

Military Education for Building Students' Character: A Study of Policy Implementation of Military Education in Indonesian Vocational High School

Suhardi

PhD Candidate in Social Sciences, University of Merdeka, Malang
East Java, Indonesia

Bonaventura Ngarawula

Faculty of Social and Political Sciences, University of Merdeka, Malang
East Java, Indonesia

DOI Link: <http://dx.doi.org/10.6007/IJARBSS/v5-i7/1731>

Published Date: 14 July 2015

Abstract

The aim of this study is to analyse and describe the policy implementation of military educational programs, strategy and related factors behind the implementation. This research is descriptive qualitative which was conducted in a government's vocational high school in Indonesia. This research was done during August to December 2014. The technique of collecting data was done by conducting interviews and documentation. Meanwhile, the data analysis technique was referred to the Mills and Huberman's model, which is an interactive analysis technique. For the data validity, we used credibility, transferability, dependability and conformity. The main theory underlying this study is the theory of public policy. We found that military education on vocational high school is able to strengthen the student's characters.

Keywords: Policy Implementation, Military Education, Character Building, Vocational High School, Student's Character

JEL Classification: I21, I29

1. Introduction

Degradation problems of student characters in Madiun district can be seen through a growing social phenomenon in reality of life. Facts of delinquency and moral degradation of students are contrary to the ideal which is expected to emerge from the figure of the young generation. Authors choose education units in a government's vocational high school in Madiun district as the research object. The reasons are: First, the numbers of vocational students in Madiun during 2014/2015 academic year were 11,253 students from across 26

SMKs. Of these, there are 1,553 students come from SMKN 1 Wonoasri which has implemented character education through a military model. This number represents 10% of the number of vocational students in Madiun district. Secondly, the school has a strong commitment to implement the education character at school. Thirdly, the character of the school's students are heterogeneous, since the school is the largest vocational schools which has highest number of competency skills, namely: multimedia, light vehicle engineering, welding engineering, audio and video technics, installation of electrical engineering, fashion boutique, as well as food and beverages. The various disciplines owned by the school creates various conditions of the incoming students such as they are from various family backgrounds, mind-set, interests and needs which make the school has heterogeneous student characters.

Based on preliminary studies, there is a problem that should be studied further, namely: how is the policy implementation of military educational program shaping the students' characters of the school? This question leads us to specify research objectives which are to analyse and to describe the implementation of the program in shaping the students character in the school. From this research, we expect to provide benefits in theoretical, practical, juridical and even sociological scale.

2. Literature Reviews

2.1 Theory and Implementation of Public Policy

Sharkansky (1978) said that policy can refer to a proposal, an on-going programme, goal of a programme, major decisions, or refusal to make certain decisions. The policy inputs are the transmission sent from the environment to the conversion process of the administrative system. The inputs include demands for policy, resources; and support opposition, or apathy towards the actions of policy makers. Federick (1963) defined the policy as a series of actions or activities proposed by a person, group or government within a given environment where there are obstacles (difficulties) and opportunities for the implementation of the proposed policy that in order to achieve certain goal. Meanwhile, Anderson (1984) revealed that the policy is a purposive course of action followed by an actor or set of actors in dealing with a problem or matter of concern. The policy concept by Anderson (1984) seems to be more precise because the meaning of the policy is more on the substance to concentrate on what is actually done, and not on what is proposed or intended to do.

Related to implementation of public policy, Agustino (2008) said that implementation is a dynamic process, in which the implementers perform an activity or activities that are likely to get a result that is consistent with the objectives or goals of the policy itself. Shafritz & Russell (2000) provided a definition of public policy which is whatever a government decides to do or not to do. Meanwhile, Chandler & Plano (1988) argued that public policy is the strategic utilization of the resources that exist to solve public problems. Furthermore, Alfatih (2010) stated that public policy is any decisions or actions that are made intentionally and unauthorized by the government, which aims to protect public interest, addressing public problems, empowering the public, and creating public welfare. If the understanding of the implementation of the above coupled with public policy, then it is said implementation of public policy can be defined as the activity of completion or implementation of a public policy which has been defined/approved with the use of means to achieve policy objectives.

Researchers made the theory of public policy as a major theory in military educational research in order to form characters of students in accordance with the grand

design of the character education of the Indonesian Ministry of National Education in 2010 which includes eighteen values, namely religious, honest, discipline, tolerance, work hard, creative, independent, democratic, national spirit, love to country, communicative, friendly, peace minded, joy of reading, love to environment, social care, responsibility, and entrepreneurship.

