

Military Academy Cadet Educational Model in Field Leadership Character Building

Heri Wijanarko^{1✉}, Sudijono², D.Y.P. Sugiharto²

¹. Military Academy Magelang, Indonesia

². Postgraduate Universitas Negeri Semarang, Indonesia

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Abstract

Previous researchers have found that leadership directly influences character building. Teaching factors, training, and educational counseling become mediation in character building and organizational culture influence. This research aims at evaluating and developing Military Academy Cadet educational model in field leadership character building by proposing seventeen hypotheses to analyze and describe direct and indirect influence of educational leadership independence variable and organizational culture through learning intervening variable, training, and educational counseling toward field leadership independence variable. This research method used qualitative approach. The sample was taken by random sampling technique with 249 cadets as the population. Based on Slovin calculation, with $\alpha = 0,05$ the sample was 153 cadets. Data collection used behavior scale instrument with proven validity and reliability. Data analysis was performed by using IBM SPSS 22 and SmartPLS 2.0 software. Estimation result on theoretical model showed that model was not fit. Theoretical model development in alternative model C showed that the fit model fulfilled the goodness of fit with convergent validity $>0,5$, discriminant validity $>0,7$, average variance extracted (AVE) $> 0,5$, composite reliability $>0,7$, cronbans Alpha $>0,6$, communality $> 0,5$, dan R-square. The result of hypothesis test in general has T-statistics score $>1,96$. This finding model evaluates educational counseling theory by the empiric fact that educational counseling mediates educational leadership and organizational culture toward learning process. Thus, it recommends to develop educational counseling to increase its contribution toward learning and training in building field leadership character of Military Academy Cadet.

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✉Correspondence:

Jalan Gatot Subroto, Jurangombo Sel., Magelang Sel., Kota
Magelang, Jawa Tengah 56172, Indonesia
E-mail: heriwijanarko96@gmail.com

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INTRODUCTION

Military Academy has a vital role in preparing future Indonesian Army officers. By performing organizational validation and revising Military Academy educational curriculum, Military Academy realizes its commitment in developing its educational system. Since 2010, Military Academy has developed its curriculum into 2011, 2013 and 2013a Military Academy curriculum. The purpose and objectives of Military Academy education is to produce qualified Diploma Military Academy officers entitled *Sarjana Terapan Pertahanan (S. T. Han)*.

Military Academy graduates are expected to have military officer standard related to their role as leader, commander, trainer, educator, father, counselor, and companion in arms in the same boat for his soldiers. (Aknil, 2009a;27-28).

Military Academy field leadership character building performed through educational process. Educational process as a system related to instrumental and environmental factor interacted to produce educational output (Ananta, 1993: 70). The process of Military Academy character educational process is described in Figure 1.

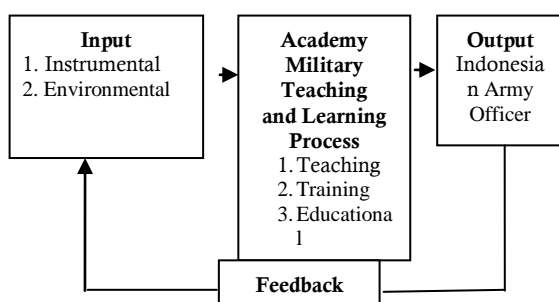


Figure 1. Military Academy Educational System

Military Academy educational process is performed to build and develop basic potential of Military Academy Cadets including academic, personal mentality, and physical aspects in order to form Indonesian Army Officers with strong field leadership character. It is in line with the research of Doty, J. &

Sowden, W. (2009: 70) who state that training is ineffective to develop soldiers, but it has to be integrated with training, education, and development in one holistic model in character competence development in military culture. Soldier has to be developed to have certain character appropriate to soldier's nature and values.

In realizing officer with strong field leadership character as an output of Military Academy education, it needs Cadet Military Academy model development related to educational leadership (instrumental) and organizational culture (environmental) in supporting teaching and learning process, including teaching, training, and counseling process. The research purposes are;

1. To describe and analyze the influence of leadership, organizational culture, teaching, training, and educational counseling toward field leadership character.
2. To describe and analyze the influence of educational leadership toward teaching, training, and educational counseling.
3. To describe and analyze the influence of organizational culture toward teaching, training, and educational counseling
4. To describe and analyze teaching, training, and educational counseling in mediating the influence of educational leadership toward field leadership character.
5. To describe and analyze teaching, training, and educational counseling in mediating the influence of organizational culture toward field leadership character.
6. To evaluate and develop the Cadet Military Academy educational model in building field leadership character

Transformational leadership Northouse, P.G (2013:179) emphasizes on four important factors, namely from; 1) ideal influence or charisma; 2) motivational inspiration; 3) intellectual stimulus namely innovation or creation; and 4) adapted consideration or work space. Those transformational leadership factors

give descriptions about an ideal educational leader to lead the organization and inspire others through innovative and creative ideas. Transformational leadership also encourages the subordinates to learn and practice new approach in the duty.

Transformational educational leadership takes roles as a charismatic model so that it influence the soldiers in reaching the goals. This strategy is considered relevant to support the character building through teaching, training, and educational counseling in order to build field leadership character.

Organizational behavior from Robbins, & Timothy (2011: 258) is action member as a dominant culture performing main values as organizational culture. The seven main characters in organizational culture includes innovation and bravery to take risk, detail attention, result oriented, people oriented, team oriented, agresiveness and stability. Strengthen by Luthans (2006:125) that the organizational characteristics show; behavior, norms, dominant value, rule, philosophy, and organizational climate. Organizational character dominant culture will influence educational organization in a whole. The unique feature of military organizational culture stated by Wong & Denis (2003:663) is the strong hierachy in organizational structure (surface level strukture) and the interaction structure (deep structure).

