

Implementation of Guidance and Parenting in the Mental Preparation of Military Academy Cadet Leadership Level IV in Entering the Indonesian Army Organic Unit

Joko Prio Suseno¹, Umi Listyaningsih², and Ahmad Maryudi³

¹Graduate School of Leadership and Policy Innovation, Universitas Gadjah Mada, Yogyakarta, ²Faculty of Geography, Universitas Gadjah Mada, Yogyakarta, ³Faculty of Forestry, Universitas Gadjah Mada, Yogyakarta, Indonesia

Corresponding Author: Umi Listyaningsih (email: umilis@ugm.ac.id)

Abstract

The educational process at the Military Academy refers to the regulations of the Ministry of Education and Culture as well as the Ministry of Defense. Military Academy cadets are not only required to have academic abilities, but also have to have physical endurance, good attitudes and behavior, and have characters which reflect the leadership values. The Military Academy which has the task of creating the future of Indonesian Army Military Leaders is managed by combining conventional learning methods and providing guidance and parenting (*Bimbingan dan Pengasuhan/Bimsuh*). *Bimsuh* is intended to lead cadets to understand, explore, and implement the values of leadership, character of a warrior, and spirit of Sapta Marga by observing, examining, and imitating the Caregivers before entering the Indonesian Army Organic Unit. This study analyzes the influence of *Bimsuh* on the leadership mentality of Level IV cadets in entering the Indonesian Army Organic Unit. This study uses a qualitative approach with caregivers, managers, and cadets as the informants and a quick survey via google form to cadets. In addition to the primary data, the analysis is also came from secondary data, such as the Military Academy roadmap, curriculum, strategic plans for the Cadets Regiment and Military Teacher Teaching Materials. The results of the study showed that the duration of the implementation of *Bimsuh* was more than the Lesson Hours. This is different from the existing curriculum with 7 percent teaching hours for *Bimsuh*. Level IV Military Academy cadets expect to have longer hours of *Bimsuh* to explore the experiences of Caregivers while serving in the Army Organic Unit. Youth leadership mentality is influenced by *Bimsuh* which is oriented towards achievement by developing creative and innovative thinking. Guidance and parenting with pressure, sanctions, and authoritarian approaches are not effective if they are not carried out in accordance to the achievement oriented approach. Level IV cadets feel that they have the instilled leadership values so far. However, the cadets still lack self-confidence, lack the courage to make decisions quickly, and in taking risks. This condition is also experienced by the Caregivers because they do not have experience. Knowledge, skills, and experience while in the Military Academy as capital to adapt quickly in the Indonesian Army Organic Unit.

Keywords: cadets; Military Academy; *Bimsuh*; leaders

Background

Defense and security are a major concern for every country in the world. The Sustainable Development Goals/SDGs (Sustainable Development Goals) formulated by the United Nations on September 25, 2015 assigned defense and security as one of the important issues in global development agreements. The 16th of the SDGs' goals are to support peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. Indeed, to be able to achieve this goal, a strong and resilient of the Indonesia Army is needed.

The defense and security of the Republic of Indonesia (NKRI) cannot be separated from the role of the Indonesian Army as a state instrument in the defense sector which in carrying out its duties is based on the policies and political decisions of the State. The Indonesian Army has the main task of upholding state sovereignty based on Pancasila and the 1945 Constitution of the Republic of Indonesia, as well as protecting the entire nation and the entire homeland of Indonesia from threats and disturbances to the integrity of the nation and state. Referring to this, the resilience of a strong state is determined by a strong military.

During 2015 and 2019 Indonesia had a fairly strong national resilience index (Wantannas RI, 2020). This indicates that the nation's tenacity and resilience are in a fairly adequate condition in facing various Threats, Challenges, Barriers, Disturbances (*Ancaman, Tantangan, Hambatan, Gangguan/ATHG*). However, the capability and quality of the military in maintaining national security must continue to be improved.

The purpose of the Indonesian Army's education is to form and equip students in a whole as a professional soldier warrior. Indonesian Army soldiers must have attitudes and behavior in accordance to Sapta Marga and the Soldiers' Oath. Indonesian Army

personnel must also have knowledge and skills as well as physically they always have to be ready in any circumstances known as *samapta* to carry out the tasks assigned to them. Awareness of responsibilities and obligations (Perkasad 26/VI/2011 dated June 1, 2011, regarding the Organization and Duties of the Military Academy) is the main point which must be possessed by the Indonesian Army personnel. In general, the aim of the Indonesian Army education is to form professional, tough and trained with the spirit of Sapta Marga and the Soldier's Oath.

Military Academy is a military educational institution which has the main function to develop basic knowledge of military with regard to the provision of science and technology, basic skills of the military profession and the formation of the mental attitude of the personality of the cadets and other students. Every graduate of the Military Academy is expected to be able to carry out the tasks entrusted by the leaders of the Indonesian Army in assignment units spread across the territory of the Republic of Indonesia. This expectation is in accordance to the fact that they are faced with increasingly complex, difficult to predict and dynamic task challenges in the future according to the needs of the Indonesian Army organization. They must be professional, nationally minded, with good character, have militant spirit, and care and being loved by the people. To be able to become a competent Indonesian Army soldier, of course, mental preparation is also needed during the period of education. This mental preparation for leadership should be addressed by the Military Academy considering the heavy burden of the Army's duties. Without a better mental preparation, every cadet graduated from the Military Academy who will enter the organic unit of the Indonesian Army will not have the appropriate character to become an Army personnel.

The challenges faced by the Military Academy will dynamically adapt to the era.

The cadets coming from Generation Z have several shortcomings, such as being impatient, less persistent and easily give up so that they tend to solve problems in an instant way. This generation is also less proficient in communicating verbally so they tend to be apathetic and less aware of the environment. Needless to say, with such characteristics, appropriate training and education models are needed to improve the mental readiness of the cadets.

One of the programs implemented by the Military Academy for the development and mental preparation of soldiers is the Guidance and Parenting (*Bimsuh*) program. This program cannot be separated in order to achieve the overall goals of education and training, namely to shape the mental, personality, physical and intellectual abilities of Military Academy's cadets so that at the end of education and training, they have the ability required and can implement the lesson in the life of society, nation and state. *Bimsuh* is a program officially carried out by Educational Institution (Lemdik) to improve and facilitate students in developing personality, intellectual and physical aspects during ongoing education as stated in the technical manual (*Buku Petunjuk Teknik/bujuknik*) on the guidance and parenting of Indonesian Army's Students (*peserta didik/Serdik*) Regulation of Chief of Army No. Perkasad 191/X/2007 dated October 30, 2007.