2.2 Concepts of Military Education

Military has a meaning as an education system that applies the principles of the military which aims to shape characters of the students. It is not purely military but has been adapted and adjusted to the orientation of students in vocational high school (SMK). The formation of psychological traits, morals or manners in students, according to indicators of Indonesian culture which covers 18 characters should be owned by every individual. The formation of character values is done through media and habituation in variety of activities that are packed in military educational program. Activity completion or implementation of a public policy has been approved by the management of the SMKN 1 Wonoasri in form of military education with the use of tools, human resources and funds in order to achieve the policy's objectives, namely the formation of the student's characters. Discussions about the concept of military education refer to aspects which form the basis for the process, implementation and evaluation that includes the following:

a. philosophical, juridical and sociological platforms of character-building education

The contents of each of the legal basis of the education code as follows:

1) Indonesian Law on National Education System (UUSPN) No. 20/2003.

The section 3 of the UUSPN mentions the functions of the Indonesian National Education namely to develop abilities and shape students' characters and dignified civilization in order to educate the nation. It also declares that the Indonesian national education aims to develop the potentials of students in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, smart, creative, independent, and become citizens of a democratic and responsible.

2) Article No 25 of Indonesian Regulation Number 32/2013.

On article 25 states that graduates competency standards refers to in paragraph (1) and (2) includes attitudes, knowledge, and skills.

3) Article No 77C of Indonesian Regulation Number 32/2013.

It mentions about core competence which states that core competencies must be owned by the students. The competencies include spiritual attitudes, social attitudes, knowledge, and skills, which serves as the payload integrator of learning, subjects or programs in achieving graduates competency standards based on Indonesian President Instruction No 1/2010. It is also needed to strengthen methodology and curriculum through completion of the curriculum and active learning methods based on cultural values of the nation to form competitiveness and character of the nation. Moreover, strengthening the curriculum can also be achieved by implementing pilot curriculum as well as active learning methods based on cultural values.

4) Indonesian Regulation of the Minister of Education and Culture No. 54/2013 about competency standards for primary and secondary education, high school competencies, and competencies for high school of disable students.

b. pedagogical platform of the character-building education concept

Education should not be removed from the environment where students are mainly from the cultural environment because the students live and parcel with the environment

and act in accordance with culture's norms. Education which is not guided by these principles will lead the students deprived of its cultural roots.

3. Research Methodology

3.1 Research Approach

This study uses a qualitative descriptive approach where the findings are not obtained through statistical procedures, but through observation, interviews, documentation and literatures (Strauss & Corbin, 2003). In qualitative research, the main research instrument is the researcher. The researcher works to specify research focus, select informants as a source of data, collect data, assess data quality, analyse and interpret the data and make conclusions.

In this research, researchers want to conduct the assessment on the implementation of public policy such as military education for character building of students in SMKN 1 Wonoasri, district Madiun, Indonesia. The focuses of implementation activities include students, teacher's participation, supervision of principals and award/punishment. The strategy includes direct and indirect strategies. Direct strategies include activities in the field and in the classroom. Meanwhile the indirect strategies include the family and the environment.

The parties who are involved in this research come from the stakeholders of the school including officials from relevant agencies, from the school represented by principals and representatives of the principal, some teachers, some employees and some students were selected. Meanwhile, parties beyond the school who will contribute to the study are school committees, some supervising extracurricular, and some elderly parents.

3.2 Data and Data Analysis Techniques

The data used in this study include primary and secondary data. For primary data, we obtain data from documents, observations, discussions and group interviews (focus group discussion). While for the secondary data, the source of the data are supporting information related to the theme of the research through the archival documents and records the military education implementation, books, research journals, internet, and other related references. The data collection techniques are based on the principles recommended by naturalistic approach attached to the tradition of social science (Lofland & Lofland, 1984). The process includes three phases of activity namely: preparation for entering the arena of research (getting in), while in the study sites (getting along) and data collection (logging to data).

Data analysis is the process of systematically searching for and compiling the data which is obtained from interviews, discussions, field observation and documentation by ways of organizing data into categories, describe it into the units, synthesize, organize into a pattern, choose which is important, and make conclusions. Data analysis in qualitative research is done before entering the field, while in the field, and after completion in the field, and until the writing up the results of the research (Sugiyono, 2008). The data analysis activities in this study refer to the model which made by Miles and Huberman (1984). In this study, the data is obtained mainly from observation, interviews, discussions and documentation. These activities are the starting point of data processing.