Robbins & Timoth. (2011: 219) emphasize that the unique feature of soldiers and their leader's relationship in military organization is the existence of chain of command as authority based on the rights depicted in a managerial position to give command and hope that the commend will be obeyed as unity of command. The military organizational attribute support the leader in leading the soldiers tied by the loyalty or *esprit de corp and* between them. Those cultures will interact and influence the members.

'Education for Character 'from Lickona (2012a: 51) emphasizes that character education is a character building. Character education as a purposely effort from the whole social life dimension aimed at teaching certain values as

good basic manner and responsible. Characters built through teaching, training, and educational counseling in Military Academy education is field leadership character.

Military officer has to have a character as leader, commander, trainer, educator, father, counselor, and companion in arms in the same boat for his soldiers (Akmil, 2009: 27-28). Officer with a strong field leadership character becomes an important thing in leading soldiers in the field. In Prabowo (2012;58), military leadership is divided into three groups namely face to face or direct level leadership, organizational leadership, and strategic leadership. Meanwhile, field leadership authenticity (Akmil, 2005;3) is a flexible leadership toward situational and condition consideration in the field. Field leadership is not bound to place, time, facilities, but to direct relationship between leader and his subordinate wheresoever's. Field leadership character becomes unique values related to personality aspect as internalization result several virtues believed and used as basic point of view and behavior. Lickona (2012b: 51) emphasizes character as set of cognitives, attitudes, motivations, behaviors, and skills. From the point of view above, character building can be performed by teaching, training, and educational counseling to give cognitives, attitides, motivations, behaviors, and skills.

This research grand theory is transformational educational leadership from Northouse (2013:179), organizational culture from Robbins & Timothy (2011: 258), and Luthans (2006:125), educational theory for character from Lickona (2012a: 51) and Military Academy field leadership (2009). Interaction theories above used as research basic to know and analyze relation and influence of educational leadership, organizational culture and educational counseling to build educational leadership. The theoretical framework of this research is shown in Figure 2.

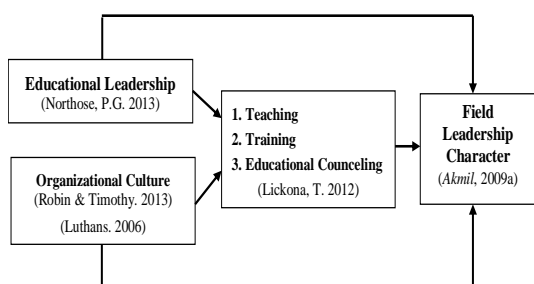


Figure 2. Research Theoretical Framework

Juhary's research (2012) entitled "From A Military Academy To A Defence University" analyzes the development of Military Academy of Malaysia (MAM) becomes National Defense University of Malaysia (NDUM). The development prioritizes academic aspect and building leadership character. The development followed by organizational change and educational structure. Educational and training context and includes; a) technology application; b) educational relevance with real military work; c) synchronization between academic and military training ; d) Research and Development (R&D) functional increase; e) balance of academic and military training aspect; f) using all facilities maximally; g) increasing educational facilities; h) time separations including academic and non-academic activity such as culture and art; i) orderly time academic and military teaching management.

The research of Doty, J. & Sowden, W. (2009;70) entitled "Competency Versus Character, It Must Be Both", discovers that the main problem of US Army is less development of character and leadership model. It is based on Review Officer Training Corps (ROTC) curriculum, 90% focuses on competence development and less than 10% relates to character education. Besides that, only 5% of the educational system focuses on ethics and leadership through training. ROTC education is performed through class meeting.

The research of Chan, K.Y., Adrian, Y.L., & Lim, K.H. (2007;5) entitled "Measuring The Effects Of Value Internalization In A Military Training School" states that the activity

in leadership development centre in Singapore Air Force (SAF) develops long term strategy to teach SAF values and culture so that those values become basic of military character. One of attempts to develop SAF basic values is by increasing curriculum quality in basic military training.

The research of Ole & Torill (2015) entitled "Self Awareness In Military Officers With A High Degree of Developmental Leadership" analyzes the Norwegian Military Academy (NMA) Cadet leadership behavior awareness level and its implications. 26 Cadets as respondents consist of 4 females and 22 males filled Developmental Leadership Questionnaire (DLQ) for personal and 10 for the commanders. Respondent evaluated that modeling factor (M = 7.39), and individual consideration (M = 7.11) above 7.0 norm value. Meanwhile, under the norm value (7.0) were inspiration and motivation (M = 6.92), decision maker (M=6.99), task-based competence (M=80). Inspirational and motivational scores show that Cadets aren't fully aware of their leader. However, the leadership variable in a whole is higher than norm value 7.0 (M = 7.14). It shows that Cadets have awareness of their leader, commandant, friends, and subordinate.

Research of Ajpru, Junprapas, & Choeisuwan (2014) entitled "Evaluation on Activities Conducted for the First Year Nursing Students at the Royal Thai Navy College of Nursing to Promote Discipline and Military Characteristic Development" involves 60 students of nursing school of Royal Thai Navy College. The research result shows that military teacher appropriateness has score M = 4.52, training process factor M=4.57, training management M=4.67, training objectives 4.63, and training structure M=4.62. Leader quality and marine cultural knowledge influence training affectivity. Before following training, the score of students' leadership quality was M=3.90 and SD=0.34, but after following training, it was M=4.47 and SD=0.27. Known that there was a significant increase of leadership quality (0,05) after following training in developing military discipline.

Based on the theoretical framework and previous research result, this research theoretical model is presented in Figure 3.