Caregivers are in control of the implementation of *Bimsuh*, as well as have the duties and responsibilities of supervising, controlling, guiding and training the cadets to become the Indonesian Army's officers. Caregivers also have the authority to determine the value of the attitude and behavior aspects as well as the mentality of the Military Academy's cadets and provide disciplinary action to the cadets who commit violations. *Bimsuh* Program has been equipped with complete supporting infrastructure facilities and a conditioned

environment. The education schedule has also been adjusted to the educational calendar curriculum which is well regulated by the staff of Educational Director at the Military Academy, including the inherent supervision carried out by the caregivers to the maximum. However, due to the internal factor of the cadets and by considering the number of violations committed, especially during the four years of education in which the cadets are quarantined in dormitories, naturally it will cause boredom for cadets which affects their mentality in preparing to enter the Indonesian Army Organic unit.

In producing qualified graduates, the Military Academy combines the Chief of Army Decree No. KEP/688/IX/2015 concerning the Three Basic Patterns and the Decree of the Minister of National Education of the Republic of Indonesia No. 232/2000 concerning the Higher Education Curriculum Guidelines. The highest award for cadets is *Adhi Makayasa* (for male cadets) or *Anindya Wiratama* (for female cadets) which means that the cadets have the best three basic patterns and have cum laude academic achievements. Meanwhile, as for the cadets have the best attitude and behavior, they will get the predicate of *Tanggon Kosala*. The quality of cadets is determined by 30 percent of attitudes and behavior assessment, 55 percent of knowledge and skills, and 15 percent of physical elements. Based on the description above, this study aims to analyze the influence of *Bimsuh* on the leadership mentality of Level IV cadets in entering the Indonesian Army Organic Unit.

Research Method

This research is qualitative research. The main informants are caregivers, cadets, and managers represented by the department. The methods used in data collection are in-depth interviews, observation, and collecting the secondary data. The general description of Level IV cadets and the implementation

of the guidance and parenting program (*Bimsuh*) is presented descriptively based on secondary data and the results of google forms filled in by level IV cadets. The influence of *Bimsuh* in preparing the cadets' leadership mentality was analyzed qualitatively.

Results and Discussion

Strong Motivation of the Cadets

Based on Figure 1, 83 percent of cadets enter the Military Academy because of their dreams and wish to serve the country and their parents. This is in accordance to 71 percent of the Military Academy's cadets with military

backgrounds. The military life which they have lived so far turned to be an inspiration which became a perception so that they are willing to serve the country. However, there are 16 cadets who stated that they enrolled to the Military Academy as an effort to find a job to do. This perception is not pointless. The reason a person conducts an activity is a state from within which provides strength and directs it to achieve the goals. Mulyaningtyas (2007) states that wishes are desires which are always in mind or goals which are set for oneself and will be achieved. In other words, the dream is a future wish which a person thinks to achieve.

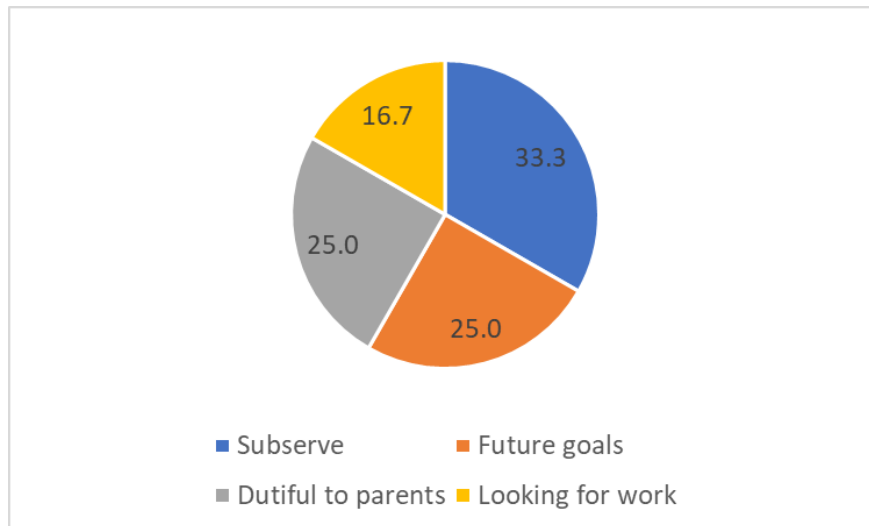


Figure 1. Reasons of the Cadets to Enroll to the Military Academy (%)

Nadia et al. (2021) in the research states that one's job is not directly related to their dreams when they were children, but parents can influence the wishes and desires of the children in determining the future. In addition, the parents will facilitate their children according to their ability to lead them pursuing their goals. Based on Figure 2, most of the Military Academy's cadets

have parents with sufficient background. Meanwhile other occupations possessed by the parents are farmers, retirees, and non-civil servant government officials, such as a representative in the House of Representative (DPR). Most of the parents are retirees or in other words, the parents of the cadets have a steady source of income.

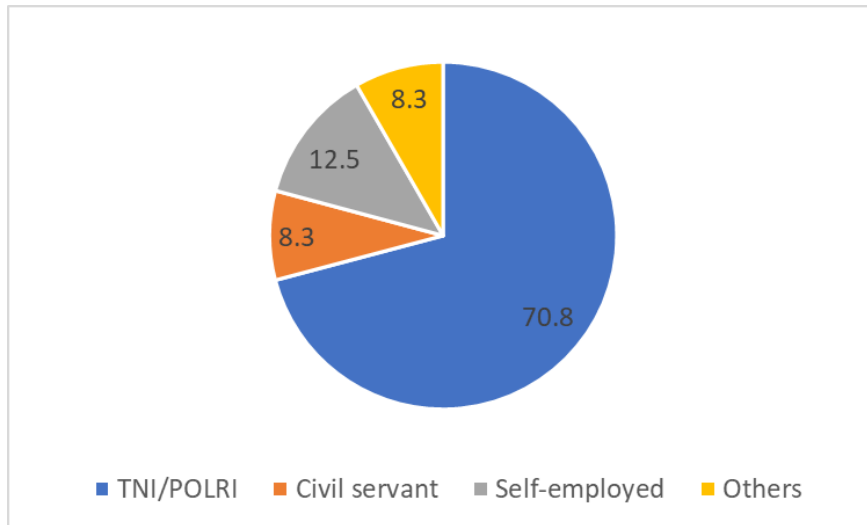


Figure 2. Type of Occupation of Level IV Military Academy's Cadets (%)

The characteristics of parents are separate motivators for cadets to be enthusiastic in learning and carrying out all the activities programmed during their education at the Military Academy. The determination to take part in the Military Academy's education is shown by the score of the Three Basic Pattern of the Level IV Military Academy's cadets. The average academic achievement index of cadets is above 3.5 or in the very satisfactory category. There are 47 percent of cadets who have an achievement index above 3.5. Even though the number of cadets who have an achievement index score below the average is more than 50 percent, the lowest score for the achievement index is still above 3 or in other words, it is still in the good category.