Meanwhile, reliability and validity of data are very important in any research including in qualitative research. In this study, we do the reliability and validity as suggested by Kirk & Miller (1986) and Lincoln & Guba (1985) which include four criteria, namely credibility, transferability, dependability, and conformability.

4. Results and Discussion

4.1 Implementation of Military Educational Program for Students and Teachers

A policy implementation involves three main points, namely the purpose or objective of the policy, the activity activities of the achievement of objectives, and the results of the activities. In this study, the implementation of public policy is a form of implementation of educational innovation in form of military services education in order to develop student's characters in the school. By reviewing the implementation of the military educational policies, researchers are able to gain insight and meaning to social changes related to the behaviour or characters which are formed on the students after undergoing the military education. This understanding and meaning are in perspective form of activities undertaken by the students during military education and as the impact or effects produced in the form of changes of students' characters.

The activities of students in the framework of the policy implementation of this military educational program include several activities, namely:

a. Marching rules

Obstacles encountered in these activities are limited number of instructors. But, it was resolved by deploying senior cadets to assist the implementation the activities. Another constraint is the activities are bored, tiring and conducted while in sunny days. But, it can be solved by providing adequate rest periods and interspersed with activities of entertainment like singing and other games. The results obtained from these activities which are implemented in a planned, systematic and conducive to this are the creation of characters which more than it was expected. Previously they set 27 characters as the target to be achieved. In the end of the activities they formed 43 characters. This achievement cannot be separated from the pattern of activity that is continuous, very dedicative coach, strict penalties for violations, as well as the exemplary pattern of coaches, senior cadets and the teacher.

These are some of the 43 characters which are formed are toughness, agility, neatness, orderliness, respectfulness, compactness, uniformity, alertness, beauty, responsiveness, fairness power, modesty, accuracy, tranquillity, obedience, sincerity, solidarity, unity, fraternity, confidence, courage, strength, awareness, concentration, healthy, sportive, never surrender, courage sacrifice, cooperative, discipline, steady, timely, independence, well-organized, obedient, proud, corps spirit, leadership character, and responsible.

b. Spiritual activities

Constraint that exists in the spiritual activities is the lack of activities for the cadets' religion other than Islam since Islam is the religion of the majority of the community in the school. But, it can be solved easily by giving others some time to have other activities. These spiritual activities are implemented strictly but humane. The activities are carried out regularly by a specified duration. There are daily, weekly, and monthly activities which can be done individually or in group. Supervising and presenting material are carried out by religious teachers while for monitoring the activities are carried out by the leader of military region (*Koramil*), teachers as well as from senior cadets.

Characters can be developed from this spiritual activity because the activities are hearth touching and there exists slogan that 'it is better to be forced for good activities rather

than volunteer for bad things'. Characters which are formed from the spiritual activities also exceed of the target. The original target was 9 characters but they can obtain 16 characters.

c. Skills and agility activities

These activities aim to establish, improve and increase physical strength and balance of cadets. The activities include gymnastics beam, climbing on rope bridges, military self-defence, and defence battalion, defending the country and insight patriotism. Constraints that exist in the activities are that there exists only 1 coach as well as the desire of female cadets to be accompanied by senior female cadet in the implementation of activities.

These activities are intended for cadets with the principles of training hard and unyielding. The activities are tutored by soldier from local military institution (*Koramil*) and accompanied by senior cadets. All activities are monitored and conditioned by senior cadets for both indoor and outdoor activities.

These activities produce a number of characters which exceeded the expectations, from original target of 6 characters and the obtained 13 characters. These characters are compact, handy, pioneering, sensitivity, skilful, agility, patriotism, confidence, high spirit, strong, athletic body, healthy, and corps spirit.

d. Arts and cultural activities

The strategy used to carry out artistic and cultural activities is to pack the activity in form of activity that is fun and easy to memorize. The activities are led by art teacher and assisted by mentors from the *Koramil* for singing national and patriotism songs. These activities are monitored and conditioned by senior cadets. As the results, many characters are formed such as respectful, tolerance, never surrender, confidence, excitement, fun, creative, cheerful, and proud.

e. Activities related to environmental issues

Providing of materials related to environmental issues are directed to attitudes and behaviour aspects of the students so that they will understand the importance of the environment for life and how to love and preserve the environment. The activities are greening, participating in 'planting a million trees program', community service for cleaning up environment, integrated social services to clean village, and waste segregation program (organic and non-organic). The strategy used in this activity is to hear, to see, to do and to remember. The results of these activities are more than it was expected. Those characters are sensitivity/awareness, skilful, responsible, care, contextual behave, creative, innovative, clean, and commitment.