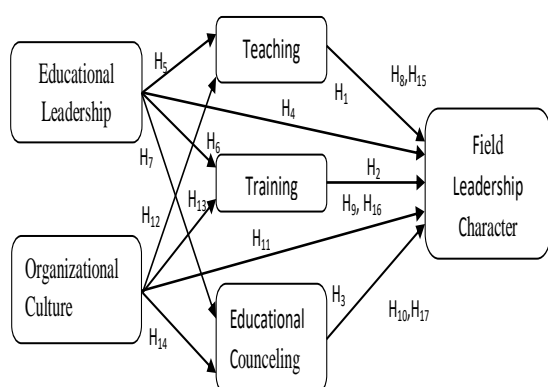


Figure 3. Theoretical Model

Figure above shows educational leadership theoretically and organizational culture influence toward teaching, training, and educational counseling and field leadership character. Meanwhile, teaching, training, and educational counseling influence field leadership character.

Based on the problem statement, library study, and conceptual model, then the hypothesis of this research are:

- H₁. There is a direct influence of leadership, organizational culture, teaching, training, and educational counseling toward field leadership character.
- H₂. There is a direct influence of educational leadership toward teaching, training, and educational counseling.
- H₃. There is a direct influence of organizational culture toward teaching, training, and educational counseling.
- H₄. There is a mediating influence of teaching, training, and educational counseling in connection with educational leadership toward leadership character at field.
- H₅. There is mediating influence of teaching, training, and educational counseling in connection with the culture of organizational toward leadership character at field.

METHODS

This research was designed through qualitative approach by using survey with *expose facto* associative research to reveal the relation and influence of inter-research variables and explain factors served as a basis of the relation built. This research built theory or model in building field leadership character of Military Academy Cadets. The population description was 249 First Sergeant Mayor Military Academy Cadets. Research sample used proportionate random sampling technique. Research sample was 153 Cadets took by using Slovin formula, with 5% significant degree.

Independent variable in this research consisted of two variables namely educational leadership (X₁), and organizational culture (X₂). Mediator variable or intervening is a variable influenced or mediated relation between exogen and endogen variables become indirect relation. Mediator Variable in this research consisted of teaching (M₁), training (M₂), and educational counseling (M₃). Independent variable in this research was field leadership character (Y).

Data analysis technique in this research used Structural Equation Modeling (SEM) Partial Least Square (PLS) model, by using SmartPLS 2.0. PLS software, only allows recursive variable relation model such as path analysis model. The purpose of using PLS is to predict and develop theory. Besides that, PLS is used for predicting independent latent variable and identifying primary variables to develop existed structural theory.

This analysis meant for finding developing fit model of conceptual or theoretical model. Model analysis by Goodness of Fit testing was done by two tests namely measurement (Outer Model) and structural model test (Inner Model). Outer weight significance test is performed to know the dominant influence of relation inter variable and latent variable. The tested latent variable score had to be bigger than other variables. Outer loading significance test was performed to know the dominant relation based on the score of diagram between indicator with other variables. The criteria of reflective

measurementmodel (Outer Model) described in Table 1.

Table 1. Outer Model Evaluation Criteria

Output	Criteria
Loading Factor	- Validity - outer loading > 0.5 fulfilled convergent validity
Discriminant validity	- Cross Loading (CL) must > 0,7 or > correlation inter other variables
Average Variance Extracted (AVE)	- AVE score must > 0,5
Composite Realibility (CR)	- Reliability - CR score > 0,7 fulfilled internal consistency
Combachs Alpha	- Score α > 0.6
Communality	- Score > 0.5

Inner Model test was performed by analyzing significance score of latent variable shown by R-square. A model categorized as strong if the R-square score > 0,67, moderate if R-square score > 0.33, and weak if R-square score < 0.195.

Hypothesis test based on Outer WeightandPath Coefficient from output PLS model bootstrappingwith T-statisticsscore must $\geq 1,96$. This test used Sobel test to know the mediation influence. Sobel Testwas performed interactively on website (<http://quantpsy.org/sobel/sobel.htm>). The outputSobel Testwas used as the mediation criteria. If thescoreof the indirect effect ab at 95% (confidence intervals) did not include 0, the indirect effect of independent variable to the dependentone through mediatorvariable was stated as significant at 0,05 which means there was a mediation.If the independent variable's influence didntinfluence significantly toward dependent variable after controlling mediator variable, then it could be said that it was a perfect or complete mediation. If the independent variable's influencetoward dependent variable decreased after controlling mediator variablebut still less than 0, it could be said that it was partial mediation.

RESULTS AND DISCUSSION

Theoretical Model Analysis

Validity test on outer modelwas done by convergent validity, discriminant validity, Average Variance Extracted (AVE) score validity testing. Output SmartPLS on theoretical Outer Loadings Model is presented in Table 2.

Table 2. Result For Outer Weights Theoretical Model

	Original Sample	Mean Sample	Deviation Standard	T-Statistics
OC 1 \leftarrow ORG. CUL	0,6767	0,6747	0,0796	8,5055
OC 2 \leftarrow BUD ORG	0,8570	0,8484	0,0372	23,0242
OC 3 \leftarrow BUD ORG	0,8320	0,8206	0,0492	16,9007
OC 4 \leftarrow BUD ORG	0,7773	0,7591	0,0744	10,4491
FLC 1 \leftarrow CHARACTER	0,8905	0,886	0,0223	39,9807
FLC 2 \leftarrow CHARACTER	0,9147	0,9112	0,0194	47,0693
FLC 3 \leftarrow CHARACTER	0,8445	0,8409	0,0334	25,2587
FLC 4 \leftarrow CHARACTER	0,8523	0,8415	0,0502	16,9749
FLC 5 \leftarrow CHARACTER	0,8716	0,861	0,0325	26,8447
FLC 6 \leftarrow CHARACTER	0,8622	0,8571	0,0301	28,6368
ED. 1 \leftarrow ED.COUNCL	0,8618	0,8641	0,0258	33,3784
ED. 2 \leftarrow ED.COUNCL	0,8303	0,8238	0,033	25,1984
ED. 3 \leftarrow ED.COUNCL	0,7725	0,7629	0,0335	23,0723
ED. 4 \leftarrow ED.COUNCL	0,7506	0,7576	0,042	17,8855

Source : output SmartPLS2.0 processed on 2016

Table 2. shows that all indicators of each variable hadloading factorscore > 0.5, so it fulfilled significance standard statistically. Discriminant validity testing also shows that generally the indicator scores in cross loadings > 0.7. In general, the analysis result shows that measured indicator had higher cross loadingscore than indicator relation toward other variables. Based on the analysis of output cross loadings can be concluded that all indicators was valid and fulfilled discriminat validitystandard.