The Three Basic Pattern is an assessment component to see the quality of the cadets. The Basic Three Pattern assessment is carried out by class assistants and cadet assistants who are divided into

platoons. In addition to do the monitoring and evaluating of the learning materials presented by *Gumils*, the class assistants also take notes on the attitudes and behavior of the cadets during the learning process. The Basic Three Pattern Assessment is also carried out by the cadet assistants in guidance and parenting activities.

Table 1 shows the score of the Three Basic Pattern of the cadets is very good. The score of physical ability which consists of physical as well as attitudes and behavior shows good scores. Previously it was stated that the cadets who have low grades will get remedial and attached assistance to meet the minimum score standard. Based on Table 1, the average physical ability score is lower than the other scores although it has the highest maximum score. Most of the cadets have excellent physical condition, but some cadets have poor physical stamina, such as leg muscle abnormalities which make them impossible to run.

Table 1. The Scores of Three Basic Pattern of Level IV Cadets

Three Basic Pattern of Level IV Cadets	Minimum	Maximum	Average
Attitude and Behavior	79.4	84.0	81.5
Knowledge and Skills	75.8	85.6	80.9
Physical	72.9	85.7	78.9
Grade point	3.17	3.89	3.58

Source: Akmil, 2022 (processed)

Values of Leadership

Factors in leadership which will be discussed in this study consist of three aspects, namely integrity, creation of positive change, and problem solving. Globalization and the Asian Community assist to emerge the importance of a change in public services. Public services will encounter problems which require creative and innovative thinking in solving them. Problems can be solved by scientific and creative thinking. Creative thinking allows a person to solve problems in various perspectives and generate many alternatives.

1. Integrity

The *Kamus Besar Bahasa Indonesia* explains that integrity is a state of completeness or unity in social behavior which is interpreted as a match between words and actions. I am who I am, no matter where I am or with whom. Thus, a person with high integrity is someone who has a stand, honesty, confidence and certainty in his life. This value of integrity must exist in a leader or commander. This is important because subordinates need confidence and certainty from a leader.

Someone who has an integrity does not divide his loyalty (ambiguous attitude), nor is he just pretending. A person with integrity is someone who is united, in other words, there is a unity of thought, speech and action. Someone with integrity has nothing to hide

or tends to be honest and has nothing to fear. The following is the expression of one of the caregivers who explains that the cadets must prioritize honesty even though they end up getting punished.

“As caregivers, we have to set an example in what is conveyed as well as what is to be done. We ask cadets not to use the cellphones during the learning process so we also have to do the same, like don’t use the cellphones during mentoring. This consistency between words and actions is one thing we always instill in the cadets. We believe that the more cadets see and hear their leaders are consistent in their actions and words, the more consistent their loyalty will be. What they hear, they understand. What they see, they believe. What they need is not a motto to be said, but an example to be seen.”

The following are one of the activities conducted by the Military Academy for the purpose to instill the integrity of the cadets.

1. to uphold the achievement of the Three Basic Pattern
2. to consistently remind and instill the main tasks and goals which must be achieved
3. to train the closeness in groups
4. to uphold discipline in all aspects, such as be right on time, right on the purpose, even right in wearing the clothes

5. to instill the warrior spirit among the cadets by consistently maintain the closeness, never be divided and to keep reminding each other
6. to obey the seniors
7. to care for other cadets, for examples to willingly accept the group punishment when one of the cadets commits a violation.

Integrity can also be seen in one's loyalty to an institution. Loyalty according to Hermawan (2013) is expressed as the depth of human feelings towards something, including families, institutions, and organizations.

2. To Create a Positive Change

In military life, a leader is often faced with changing situations and must take action or decisions quickly and appropriately. Therefore, in addition to being intelligent, a leader must also have the readiness to face and respond to changes quickly, both physically and mentally. The physical readiness of a leader is shown when he must train and foster physical abilities and maintain good health. Meanwhile as for the inner readiness, mentally the leader must be brave to make decisions and the risks therein, such as the risk of losing life, the risk of being hated by the subordinates, the risk of being judged by the superior which may not be

good for him. Thus, leaders must be proactive towards change, have a critical attitude and foresight in order to develop an anticipatory attitude regarding the implementation of their duties in the future.

The survey of the cadet perception shows that most of the cadets have an open mindset and ready to have a change. Based on the following table, cadets have the ability to plan, think creatively and innovate, and dare to take risks. However, the courage to decide something is lower than the perception of other leadership values. The following is the opinion of a caregiver when asked about the factors which influence the cadets not having the courage to make decisions.

“The cadets are trained to express their opinions, both in group forums and in larger discussion forums. Academically, the cadets are dared to express their opinion, but in deciding something, it was only done by the cadets served as platoon commanders. The Commander is a person who has a score on the Three Basic Pattern above average. The cadets who do not meet these qualifications do not have the experience to quickly take action and dare to take risks for the decisions they make.”

Table 2. Perception of the Leadership Values of the Positive Change

Perception of the Leadership Values of the Positive Change	Percentage
Planning skills	98
Creativity and innovation	98
Courage to decide	96
Courage to take risks	98

Based on the teaching schedule, it can be concluded that the number of hours of *Bimsuh* activities for one week is longer compared to lesson hours. The duration of lessons is 36 hours, while the duration of guidance and parenting is 53 hours per week. The duration of guidance and parenting is more than the duration of lessons because *Bimsuh* is carried out attached to the activities of the cadets. This fact is different from the 2017 Military Academy Curriculum based on the Decree of Chief of Army No. Kep/160a/sd. 164a/II/2017 dated 28 February 2017 concerning the Ratification of the Education Curriculum which stipulates the percentage of guidance and parenting hours at 7 percent. The difference between the implementation of *Bimsuh* and the existing curriculum is to strengthen the leadership mentality of the cadets. The character and leadership skills can be easily understood by the cadets when they see or imitate the senior cadets. The habits of the leader's character are continuously socialized to the cadets with inherent assistance.

Below is a quote from an interview with one of the staff of *Bimsuh*.

