development of the *Encyclopedia of Bupati Galuh* transcends mere academic requirements. It strategically empowers students to assume the role of proactive agents of change. Equipped with superior leadership qualities, these students become capable of critically navigating the challenges of modernization and globalization while preserving the values that sustain societal cohesion and national identity (Owen et al., 2022). By undergoing this process, they are equipped to make significant and constructive contributions to the nation's development and advancement, embodying the qualities of thoughtful, ethical, and engaged citizenship that education strives to foster.

On the other hand, the form of teaching materials that have a visual appearance also contributes to the effectiveness of this encyclopedia. Visual content in teaching materials can support the imagination of prospective history teacher students so that their understanding of the past can be more profound (Sari et al., 2018). The visualization of the content can help students in exploring the values and characters of local historical figures learned during the lecture process. This is still not

commonly found in various teaching materials in history education departments that already exist in various universities. The inclusion of visual content is a crucial consideration in preparing teaching materials for history education in the College level. These findings represent a significant contribution to this research.

In the end, the implications of the study suggest a pressing need for the development of a diverse form of teaching materials in higher education. This research has demonstrated that encyclopedia-based teaching materials exhibit a positive impact compared to conventional teaching materials such as reference books. This finding represents a significant contribution to the future development of teaching materials in universities, especially in history education department. On the other hand, it is crucial that teaching materials incorporate local historical content to foster self-awareness and cultural identity among prospective history teacher students. Values or characters derived from local culture such as the *Parigeuing* leadership concept can be the foundation for the younger generation in facing challenges in the global era. In the future, it is imperative to develop innovative learning strategies that can be integrated into historical encyclopedias, such as the utilization of augmented reality and artificial intelligence. This can be one of the considerations for lecturers in history education department at various universities in developing suitable teaching materials for students in facing the challenges of the times.

CONCLUSION

Leadership attitude is a very important thing for prospective history teacher students, unfortunately until now the teaching materials used by history lecturers in Universities at East Priangan still do not accommodate this. Leadership attitudes can come from local values such as the concept of *Parigeuing*. This is the basis for the development of the Encyclopedia of *Bupati Galuh*. The Encyclopedia of *Bupati Galuh* that was developed has a number of advantages compared to conventional teaching materials such as the visual appearance and local history narrative that is very close to prospective history teacher students in East Priangan. The content of leadership characters in the concept of *Parigeuing*, the locality of the material that is in line with the history of East Priangan, and the existence of visual appearance are the novelties of this encyclopedia product.

The development of the Encyclopedia of *Regent Galuh product* showed excellent results. The results of the validation of teaching materials and content experts showed results that were categorized as excellent. Furthermore, based on the results of the limited trial, a total score of 393 was obtained which was categorized as good and in the extensive trial a score of 768 was obtained which was categorized as excellent. The effectiveness of the teaching material was proven through an Independent Sample T-test on the N-Gain scores of the experimental and control classes, with results indicating $t_{count}=13.137 > t_{table}=2.009$ and $Sig. (2-tailed) = 0.000 < 0.05$. These findings show a significant difference between the use of the Encyclopedia of the *Bupati Galuh* teaching material and conventional teaching materials in enhancing the leadership attitudes of prospective history teachers in the East Priangan region.

Furthermore, the creation and utilization of the Encyclopedia of the *Bupati Galuh* as a pedagogical tool represent a vital strategy to foster contextualized and meaningful learning experiences. Unlike conventional history textbooks that predominantly emphasize chronological facts, this encyclopedia interweaves rich historical narratives with culturally grounded leadership principles, thus facilitating the internalization of character education through the lens of local wisdom. The existence of diverse visual content is also another advantage of this encyclopedia. Such an approach aligns with constructivist educational paradigms which advocate for learning as an active, contextualized process that connects new knowledge to prior values and experiences.

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