The next validity test was performed by considering Average Variance Extracted (AVE) score. AVE score in SmartPLS result in Theoretical Model Overview is presented in Table 3.

Table 3. AVE Score Theoretical Model

	AVE	Standard > 0.5
ORGANIZATIONAL CULTURE	0,6242	Valid
TEACHING	0,7853	Valid
FIELD LEADERSHIP CHARACTER	0,7633	Valid
EDUCATIONAL LEADERSHIP	0,6613	Valid
TRAINING	0,7286	Valid
EDUCATIONAL COUNCELING	0,6491	Valid

Source : Smart PLS 2.0 output processed in 2016.

Table 3. shows that all tested variables had AVE score > 0.5. The highest AVE score was 0.785 from teaching variable and the lowest was 0.624 from organizational culture variable. In general, model variable was stated valid because it fulfilled discriminant validity standard.

The next model analysis was performed by reliability test. Reliability test was performed by considering composite reliability, cronbachs alpha, and communality scores. SmartPLS Output score on Theoretical Model Overview in Table 4.

Table 4. Theoretical Model Overview

	Composite Reliability	Cronbachs Alpha	Communality
ORGANIZATIONAL CULTURE	0,8687	0,7992	0,6242
TEACHING	0,9360	0,9094	0,7853
FIELD LEADERSHIP CHARACTER	0,9508	0,9379	0,7633
EDUCATIONAL LEADERSHIP	0,8858	0,8277	0,6613
TRAINING	0,9148	0,8760	0,7286
EDUCATIONAL COUNCELING	0,8806	0,8210	0,6491

Source : Smart PLS 2.0 output processed in 2016.

Table 4. shows the whole tested variables had composite reliability score > 0.7. As a whole, variables in the model was stated as reliable and had discriminant validity.

The next theoretical model was Inner Model test by analyzing the significant R-Square score from latent variable showing the power of variable. Output of R-Square Model score Theoretical presented as in Table 5.

Table 5. Result For R-Square Theoretical Model

	R-Square	Criteria
ORGANIZATIONAL CULTURE	0	-
TEACHING	0,1978	Weak
FIELD LEADERSHIP CHARACTER	0,3945	Moderate
EDUCATIONAL LEADERSHIP	0	-
TRAINING	0,1675	Weak
EDUCATIONAL COUNCELING	0,1320	Weak

Source : Smart PLS 2.0 output processed in 2016.

Based on the analysis of R-square score, teaching, training, and educational counseling were weak because it had R-squarescore < 0.19. Meanwhile, the field leadership character was moderate because it had R-squarescore 0.39 > 0.33.

The next Inner Model evaluation was performed by using bootstrapping method by considering T-statistics score. Output SmartPLS of bootstrapping model in Inner Weights Theoretical Model was displayed in Table 6.

Table 6. Inner Weights Theoretical Model

Relation	Original Sample	T-Statistics	Criteria (≥ 1,96)
ORG. CUL → CHARACTER	0,1584	2,2156	Valid
CHARACTER → TEACHING	0,3004	4,9013	Valid
CHARACTER → TRAINING	0,2795	3,7661	Valid
CHARACTER → ED. COUNCELING	0,2942	4,8042	Valid
ED. LEADERSHIP → CHARACTER	0,0677	0,8251	Invalid
ED. LEADERSHIP → TEACHING	0,3209	6,4802	Valid
ED. LEADERSHIP → TRAINING	0,2924	4,5590	Valid
ED. LEADERSHIP → ED. COUNCELING	0,2062	2,7572	Valid
TEACHING → CHARACTER	0,3121	3,4329	valid
TRAINING → CHARACTER	0,3114	4,2424	Valid
ED. COUNCELING → CHARACTER	0,0245	0,4191	Invalid

Source : Smart PLS 2.0 output processed in 2016.

Development of Alternative A Model

Based on the Table above, it can be seen that all relation in the category are valid except the relation between educational leadership toward character and educational counseling toward character were invalid because T-statistics score < 1.96. The Theoretical Model calculation result as a whole is presented in Figure 4.

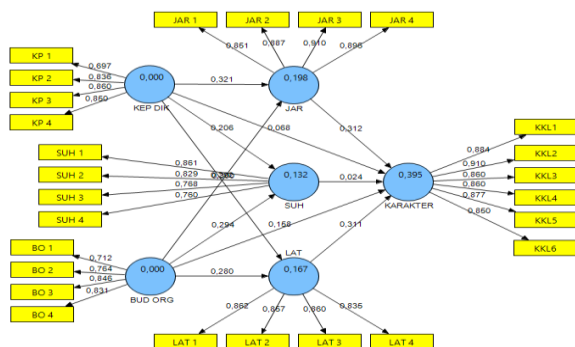


Figure 4. Theoretical Model

Analysis result on Theoretical Model described the relation inter variables based on Outer and Inner Theoretical Model. It is had not fulfilled the Goodness Of Fit standard. It was based on two invalid variables relation because of the T-Statistic score < 1.96 namely educational leadership toward field leadership character (0.825 < 1.96) and educational counseling toward field leadership character (0.419 < 1.96). Further research needs to develop educational model of Military Academy Cadet in building field leadership character fulfilled Goodness of Fit standard.