Meanwhile, the involvement of teachers in learning activities during and after the military education has purposed as the medium to internalize and strengthening characters which can be formed on the students. The role of the teachers is covering several activities including planning, implementation, and evaluation. Participation of teachers in teaching and learning activities which are adaptive and accommodative are able to realize the internalization and strengthening the character of the students. To carry out this activity, the teachers must attend an in-house training at the beginning of the school year.

4.2 Program Supervision

Principal has main role to supervise any activities within a school. The supervision is a form of direct participation of the principal, especially in military educational activities. The aim of this activity are to perform monitoring and guidance on the implementation of military education as well as to match the program and the targets that have been prepared by management of the school and its stake holders. For the military educational program, the supervision by the principal includes three things, namely:

a. Supervision of documents and military educational equipment

The supervision activities carried out by the principal is to ensure that the provision of military education have clarity programs, guidelines and technical guidance including materials and material provider. Those are done so that the military educational program is ready to run and ready to be accounted for. The principal needs to supervise completeness of the military educational devices which was proposed by the executive committee with the vice principal as the chairman. The supervision also has impact on the characters building on the teachers. They should be able to be a role model for students.

b. Supervision of the Implementation of the military education

Supervision is done by the principal during military educational activities take place. It is intended to ensure the certainty that the implementation in accordance with the planning program that has been created and does not infringe even against deviate from the rules and norms that have been established. The principal will immediately know what the ongoing program and any programs that have not gone according to plan. The supervision is indirectly shaping the character for teachers, as teachers are also required to discipline, conscientious, and responsible.

Supervision mechanism that runs in this program is that every time the organizers conduct certain activity related to military, then the chief executive to report it to the principal. Then, the principal make a visit to make observations about the truth of the report submitted by the committee. Based on direct observation conducted by the principal, a lot of ideas, inputs, and suggestion to formulate what corrective action can be done. Based on the obtained data and facts, the results of the implementation of the military education in the school are in accordance with the guidelines and technical guidelines that have been established.

c. Supervision of the output and outcome of the military Education

The supervision activities carried out by the principal are to monitor the alumni/graduate of the school so that it can be used as an evaluation and mapping of the quality of graduates (output). The quality can be observed through the grades or scores obtained in the national examination as well as the absorption of graduates (outcome) in business and the industrial world, after the students undergo the military education.

As an output, the average obtained scores of the national examination by the students is 8.70 which is considered as outstanding. This high achievement represents the good quality of military education processes and services that have been received by the students. As the outcome, the school graduates are 45% absorbed by business and industries which have collaboration with the school. Meanwhile, about 30% of graduated students are absorbed in businesses and industries which do not have collaboration with the school. The remaining 25% have not been identified due to lack of data on the student's report.

With the supervision of activities carried out by the principal, the military education process from initial preparation until the results of these graduates has caused tremendous systemic impact for the development and changes in the school culture which is more than the formation of student characters.

4.3 Implementation Strategies of the Military Education

Efforts for characters formation of students cannot only be pursued by the school, but also as cooperation with parents/family. This is because the process of interaction and habituation of the students at school are only 25% (8 hours) of total time 24 hours a day. The remaining 75% is owned by the students which are out of school with the use of time are dominated by the interaction with the family at home. Therefore, the military educational program will not be realized properly without cooperation and reinforcement that exists between the school and the family.

With the character formation of collaborative activities both at school and at home with family, this makes military educational program is very useful and helpful. The continuity of the student's behaviours can always be controlled so that eventually it can become a habit of good behaviour. There are two implementation strategies pursued, namely through direct and indirect activities. Meanwhile, the roles of parents in military education are: 1) to support military educational activities through a formal letter, 2) statement that if their children do not attend the military educational activities, the students are ready for expulsion from school, and 3) to provides insight as a mediator with the school to describe the development of student behaviour while they are at home. The implementation strategy of the military educational program is controlled and executed entirely by the school management. Collaboration and synergy between the school management (direct) and the parent (indirect) is the strategy to build the student's characters.