"The Military Academy and Headquarters will find the qualified caregivers to accompany the cadets. Every time they graduate, the best cadets will be assigned to the Military Academy for at least 2 years to become caretakers of cadets by providing coaching and that will be after they are serving in the Indonesian Army Organic Unit. They are used as role models that can be seen and observed by the cadets when doing education at the Military Academy".

Based on the schedule of the learning process above, the duration of guidance and parenting is longer than the duration of general

material learning. This condition can mean that the implementation of the learning process at the Military Academy is not in accordance with the curriculum which has been determined by the Chief of Army. This is due to the fact that in order to instill a leadership mentality requires long and attached guidance and parenting as revealed in an in-depth interview with one of staff of *Bimsuh*.

Problem Solvings

Creative and innovative thinking patterns in seeing a phenomenon or the ability to see things from various points of view will create several alternative or action scenarios. According to Bass in Locke et al. (1991), a leader must have an effective ability to make decisions so that he is able to hypnotize or influence followers or subordinates unconsciously with his own willingness to sacrifice for the institution. Leaders must be able to convince subordinates and the decisions which are determined have a low level of risk and vice versa maximum level of benefit.

Furthermore, Muchji and Priyono (2004) states that there are four elements which underlie transformational leadership. The first one is charismatic because the leaders are expected to have a lot of influence and can move and inspire their subordinates with a vision which can be completed through hard work. The second one is that a leader must also have the ability to inspire. The leader can heighten meaning and increase positive expectations about what needs to be done. The third element is an intellectual situation in which a leader is able to help his subordinates to be able to think about old problems in new ways. The fourth element is individualized consideration, which means a leader must be able to treat his subordinates differently but fairly. He should be able to pay attention to his subordinates one by one and not only recognize their needs and improve the perspective of subordinates, but also

provide infrastructure in order to achieve goals effectively and provide work which is satisfactory and provide more challenges. These are the leadership indicators which a leader must possess.

The distribution of cadets' Percentage of Perception of Leadership Indicators can be seen in Table 3. Based on Table 3, indicators which have a score of 100% are the ability to influence others and the ability to communicate properly and correctly.

Table 3. Perception of Leadership Value in Communication and Monev

Perception of Leadership Value in Communication and Monev	Percentage
Ability to influence others	100
Ability to coordinate	94
Ability to communicate properly and correctly	100
Monitoring ability	98
Motivating ability	96
Ability to provide security and peace of mind	98

The ability to provide security and peace of mind by communicating properly and correctly as well as monitoring and evaluating is a systematic way of thinking. Decisions are born from a process, in which there is intensive discussion, exchange of ideas and deep brainstorming with sharp analysis. Therefore, decision making is essential in management and is the main task of a leader. The results of decision making are the rules which will be used as a guide to direct further behavior. The focus of decision making is on the ability to analyze the situation by obtaining information as accurately as possible so that problems can be solved.

Level IV cadets feel that their ability to coordinate is still absence. Competence to coordinate means the leadership's ability to manage, regulate from planning, coordinating, actualizing and supervising public organizations. According to one of the Caregivers at the Military Academy, the lack of coordination ability of Level IV cadets is due to these reasons.

“Not all cadets are members of the Corps Command Group. The

cadets who can join this group are the cadets who have a good score in the Three Basic Pattern (more than 50 percent). The cadets who are not members of this group will not feel the position of being an official in the organization tasked with coordinating and controlling one of its cadets and junior cadets.”

There are at least seven competencies which must be possessed by leaders. First is competence to regulate oneself. Second is competence to regulate communication patterns. Third is competence to regulate pluralism. The fourth one is competence to manage ethics. Fifth is the competence to manage the team. The sixth one is the competence to manage cultural diversity. The seventh one is the competence to respond to a change (Warella, 2005). Leaders are able to maintain cohesion among members or in a broader sense maintain cohesion among community which is intended to avoid conflict. In a conflict situation, a leader must be able to act as a mediator, which means that the leader must have confidence in

various interests in the organization even though it is difficult to meet them. This is absolutely necessary for the sake of the cohesiveness of the group or organization because if it is allowed to drag on, the goals of the organization will be hampered.

Leaders must be able to optimize the diversity of organizational members because pluralism is a natural thing. It is not fair when there are members of the organization who are treated unequally by the leader. Leaders must be able to act as coordinators and integrators of various organizational components, so that they can move as a totality (Dadang, 2016).

Kartono (2005) states that decision-making requires courage because every decision must have risks, the function of decision-making as a leadership strategy is essential. Courage in making decisions for the organization means that the leader knows how to achieve organizational goals which will benefit all members of the organization. A decision-making role means that a leader must try to improve and develop the work unit he leads, must be able to overcome all obstacles faced, manage all resources (human, costs, etc.) and play a role in representing every working relationship with other work units. The role of the leader in decision making is usually along with the subordinates in selecting several available alternatives to determine the goals to be achieved. The decision-making process must consider all aspects and as needed. If the information is good enough, the decisions made are guaranteed to be accurate.

The cadets who are expected to be leaders must have confidence that they are worthy of being leaders. According to Wursanto in Sholehuddin (2008), there are at least six theories in discussing a person's leadership spirit. The first is known as the Excess Theory. According to this theory, a person becomes a leader because he has advantages over others. In this case, the advantages which must be possessed by

a leader are at least he must have three advantages, namely rational advantages, spiritual advantages and bodily advantages. According to this theory, to be a good leader, a person must have better qualities than the ones he leads. Leadership traits which must be possessed in general are protective, confident, initiative, persuasive, communicative, energetic, creative, innovative and responsible.

Based on the explanation above, a leader can be due to talent or descent, instead of being made or created. However, a leader can also be made and learned by getting used to the characteristics of leading in everyday life. A person who is willing to work hard and concentrate all his energy on a certain area of ability so that in that area he excels others is likely to be a leader. The leader must have various abilities and traits which balance each other. Leadership is solely determined by the processes which occur within the group. The following is the opinion of the Military Academy cadets about their abilities.

"I think I have the skills, professionalism and ability to lead. The knowledge, guidance and care that I have learned so far have become my capital to be in an organic unit"

Below is another cadet's opinion on the readiness and professionalism which he possessed.

"I think that I have sufficient provisions to become a leader, but I don't feel confident to enter the Indonesian Army organic unit because I have never known what the Indonesian Army organic unit really is. However, with the knowledge, skills, and experience received at the Military Academy, I am optimistic that I will adapt quickly."

The Military Academy which has the main goal of producing a leader must have a special method by optimizing the abilities of students by exploring the various potentials which exist and managing their shortcomings and weaknesses into potential. The learning, mentoring, and parenting methods provided must be able to provide space for movement, imagination, creativity, and cognitive, affective and psychomotor abilities which support the personality of a leader.