Alternative A Model as the deletion of insignificant influence describes in Theoretical Model analysis i.e. the direct relation of educational leadership and educational counseling toward field leadership character

The estimation result of Inner Weights Alternative A Model presented is presented in Table 7.

Table 7. Inner Weights Alternative A Model

	Original Sample	Mean Sample	Deviation Standard
ORG. CUL → CHARACTER	0,1552	0,1463	0,0806
ORG. CUL → TEACHING	0,2595	0,2769	0,0845
ORG. CUL → TRAINING	0,2546	0,2828	0,0770
ORG. CUL → ED. COUNSELING	0,2916	0,3087	0,0699
ED. LEADERSHIP → TEACHING	0,2943	0,2823	0,0661
ED. LEADERSHIP → TRAINING	0,2742	0,2773	0,0564
ED. LEADERSHIP → ED. COUNSELING	0,2078	0,1951	0,0516
TRAINING → CHARACTER	0,3291	0,3218	0,0691
TEACHING → CHARACTER	0,3353	0,3457	0,0776
ED. COUNSELING → TEACHING	0,1385	0,1295	0,0887
ED. COUNSELING → TRAINING	0,0851	0,0600	0,0781

Source : Smart PLS 2.0 output processed in 2016.

Table 7. shows the path coefficient score of inter variable relation. The highest score was the relation of teaching toward field leadership character and the lowest was educational counseling toward teaching (0.085). The estimation result of Alternative A Model presented in Figure 5.

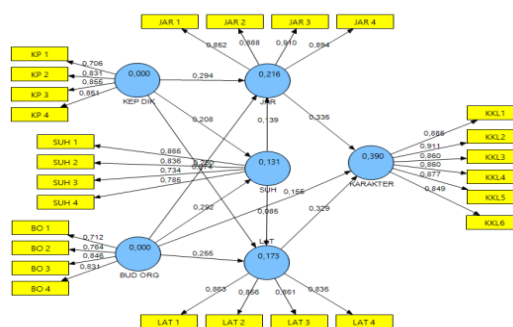


Figure 5. Alternative A Model

Figure 5. shows the score of all indicators relation toward positive score variables > 0.5 so that it was stated valid and no eliminated indicator. Next, Alternative A Model got the Goodness of Fit test. The convergent validity test result shows that loadings factors score of each indicator had score > 0.5.

Validity test was performed by considering Average Variance Extracted (AVE) score. AVE score in Smart PLS result on Alternative A Model Overview is presented in Table 8.

Table 8. AVE Score of Alternative A Model

	AVE	Standard > 0.5
ORGANIZATIONAL CULTURE	0,6242	Valid
TEACHING	0,7854	Valid
FIELD LEADERSHIP CHARACTER	0,7633	Valid
EDUCATIONAL LEADERSHIP	0,6609	Valid
TRAINING	0,7285	Valid
EDUCATIONAL COUNCELING	0,6505	Valid

Source : Smart PLS 2.0 output processed in 2016.

Table 8 shows that all tested variables had AVE score > 0.5 so the models were stated valid because it fulfilled the discriminant validity standard.

The next model analysis was reliability test by considering the score of composite reliability, cronbabs alpha, and communality. Output SmartPLS in Alternative A Model Overview is presented in Table 9.

Table 9. Overview Model Alternative A

	Composite Reliability	Cronbachs Alpha	Communality
ORGANIZATIONAL CULTURE	0,8687	0,7992	0,6242
TEACHING	0,9360	0,9094	0,7854
FIELD LEADERSHIP CHARACTER	0,9508	0,9379	0,7633
EDUCATIONAL LEADERSHIP	0,8858	0,8277	0,6609
TRAINING	0,9148	0,8760	0,7285
EDUCATIONAL COUNCELING	0,8812	0,8210	0,6505

Source : Smart PLS 2.0 output processed in 2016.

Table 9. shows that all tested variables has composite reliability > 0.7. By considering Cronbach alpha score, reliability test shows that all variable had cronbach alpha score > 0.6. Reliability test was strengthened by Communality score of each variable in the model with the score > 0.5. Based on empirical data,

Alternative A model was stated reliable and haddiscriminant validity.

Alternative A Model was next tested by Inner Model by analyzing R-Square significant score. R-Square Alternative A Model score is presented in Table 10.

Table 10. R-Square Alternative A Model

	Original Sample	Mean Sample	Deviation Standard
ORG. CUL. → CHARACTER	0,1550	0,1531	0,0678
ORG. CUL. → TEACHING	0,3001	0,3005	0,0608
ORG. CUL. → TRAINING	0,2542	0,2541	0,0743
ORG. CUL. → ED. COUNCELING	0,2928	0,2957	0,0747
ED. LEADERSHIP → TEACHING	0,3232	0,3335	0,0591
ED. LEADERSHIP → TRAINING	0,2740	0,2781	0,0658
ED. LEADERSHIP → ED. COUNCELING	0,2077	0,2181	0,0686
TRAINING → CHARACTER	0,3356	0,3338	0,0739
TEACHING → CHARACTER	0,3290	0,3346	0,0681
ED. COUNCELING → TRAINING	0,0858	0,0798	0,0836

Source : Smart PLS 2.0 output processed in 2016

Based on Table 10., known that R-square score in training and educational counseling were weak because it had R-square score < 0.19. Meanwhile, field leadership character and teaching variables were moderate because it had R-square score nearly 0.33.

The next Inner Model evaluation was performed by boots trapping method by considering T-statistics score. Bootstrapping Smart PLS Output model in Inner Weights Alternative A is presented in Table 11. Generally, Table 11 shows the relation of inter variables in Alternative A Model T-Statistic > 1.96 and states as significant in the level 0.05. Next, there were two inter variables relation with T-Statistic variable score < 1.96 so it was stated as invalid.