4.4 Factors behind the implementation of the military educational program

In academic world, it is absolutely necessary to have strategic policies which are innovative, responsive and adaptive, in the face of circumstances and demands from time to time. In this context, the presence of innovative services such as military educational program in the SMKN 1 Wonoasri is part of the policy at school level to provide excellent educational services to the community and service users of the graduates. A policy can be ascertained as a response to the problems by schools. It happens when the SMKN 1 Wonoasri decides to organize the military educational program to the formation of student character. There are internal and external factors behind the establishment of the military educational programs in the formation of character SMKN 1 Wonoasri, which are:

a. Internal Factors

Policy related to the military educational program is developed to the needs of school's internal factors which are juridical basis, "link match" program with the business world, as well as the commitment of the school community. Rules in from of legal require the SMKN 1Wonoasri to play a role in shaping the character of their students. The school needs not only to prepare students academically, but also to polish the student's character to conform the demands of the business community. The fact, that the commitment of the school community who wants to be advanced school and has a different value than other

schools is a very dominant internal factor underlying the development of the military educational program in the school.

b External Factors

Character degradation problems of students in district Madiun are clearly seen through the growing of social phenomenon in the reality of life. Facts of delinquency and moral degradation behaviour of students are contrary to the ideal concept that is expected to appear as the figure of the young generation. The character degradation problems are such as low tolerance, low familial and social hospitality, and low patriotism.

Phenomena and social issues among students should receive special attention from actors who play role in education as agent of change and improvement so that deviations occurring among students can be minimized and even eliminated. Realizing the tendency of the phenomenon of the student's behaviour leads the SMKN 1 Wonoasri looks at the need for strategic efforts to shape the characters of students to suit the purpose of education by providing military educational program. Some of the reasons are external factors such as:

1) Family conditions

Looking at data of last four years, it is understood that the condition of parents who send their children to the SMKN 1 Wonoasri have been dominated by parents whose livelihood are primarily as temporary workers, followed by farmers, and traders/entrepreneurs. The middle and lower economic conditions force their school children to help their parents. Coming late to school, sleepy in class, and untidy are daily picture of them. These conditions force the school, surrounding community and stakeholders to innovate policies and educational services in the form of military education.

2) School and surrounding community conditions

Some aspects of the school environment and the surrounding community which became the driving factors for the implementation of military education in the SMKN 1 Wonoasri are cultural, tradition, and local excellence aspects. Moral degradation of the young generation are because of tradition by which the motivation of parents to send their children to school still lacking. Traditional thought patterns which have been happening are they educate their children to school, once their children are graduated then the children need to help their parents. This thinking will also contribute to the ways the children think which are less enthusiasm for learning and lack of discipline. Meanwhile, aspects of values of local advantages which puts Wonoasri as famous as the hometown of martial arts area, on the one hand, has a negative impact. Many fights have happened between students and between village's martial arts groups. All those aspects became the basis of the SMKN 1 Wonoasri to apply the military educational program.

Corresponding Author

Bonaventura Ngarawula

Faculty of Social and Political Sciences, University of Merdeka, Malang, East Java, Indonesia

Email: bonaventur4@gmail.com

References

- Agustino, L. (2012). *Fundamentals of public policy*. Bandung: Alfabeta.
- Alfatih, A. (2010). *Pengaruh Implementasi Program Kemitraan Terhadap Kinerja Usaha Kecil (Studi pada Usaha Kecil di Palembang Binaan PT. Pusri (Persero) Palembang)*, PhD Thesis: UNPAD, Bandung.
- Anderson, J. E. (1984). *Public-policy making: An introduction (3rd ed.)*. Boston, MA: Houghton Mifflin.
- Chandler R. C. & Plano, J.C. (1988). *The Public administration dictionary*. England:ABC-CLIO.
- Fredrich, C.J. (1963). *Man and his government*. McGraw-Hill, N.Y.
- Kirk, J. & Miller, M. L. (1986). *Reliability and validity in qualitative research*. Beverly Hills: Sage Publications.
- Lincoln, Y. S. & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Lofland, J. & Lofland, L. H. (1984). *Analyzing social settings*. Belmont, CA: Wadsworth Publishing Company, Inc.
- Miles, M. B. & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook (2nd ed.)*. Thousand Oaks, CA: Sage.
- Shafritz, J. M. & E.W. Russell. (2000). *Introducing Public Administration*. New York: Addison Wesley Longman, Inc.
- Sharkansky, I. (1978). *Public Administration: Policy-making in Government Agencies*, 4th Ed. Rand McNally College Publishing Company, Chicago.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory (2nd ed.)*. Thousand Oaks, CA: Sage.
- Sugiyono. (2008). *Qualitative and Quantitative Research Methods R & D*. Bandung: Alfabeta.