Guidance and parenting methods applied in a military style need to be adapted to the level of cadets. One thing to note, to be a leader is not only able to organize and coordinate subordinates, but one must be able to think critically, creatively and futuristic. It is the leadership character which needs to be given space in education at the Military Academy. The experiences gained from seniors can be an inspiration, but there is also a need for separate space for cadets to build ideas and leadership creativity that will be applied in the future.

Method in the Development of Bimsuh

Based on these conditions, the person in charge of *Bimsuh* must make time for several predetermined targets without eliminating the mentoring and parenting materials which have been set as follows.

1. Spiritual guidance and ideology. Spirituality provides social and emotional effects. Spirituality will provide emotional intelligence for a leader, such as self-control, being calm, working hard, motivating oneself and being able to be calm due to a sense of simplicity, humility and submission to God Almighty. The Military Academy provides an opportunity for cadets to develop their spiritual and ideological abilities so that they are not easily provoked and swayed when blending in with society. A leader with good emotions will make wise decisions. According to Gumusay, there are four impacts of spiritual quality, namely awareness of gratitude, inner awareness and simplicity, respect, responsibility, compassion, empathy and a sense of service as well as the values and morals of a leader that trust is a responsibility which must be maximized based on goodness. and honesty. Spiritual and ideological activities consist of two things, namely:
 - a. Worship Activities according to each religion
 - b. Celebration of Religious Holidays which are adjusted to the schedule of the Military Academy Mental Development
2. Leadership guidance. Leadership is important to build a good, solid collaboration, and the cooperation of a team which is able to solve global problems. A leader must always be introspective, tenacious, creative and patient in dealing with obstacles in achieving goals. Leadership activities consist of three things, namely:
 - a. The Corps of Cadets Organizations organized and formed by the Corps of Cadets Organizations to train and apply the Leadership of Senior Cadets towards fellow colleagues and junior cadets
 - b. GSCL Drumband which is divided into routine practice activities, special events, activity period from January to July and activity period from August to December.
 - c. The tradition of the Corps of Cadets consisting of Welcoming activities, Orientation Period, Youth Service Day and *Tupdik Tar TK IV (Capaja)* or graduation day.
3. Guidance of soldier character. A leader must have the character of a soldier, such as unyielding, steadfast, loyal, initiative, and willing to sacrifice. A military leader will sacrifice for the sake of others

without expecting any particular reward. Leadership activities consist of two things, namely:

- a. The Soldier's Norm, namely the cadets are required to carry out the soldiering norms in accordance with the honorary code of cadets/cadets, *Sapta Marga* and the Soldier's Oath and provide sanctions for cadets who violate discipline
 - b. Basic Soldier Attitudes which are carried out thoroughly in earnest in accordance with applicable rules, for example Basic attitudes of soldiers in applying Basic Military Rules (*Peraturan Dasar Militer/Permildas*).
4. Sports guidance and physical fitness. Danim (2012) states that the condition for a leader is to be devoted to God Almighty, the leader respects his staff not only as they are, but humans as God's creatures. The cadets must have a strong physique because it is not uncommon for a leader to have to work for a long time and is highly tiring because many organizational jobs require physical strength and endurance for a long time. So the leaders must be physically and mentally healthy. Sports and fitness activities consist of two things as the following.
- a. Military self-defense which carried out according to the schedule of the Military Physical Department.
 - b. General sports or military sports which are carried out in accordance with the sports branch of the Youth Integration Competition Week (*Pekan Integritas Kejuangan Taruna/PIKTAR*). This activity was carried out in collaboration between the Military Academy, Police Academy, Air Force Academy and Naval Academy. *PIKTAR* at the international level is called WCG (World Center Game). The sports which are competed are including
- athletics, swimming, badminton, volleyball, orientering, and shooting pistols and rifles.
 - c. A and B fitness consisting of 5,000 or 10,000 laps of running which are carried out every week or every month. Dribbling is one of A fitness and B fitness is physical guidance after running and evening shifts.
 - d. Tutorials are carried out for cadets who do not meet the fitness standards of A, B, or military swimming.
5. Guidance on learning motivation and way of thinking. Leaders must also have high intelligence. High analytical ability is an absolute requirement for effective leadership and a growing organization requires a leader to think broadly, deeply, and can solve problems in a relatively short time. Assertiveness is the ability to make decisions based on certain beliefs, supported by strong data or the right intuitive instincts. Meanwhile taking the initiative when a person who acts as a leader means that he is able to provide new innovations, or other actions which reflect his certain thoughts on a subject. Leaders must be able to control emotions and think rationally in different situations. Some of the *Bimsuh* which was carried out for the deepening of thought are as follows.
- a. Proficient in English
 - b. Assignment sheets
 - c. Compulsory study held from 20.00 to 21.00
 - d. The deepening of material for cadets who get red marks with the relevant lecturers. The implementation of the deepening of the material depends on the lecturer.
6. Socio-cultural guidance. According to Admodiwirio (2000), an organization operates by utilizing three conditions, namely past experience, present wisdom, and future expectations. In accordance

to this, there are five characteristics of leaders which are expected by the subordinates, namely the leaders must have clear and consistent goals, leaders can make good and affordable plans, leaders continuously inform their subordinates, leaders treat subordinates as human beings, and leaders are able to bring organizational progress effectively, wise and prudent.

The following are socio-cultural activities carried out by the cadets.

- a. Regular practice of modern and traditional arts and to perform at special events. The modern arts developed are brassband, percussion, modern dance, and *Densik (Detasemen Musik)*. The cadets also have the task of pursuing traditional arts, such as Papuan dance, *Kecak* dance, *Saman* dance, *Marawis*, and so on.
 - b. Mandatory visits are held twice a month during scheduled cadet cruise hours. The visit to the orphanage was carried out in conjunction with the cadet service.
 - c. Femininity activities, such as makeup and communication etiquette
 - d. *Api Sudirman* Magazine which is published twice a year, in July and January.
7. Science and technology guidance. Leaders are required to have broad knowledge, both theoretical and practical so that they are more professional. Confidence in the concept and self-confidence is a determining factor for the success of a leader's work. Science and technology guidance activities are carried out by providing computer knowledge and skills in the form of programs, applications, as well as presentation techniques and photo and video editing.

Another method of fostering *Bimsuh* is special parenting. Special care is an activity which is carried out in conjunction with the commemoration of holidays, an integrative activity of the Indonesian Army Academy at the Force Academy in turns. Another special care activity is Military Academy visits to friendly countries.