The analysis result of Alternative A Model built based on development of Theoretical Model had not fulfilled the Goodness Of Fit standard. It was because there were two invalid inter relation variables with T-Statistic score < 1.96 namely educational counseling toward teaching (1.56 < 1.96) and educational counseling toward training (1.089 <

1.96). Further model development needed to fulfill goodness of fit standard.

Table 11. Inner Weights of Alternative A Model

	Original Sample	T-Statistics	Criteria
ORG. CUL. → CHARACTER	0,1552	1,9846	Valid
ORG. CUL. → TEACHING	0,2595	3,0723	Valid
ORG. CUL. → TRAINING	0,2546	3,3070	Valid
ORG. CUL. → ED. COUNCELING	0,2916	4,1684	Valid
ED. LEADERSHIP → TEACHING	0,2943	4,4503	Valid
ED. LEADERSHIP → TRAINING	0,2742	4,8580	Valid
ED. LEADERSHIP → ED. COUNCELING	0,2078	4,0293	Valid
TRAINING → CHARACTER	0,3353	4,3213	valid
TEACHING → CHARACTER	0,3291	4,7642	Valid
ED. COUNCELING → TEACHING	0,1385	1,5620	Invalid
ED. COUNCELING → TRAINING	0,0851	1,0899	Invalid

Source : Smart PLS 2.0 output processed in 2016

Alternative B Model Development

Alternative B Model described as deleting the insignificant influence on Alternative A Model analysis namely direct relation from educational counseling toward teaching. Alternative B Model specifically describes that organizational culture and educational leadership influence educational counseling. Meanwhile, educational counseling only influences training. Next, estimation by considering the Inner Weights Output was performed.

Table 12. Inner Weights Model Alternative B

	AVE	Standard > 0.5
ORGANIZATIONAL CULTURE	0,6242	Valid
TEACHING	0,7853	Valid
FIELD LEADERSHIP CHARACTER	0,7633	Valid
EDUCATIONAL LEADERSHIP	0,6609	Valid
TRAINING	0,7285	Valid
EDUCATIONAL COUNCELING	0,6499	Valid

Source : Smart PLS 2.0 output processed in 2016

Table 12. known having the highest path coefficient score in relation between teaching toward field leadership character (0.335) and the lowest was educational counseling toward training (0.086). The estimation result of Alternative B Model is presented in Figure 6.

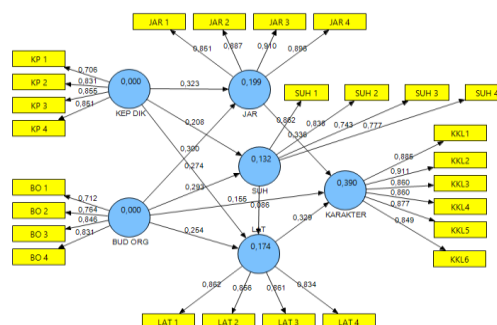


Figure 6. Alternative B Model

Goodness of Fit evaluation on Alternative B model was performed by reflective measurement model testing or Outer Model and structural measurement model (Inner Model). Validity test was performed by considering Average Variance Extracted (AVE) score. AVE score on SmartPLS result in Alternative B Model Overview presented in Table 13.

All tested variables had AVE score > 0.5 and stated valid because it fulfilled discriminant validity standard.

The next model analysis was reliability test by considering composite reliability, cronbachs alpha, and communalities scores. SmartPLS Output in Alternative B Model Overview is presented in Table 13.

Table 13 shows all tested variables had composite reliability score > 0.7. Reliability test by considering cronbach alpha shows that all variables had a cronbach alpha score > 0.6. Communalities score from each variable in the model had score > 0.5 strengthened the reliability test. Based on the empirical data, Alternative B Model stated reliable and had discriminant validity.

Inner Model testing by analyzing R-Square significant score was the next test of Alternative B Model. R-Square of output score Alternative B model presented in Table 14.

Table 13. Alternative Model B Overview

	Composite Reliability	Cronbachs Alpha	Communality
ORGANIZATIONAL CULTURE	0,8687	0,7992	0,6242
TEACHING	0,9360	0,9094	0,7853
FIELD LEADERSHIP CHARACTER	0,9508	0,9379	0,7633
EDUCATIONAL LEADERSHIP	0,8857	0,8277	0,6609
TRAINING	0,9148	0,8760	0,7285
EDUCATIONAL COUNCELING	0,8810	0,8210	0,6499

Source : Smart PLS 2.0 output processed in 2016

Table 14. R-Square Model Alternative B

	R-Square	Criteria
ORGANIZATIONAL CULTURE	0	-
TEACHING	0,1993	Weak
FIELD LEADERSHIP CHARACTER	0,3897	Moderate
EDUCATIONAL LEADERSHIP	0	-
TRAINING	0,1736	Weak
EDUCATIONAL COUNCELING	0,1318	Weak

Source : Smart PLS 2.0 output processed in 2016

Based on Table 14 known that R-square score in teaching, training, and educational counseling variables were weak because of their R-square score < 0.19. Meanwhile, field leadership character variable was moderate because it had R-square score nearly 0,33.

Next Inner Model evaluation was performed by bootstrapping method by considering T-statistics score. SmartPLS bootstrapping model Output in Inner Weights Alternative B Model presented in Table 15.

Table 15. Inner Weights Model Alternative B

	Original Sample	T-Statistics	Criteria
ORG. CUL. → CHARACTER	0,1550	2,2865	Valid
ORG. CUL. → TEACHING	0,3001	4,9377	Valid
ORG. CUL. → TRAINING	0,2542	3,4205	Valid
ORG. CUL. → ED. COUNCELING	0,2928	3,9187	Valid
ED. LEADERSHIP → TEACHING	0,3232	5,4697	Valid
ED. LEADERSHIP → TRAINING	0,2740	4,1633	Valid
ED. LEADERSHIP → ED. COUNCELING	0,2077	3,0298	Valid
TRAINING → CHARACTER	0,3356	4,5427	valid
TEACHING → CHARACTER	0,3290	4,8289	Valid

Source : Smart PLS 2.0 output processed in 2016

Table 15 shows generally the relation of inter variables in Alternative B Model with T-Statistics score > 1.96 and stated significant in standard 0.05. Next, the relation of educational counseling toward teaching had T-Statistic score < 1.96 and stated invalid.

The analysis result in Alternative B Model did not fulfill Goodness Of Fit standard. It was because of the inter variables invalid relation because the T-Statistic score < 1.96 i.e., educational counseling toward training (1.03 < 1.96). Developing Alternative Model is still needed to fulfill Goodness Of Fit standard.

Developing Alternative C Model

Alternative C Model described as deleting insignificant influence in Alternative B Model is a direct relation of educational counseling toward teaching. Alternative C Model specifically describes that educational counseling directly influence by educational leadership and organizational culture. Meanwhile, educational counseling only directly influences toward teaching. Next, Alternative C Model performed estimation by considering Inner Weights Output in Table 16.

Table 16. Alternative C Model Inner Weights

	Original Sample	Mean Sample	Deviation Standard
ORG. CUL. → CHARACTER	0,1553	0,1560	0,0750
ORG. CUL. → TEACHING	0,2600	0,2579	0,0916
ORG. CUL. → TRAINING	0,2793	0,2767	0,0763
ORG. CUL. → ED. COUNCELING	0,2905	0,2692	0,0772
ED. LEADERSHIP → TEACHING	0,2945	0,3033	0,0573
ED. LEADERSHIP → TRAINING	0,2916	0,2910	0,0705
ED. LEADERSHIP → ED. COUNCELING	0,2073	0,2372	0,0681
TRAINING → CHARACTER	0,3353	0,3200	0,0965
TEACHING → CHARACTER	0,3291	0,3243	0,0602
ED. COUNCELING → TEACHING	0,1375	0,1597	0,0599

Source : Smart PLS 2.0 output processed in 2016

From Table 16 known that the highest path coefficients score was in relation of teaching toward field leadership (0.335) and the lowest in relation of educational counseling toward training (0,137). The estimation of Alternative C Model is presented in Figure 7.

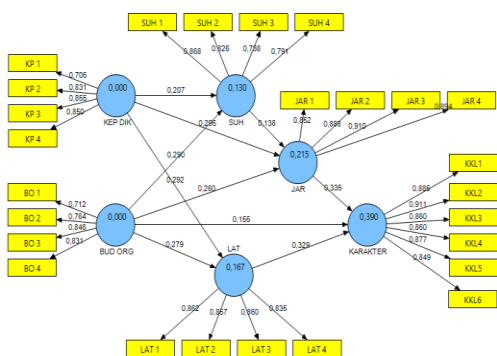


Figure 7. Alternative C Model

Goodness of Fit evaluation in Alternative C Model was done by reflective measurement (Outer Model) and measurement model (Inner Model). Validity test was done by considering Average Variance Extracted (AVE) score. AVE score in SmartPLS result in Alternative C Model Overview is presented in Table 17.

Table 17. AVE Score Alternative C Model

	AVE	Standard > 0.5
ORGANIZATIONAL CULTURE	0,6242	Valid
TEACHING	0,7854	Valid
FIELD LEADERSHIP CHARACTER	0,7633	Valid
EDUCATIONAL LEADERSHIP	0,6610	Valid
TRAINING	0,7286	Valid
EDUCATIONAL COUNCELING	0,6515	Valid

Source : Smart PLS 2.0 output processed in 2016

Table 17 shows that all tested variables had AVE score > 0.5 and stated valid because it fulfilled discriminant validity standard. Next model analysis was performed with reliability test by considering composite reliability, Cronbach's alpha, and communality scores. SmartPLS Output in Alternative C Model Overview is presented in Table 18.

Table 18. Alternative C Model Overview

	Composite Reliability	Cronbachs Alpha	Communality
ORGANIZATIONAL CULTURE	0,8687	0,7992	0,6242
TEACHING	0,9360	0,9094	0,7854
FIELD LEADERSHIP CHARACTER	0,9508	0,9379	0,7633
EDUCATIONAL LEADERSHIP	0,8858	0,8277	0,6610
TRAINING	0,9148	0,8760	0,7286
EDUCATIONAL COUNCELING	0,8817	0,8210	0,6515

Source : Smart PLS 2.0 output processed in 2016

Table 18 shows all tested variables had composite reliability score > 0.7. Reliability test by considering Cronbach's alpha score showed that all variables had Cronbach's alpha score > 0.6. Communality score of each variable in model with score > 0.5 strengthens the reliability. Based on empirical data, Alternative C Model was stated reliable and had discriminant validity.

Inner Model by analyzing R-Square significant score was the next R-Square Alternative C Model testing. Alternative C Model Output is presented in Table 19.

Table 19. R-Square Model Alternative C

	R-Square	Criteria
ORGANIZATIONAL CULTURE	0	-
TEACHING	0,2155	Moderate
FIELD LEADERSHIP CHARACTER	0,3896	Moderate
EDUCATIONAL LEADERSHIP	0	-
TRAINING	0,167	Weak
EDUCATIONAL COUNSELING	0,1303	Weak

Source : Smart PLS 2.0 output processed in 2016

Based on Table 19, it is known that R-square score in training variable and educational counseling were weak because they had R-square score < 0.19. Meanwhile, teaching and field leadership character were moderate because they had score nearly 0,33. Bootstrapping method by T-statistics score was the next Inner Model. Smart PLS Output bootstrapping model in Alternative C Model Inner Weights presented in Table. 20.