The process of guidance and parenting can be carried out using the following approaches.

1. Instructive. According to Waluyo Adi (1999), the instructional method serves as a way of presenting (outlining, giving, examples and exercises) to achieve goals. Humans basically tend to use positive instances in learning concepts rather than negative instances. This is due to the lack of information on negative instances, and humans encounter more positive instances so they have to adjust.
2. Educative. Basically, humans have the capacity to generalize what they have learned into new situations, which then helps them learn concepts. This concept provides a stability for humans to interact with their environment. The concept of learning provides opportunities for humans to be above the diversity and infinity of the environment and treat events that have the same properties as a group.
3. Suggestion is a method with an emphasis on habituation. Activities carried out repeatedly are expected to form a strong and intact personality. For example, cadets are accustomed to carrying out their worship in an orderly manner. Besides practicing discipline, they are also able to produce a strong personality based on the belief.

4. Stimulative. According to this association theory, learning activities will be effective if the interaction between educators and students is carried out through stimulus and response (S-R). Learning activities are the process of connecting the stimulus (S) with the response (R). Based on this theory, learning is more effective when students are more active in learning so their ability to connect simulations and responses will be higher too. The principles used in this theory are readiness related to the motivation of students, exercises are repetitive activities of students in connecting stimulus-response, and influences related to the results of activities and benefits which are felt directly by students in the world of their lives. The principle of 'influence' is also related to the creation of a better atmosphere, rewards, reproaches, punishments, and rewards.
 5. Persuasive by providing an atmosphere of guidance and parenting which is familiar and intimate. The supervisor is able to be someone for cadets to complain about various obstacles and problems. Supervisors are able to provide suggestions and solutions.
- 2007 *Bimsuh Bujuknik* documentation data as follows.
 1. Instructive method. This method is used for very basic matters with the intention that students/cadets (*serdik*) always obey and follow all applicable regulations, both curricular and extra-curricular.
 2. Educational Method. This method is used to educate and foster motivation as well as to create passion by actively involving *serdik* in every teaching and learning activity.
 3. Suggestive Method. This method is used to provide encouragement in the form of views, suggestions or advice in a more communicative atmosphere.
 4. Stimulative Method. This method is used to generate motivation, enthusiasm and sincerity in participating in every activity without any pressure or coercion.
 5. Persuasive Method. This method is used to raise awareness of their own participation in the teaching and learning process.

Guidance and parenting techniques at the Military Academy are carried out into two types, namely individual guidance and parenting techniques as well as group guidance and parenting techniques. Guidance and Parenting techniques individual will be using the following techniques.

1. Direct *Bimsuh* technique. This technique focuses on the supervisor since the supervisor/caregiver plays an important role in directing the *Serdiks*.
2. Indirect *Bimsuh* Technique. This technique is centered on the *Serdik*, so the *Serdiks* determine for themselves on what to do based on the direction of the supervisor/caregiver.
3. Catering process techniques. This technique focuses on addressing emotional problems. In this case, the supervisor becomes a place for all kinds of problems and personal matters to be shared. For this, the supervisor must be

The five methods are applied concurrently and conditionally. For example, guidance in instilling discipline and character of soldiers is carried out with firmness. The cadets are required to memorize and apply all aspects of their behavior. The cadets who forget the rules will get sanctions or punishments. This is intended so that the cadets have loyalty to the organization. In instilling these values, cadets are able to see, observe and imitate their mentors. The five methods above have also been summarized and used in *Bimsuh* program and are in accordance with the

truly trustworthy, full of acceptance and understanding of the *Serdik*.

Group Guidance and Parenting techniques use the following techniques.

1. Exemplary Techniques. Guidance and Parenting Techniques focuses on the educational institution environment and the personnel in it to serve as a model which every *Serdik* should emulate.
2. Habituation techniques. This technique of Guidance and Parenting is for each *Serdik* to be required to behave according to the attitude and behavior patterns set out in the rules by educational institutions.
3. Visit/Tourism Techniques. This Guidance and Parenting is carried out in the form of visiting places which can have an influence on changes in *Serdik*'s attitudes and behavior in accordance with educational goals.
4. Group discussion techniques. This type of Guidance and Parenting is carried out in the form of group meetings with each individual in the group has a different role from one another. With this technique, it is expected that *Serdik* will grow from the ability to comprehend other people's thoughts, to be able to respect the opinions of others, thus creating motivation to overcome the shortcomings which exist in oneself and subsequently forming a good social attitude.
5. Techniques for activities in *Serdik*'s organization. Guidance and Parenting is carried out in the form of providing activities outside the curricular plan to educate them in organizational relationships.
6. Remedial Teaching techniques. This Guidance and Parenting technique is given to a group of *Serdik* in order to assist them in solving the learning difficulties they face.

Based on the interview with one of the Caregiver, below is the opinion.

"In providing guidance and parenting, we adjust the material according to the schedule that has been arranged. For example, about the character of soldiers who need firmness and pressure so that the cadets have a sense of responsibility. However, about leadership, apart from discussing, we also set an example. For example, we give an example of how cadets must be quick in making decisions. Bimsuh at the Military Academy can change and we have to make a quick decision on what material to fill in that can be adjusted. Sometimes what we decide is not in accordance with what is regulated by the Institute, for example the time for Bimsuh that has been allocated, but there are sudden protocol activities. In this case, we provide an example of daring to take risks, in this case the risk that we will accept has an impact on Bimsuh activities that are not clearly conceptualized."

Obstacles in the Implementation of Bimsuh

In the implementation of an activity program, not all of them can run as expected. It is just the same with *Bimsuh* program which is carried out at the Military Academy. Guidance and Parenting is carried out in order to optimize the achievement of educational goals. In the ranks of the Indonesian Army, there are several types of education which include *Dikma, Diktuk, Dikbangum, Dikbang Spes, Dik Ilpengtek, Dik Alih Golongan* and *Dik PNS*. In order to get optimal results, in Guidance and Parenting activities, education must be guided by general provisions which include Objectives, Targets, Nature, Roles and Functions, Organizing, Duties and Responsibilities, Personnel Requirements,

Types and Emphasis of *Bimsuh*, Guidance Methods and Techniques and influencing factors. The purpose of Guidance and Parenting is to make the achievement of educational goals more effective and efficient, the implementation of which is to optimize *Serdik's* ability to develop aspects of attitude and behavior, knowledge and skills as well as physically during educational operations.