Table 20. Alternatif C Model Inner Weights

	Original Sample	T-Statistics	Criteria	Hypothesis
TEACHING → CHARACTER	0,3353	3,4751	valid	H ₁ Acceptable
TRAINING → CHARACTER	0,3291	5,4669	Valid	H ₂ Acceptable
ED.COUNCL → TEACHING	0,1375	2,2960	Valid	Acceptable
ED. LEAD. → TEACHING	0,2945	5,1379	Valid	H ₅ Acceptable
ED. LEAD. → TRAINING	0,2916	4,1350	Valid	H ₆ Acceptable
ED. LEAD. → ED.COUNCL	0,2073	3,0428	Valid	H ₇ Acceptable
ORG. CUL. → CHARACTER	0,1553	2,0692	Valid	H ₁₁ Acceptable
ORG. CUL. → TEACHING	0,2600	2,8376	Valid	H ₁₂ Acceptable
ORG. CUL. → TRAINING	0,2793	3,6632	Valid	H ₁₃ Acceptable
ORG. CUL. → ED.COUNCL	0,2905	3,7634	Valid	H ₁₄ Acceptable

Source : Smart PLS 2.0 output processed in 2016.

Table. 20 shows generally the inter variables relation in Alternative C Model had T-Statistic score > 1.96 and stated significant in

standard 0.05. Next, educational counseling relation toward teaching had T-Statistic score < 1.96 and stated invalid. Based on those empirical data, Alternative C Model stated fulfilled Goodness Of Fit standard as research result Fit Model.

The next testing performed to know the mediation influence. Sobel Test testing was performed interactively by using calculation in website (<http://quantpsy.org/sobel/sobel.htm>). Coefisien Mediation Effect as the Sobel Test Output is presented in Table 21.

Table 21. Sobel Test Fit Model Output

Tabel 22. Sobel Test Fit Model Output

No	Variable	p-Value	Taraf Sig < 0.05	Hypothesis
1	X ₁ → M ₁ → Y	0.005	Significant	(H ₈) Complete Mediation
2	X ₁ → M ₂ → Y	0.003	Significant	(H ₉) Complete Mediation
3	X ₁ → M ₃ → M ₁	0.119	Significant	Partial Mediation
4	X ₂ → M ₁ → Y	0.009	Significant	(H ₁₅) Complete Mediation
5	X ₂ → M ₂ → Y	0.001	Significant	(H ₁₆) Complete Mediation
6	X ₂ → M ₃ → M ₁	0.100	Insignificant	Partial Mediation
7	M ₃ → M ₁ → Y	0.095	Insignificant	Partial Mediation

Source : Sobel Test output, processed 2016.

Based on Sobel Test calculation, we gain result as follows:

1. Teaching variable gives mediation a significant influence (complete mediation) with p-Value 0.005 < 0.05 (Level Sig) in educational leadership relation toward field leadership character.
2. Training variable gives mediation a significant influence (complete mediation) with p-Value 0.003 < 0.05 (Level Sig) in educational leadership relation toward field leadership character.
3. Educational counseling variable gives mediation an insignificant influence (partial mediation) with p-Value score 0.119 > 0.05 (Level Sig) in educational leadership toward teaching.

4. Teaching variable gives mediation a significant influence (complete mediation) with p-Value $0.009 < 0.05$ (Level Sig) in organizational culture relation toward field leadership character.
 5. Training variable gives mediation a significant influence (complete mediation) with p-Value $0.001 < 0.05$ (Level Sig) in organizational culture relation toward field leadership character.
 6. Educational counseling variable gives mediation an insignificant influence (partial mediation) with p-Value score $0.1 > 0.05$ (Level Sig) in organizational culture relation toward teaching.
 7. Teaching variable gives mediation significant influence (complete mediation) with p-Value $0.095 > 0.05$ (Level Sig) on educational counseling relation toward field leadership character.
 - d. Training becomes a significant mediator in educational leadership and organizational culture in building Military Academy Cadet's field leadership character.
 - e. Educational counseling does not influence directly toward field leadership character but it influence directly toward teaching.
2. The Indicator relation toward variables (outer Model) are 1) innovations become a dominant indicator in educational leadership variable; 2) organizational norm become a dominant indicator in organizational culture variable; 3) kinds of teaching in Military Academy Cadet become dominant indicator in teaching variable; 4) Teaching objective in Military Academy Cadet becomes a dominant indicator in training variable; and 5) kinds of educational counseling in Military Academy Cadet become dominant indicator in educational counseling variable.

Based on empirical analysis result above, this research gains several new findings, namely;

1. Inter variables relation (Inner Model). It finds new findings including;
 - a. Educational leadership variable does not directly contribute significantly in educational leadership and educational counseling. However, it indirectly contributes significantly toward field leadership character through teaching, training, and educational counseling. Descriptive statistical analysis result and partial analysis based on research data prove it.
 - b. Organizational culture directly and indirectly has significant contribution toward field leadership character building through teaching, training, and educational counseling.
 - c. Teaching becomes a significant mediator in educational leadership and organizational culture in building Military Academy Cadet's field leadership character. Next, teaching will give insignificant mediator influence (partial mediation) in educational counseling toward Cadet's field leadership character building.

CONCLUSIONS

This research evaluates and develops the model of Military Academy Cadet's field leadership character building by considering the influence of educational leadership and organizational culture mediated by teaching, training, and educational counseling factors. The research result and discussion find Fit Model based on empirical data and fact with the conclusion as follows:

Educational leadership and educational counseling do not influence directly toward Military Academy Cadet's field leadership character, but teaching, training, and educational organization do. It shows that building Cadet's field leadership character will not be effective if it is performed directly by educational leadership or educational counseling, but it will run effectively through teaching, training and supported by good organizational culture.

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