There are several obstacles from the implementation of *Bimsuh* at the Military Academy. The first obstacle relates to the 2021 Curriculum. Based on Law No. 12/2012 concerning Higher Education, the types of Higher Education include academic education, vocational education, and/or professional education. Academic education is higher education for undergraduate programs and/or postgraduate programs directed at the mastery and development of science and technology. Vocational education is a higher education diploma program which prepares the students with certain applied skills. Meanwhile professional education is higher education after a bachelor's program which has special skill requirements.

Based on the definition of the type of higher education, academic, vocational, and professional education have the same degree, but have different domains and roles to complement each other. This definition is also a reference in the composition of theoretical and practical training provided in the curriculum design. The composition of the provision of academic education curriculum design with a proportion of 70% theory and 30% practice, while vocational and professional education uses a proportion of 30% theory and 70% practice.

Curriculum development is the right and obligation of each educational institution, but curriculum development must still be based on the 1945 Constitution, Law No. 12/2012, the National Standards for Higher Education as outlined in Regulation of Education and Cultural Minister No. 3/2020, as well as other provisions which apply both at the national

scope and specifically in the Indonesian Army's education environment.

Official education can be in the form of a full program or a combined program of formal and non-formal education as well as recognition of the combined program can be done through a credit earning system. In the 2021 Education Curriculum Technical Instructions, it is not explained in detail regarding the *Bimsuh* program. Based on the 2021 Education Curriculum Technical Guidelines, it is stated that the form of learning in curriculum implementation consists of lectures, responses and tutorials, seminars, practicums, studio practices, workshop practices or field practices as well as learning in other forms using Information and Communication Technology (ICT). It is the learning activities which can be in the form of lectures, responses and tutorials, seminars; and practicum, studio practice, workshop practice, field practice; work practice, research, design or development, military training, student exchange, internship, entrepreneurship, and/or other forms of community service (Regulation of Education and Cultural Minister No. 3/2020; Article 14 Paragraph 5).

Another factor which becomes an obstacle in the implementation of *Bimsuh* is *Giat Protokoler* which is compact and sudden. This is expressed in the interview as quoted below.

"The weakness of the implementation of the Guidance and Parenting program at the Military Academy is Giat Protokoler in the Military Academy which is a weakness in the implementation of Bimsuh activity. Desire and motivation in personal cadets are obstacles in improving self-ability."

Based on the results of the interviews above, it can be seen that the obstacle in implementing *Bimsuh* is that *Giat Protokoler*

at the Military Academy. *Giat Protokol* is an obstacle because it is carried out in a compact and sudden manner. In a broad sense, protocol is all things which regulate the implementation of an activity, both in the office/office and in the community. Etymologically, the term *protokol* is protocol in English, *protocole* in French, *protocoll(um)* in Latin, and *protocollon* in Greek. Originally, the term protocol meant the first page attached to a manuscript or manuscript. In line with the development of the times, the meaning is growing wider and wider, namely the entire text which contents consist of notes, approval documents, agreements, and others in national and international scope. Further developments, protocol means customs and regulations relating to formality, order and diplomatic etiquette. These protocol rules become a reference for government institutions and apply universally.

Definition according to Law No. 9/2010 concerning Protocol, protocol is a series of activities related to the rules in state events or official events which include Placement, Ceremonial Procedures, and Manner of Respect as a form of respect for someone in accordance with their position and/or position in the state, government, or society.

The implementation of education at the Military Academy is expected to take place smoothly, orderly and safely, because of many activities carried out by the cadets which is very compact, both in the nature of training, parenting and protocol activities which take place at the Military Academy. Therefore, protocol in the Military Academy are activities determined by the top command, both in the form of integrative activities of the Indonesian Army and institutional activities in this case all activities related to service in the Military Academy.

The protocol activities planned by the Military Academy, which are then used as guidelines in making the educational calendar are the result of the elaboration of RPP and AP associated with the available

time allocation. The protocol must be able to describe all educational activities in sequence, starting from the opening of education to the closing of education. Furthermore, from the combination of the teaching program (syllabus) and the educational calendar which is *Rangka Pelajaran Terurai (RPT)* describing the sequence of stages of the operation of subjects or curricular activities.

The subjects are summarized in the weekly schedule, as a guide for Caregivers and male/female cadets to carry out their respective duties in the field of education and the parenting schedule made by the Caregiver. Therefore, when on the process, there will be changes due to sudden protocol activities, it can disrupt the course schedule of lessons and parenting activities. Protocol activities which are often sudden are caused by protocol activities from the Indonesian Army and Indonesian Army headquarters in the form of visiting friendly countries and cannot be separated from state protocol activities. It is must be carried out even though at the end it affects activities which have been scheduled according to lesson times and parenting activities.

Changes in protocol activities like this greatly affect the timing of parenting activities and lesson schedules as well as the physical condition of caregivers and cadets. As a result of these changes, the parenting activity schedule and lesson schedule underwent changes which greatly affected the subject matter should be taking place as the protocol event so that it would change the schedules of other materials. This is unbeneficial for the caregivers and cadets who have prepared themselves to follow the issued schedule as well as reduce the physical condition of caregivers and male/females cadets due to attending protocol events. Its is because during these events, they are not just obliged to be following the protocol events, but also the process of changing uniforms which takes time to return to their barracks to take lessons according to schedule.

Efforts to Overcome Obstacles to the Implementation of Bimsuh Program

Lopez (2009) mentions that expectation is an emotion which is directed by cognition and influenced by the environment. Expectation as a desire to achieve a goal. Expectation causes a person to have positive energy to be able to work in the face of adversity. Expectation is realized because of the belief which someone has the ability to achieve goals. Based on this definition, expectation will determine a person's success in doing something. Expectation will bring up

enthusiasm and high fighting spirit to make it happen.

Bimsuh requires updating its abilities so that the process of guidance and parenting is not just filling for the spare time. The activities provided are prospective or future-oriented. *Bimsuh* needs to consistently evaluate the activities carried out and pay attention to the needs and conditions of the cadets. *Bimsuh* is expected to broaden its perspective so that the program has broad insight to provide provisions for cadets which are not obtained in class.

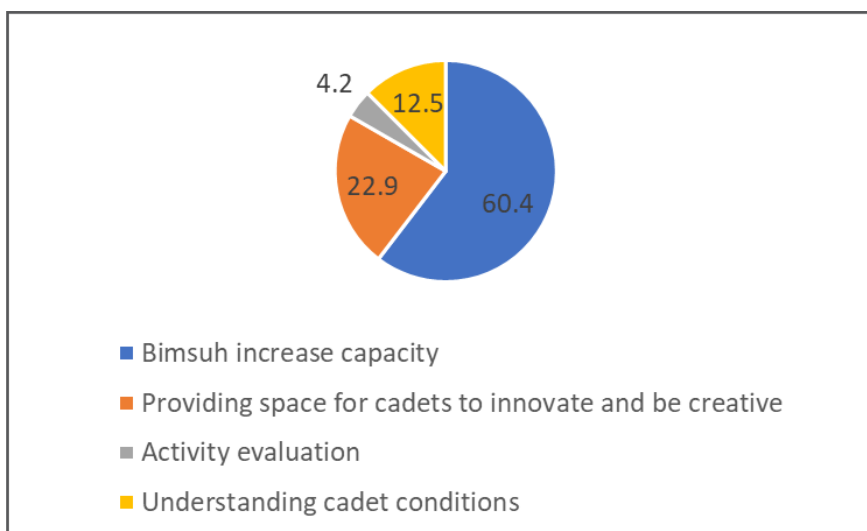


Figure 3. Percentage of Expectation by the Cadest for *Bimsuh* Staff (%)

Bimsuh is also expected to pay attention to the needs of the cadets. The cadets wish to have knowledge related to the tasks to be undertaken in the future. *Bimsuh* needs to provide space for cadets to listen and learn from senior cadets and experienced leaders. *Bimsuh* is also expected to understand the needs of the cadets to develop themselves according to their abilities and characteristics.

The cadets wish *Bimsuh* to consistently evaluate any program which was done, whether related to the method or material presented. The evaluation carried out by *Bimsuh* should be based on the needs of the cadets. *Bimsuh* needs to listen to the needs

of the cadets so that the activities carried out are effective and efficient and in accordance with the needs of the cadets.

Justice is an important thing which Caregivers must do in every activity conducted. Caregivers are expected to be fair and transparent in all activities so that cadets do not feel neglected and unfairly treated. The Caregivers treat all cadets fairly and releases the cadets' background. Justice in the learning process is the obligation of teachers/lecturers or caregivers and is the right of a student/cadet. The definition of justice is all matters relating to attitudes and actions in human relations.

Teaching staff, such as teachers, lecturers, and *Gumils* can function as leaders who command and order and position themselves in an ideal form. The relationship between teachers and students in this case is similar to the relationship between superiors and subordinates. It is different with the teacher who feels that he is a guide for his students. He will create a helpful atmosphere and he is actively involved in their activities. He also appears as he is, does not pretend to be great or scary. His relationship with students is simple and reasonable or can be said to be like a brother and sister relationship. Usually such a teacher is amusing and fun for students. He will be respected, loved and gladly obeyed by students. His personality will be emulated and his lessons will be noticed and the students will be interested in him. Variables of guidance and care are arranged based on Regulation of Chief of Army No/191/X/2007 dated October 30, 2007.

Conclusion

The Military Academy is improving the curriculum based on socio-economic and political conditions. Guidance and parenting as one part of the curriculum has a smaller duration compared to other activities. Guidance and teaching is an important phase for the learning process based on senior experience. Supervisors and caregivers innovate the mentoring process due to the limited time allocation, but bigger target achievement. Guidance is emphasized on exemplary and presenting actors or officers who have carried out their duties. Another method of mentoring is to release the cadets into actual organizations or apprenticeships. The ability to identify, analyze, and decide to make decisions must be done wisely and pay attention to all components.

According to the cadets, mentors and caregivers need to evaluate the activities carried out so far. *Bimsuh* needs to develop

methods which take into account the characteristics of the cadets and are futuristic oriented. Simulations and presenting seniors who graduated from the Military Academy are more effective in fostering leadership values.

Academically, cadets have very good grades (Three Basic Pattern). The cadets who have scores below the standard will go through a remedial until they meet the standards. This means that in terms of academics and basic military skills, the quality of the cadets is highly adequate.

The educational curriculum to deliver the cadets to have the spirit or values of a leader has not yet been fully implemented in the cadets. There are still cadets who are hesitant in making decisions and lack confidence in taking risks. This trait should not exist in the cadets as a potential leader.

References

- Admodiwirio, Soebagio. 2000. *Manajemen Pendidikan Indonesia*. Jakarta: Ardadijaya, 2000.
- Dadang, Solihin. 2016. *Kepemimpinan Bushido dan SWOT Resimen Mahasiswa*. In: Diksarmil Menwa Yon Bushido Unsada, 11 Mei 2016, Mako Yon 461 Paskhas-Halim.
- Danim, Sudarwan. 2012. *Motivasi Kepemimpinan dan Efektivitas Kelompok*, Edisi 2. Jakarta: PT Rineka Cipta Utama.
- Depdiknas. 2008. *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka.
- Hermawan, Sutarto. 2003. *Insiatif dan Kepemimpinan: Kunci sukses dalam 30 menit*. Penerbit Progress.
- Kartono, Kartini. 2005. *Pemimpin dan Kepemimpinan*. Jakarta: Rajawali Pers.
- Locke, Edwin A, Shelley Kirkpatrick, Jill K. Wheeler, Jodi Schneider, Kathryn Niles, Harold Goldstein, Kurt Welsh, Dong-Ok Chah. 1991. *The Essence of Leadership, The Four Keys to Leading Successfully*. Lexington Books, New York.

- Lopez, Shane J. 2009. *The Encyclopedia of Positive Psychology: Volume 1*. France: Wiley.
- Muchji, Moch dan B. Suko Priyono. 2004. Pengaruh Gaya Kepemimpinan Transaksional terhadap Kinerja Karyawan yang Dimoderasi Gaya Kepemimpinan Transformasional. *Telaah Manajemen*, 1(2), 236-256.
- Mulyaningtyas, B.R. dan Hadiyanto, Y.P. 2007. *Bimbingan dan Konseling SMP*. Jakarta: Esis Erlangga.
- Nadia Try Agustyani, Tin Rustini, Yona Wahyuningsih. 2021. Pengaruh Pekerjaan Orang Tua terhadap Cita-cita Anak. *Didaktik: Jurnal Ilmiah FKIP Universitas Mandiri*, 07 (02), 364-374.
- Sholehuddin. 2008. *Kepimpinan Pemuda dalam Berbagai Perspektif*. Intermedia.
- Waluyo Adi. 1999. Pemilihan Metode Instruksional yang Tepat bagi Keberhasilan Belajar. *Dinamika Pendidikan*, 1(6), 9-18.
- Wantanas Republik Indonesia. 2020. Laporan Kinerja Lemhanas RI 2020. Jakarta: Lemhanas.
- Warella. 2005. Kompetensi Pimpinan Publik. Bahan Mata Kuliah Manajemen Publik, Magister Ilmu Politik, Undip Semarang.