

Democratic character values formation in the School of the Ministry Defense of the Republic Indonesia

Riyatmi Catyaningsih^{1✉}, Agustinus Sugeng Priyanto², Subagyo Subagyo²

¹SMA Taruna Nusantara Magelang

²Universitas Negeri Semarang, Indonesia

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Abstract

Democratic character values formation is a way to foster a sense of tolerance and respect for diversity. The purpose of the study was to determine the formation of democratic character values in schools with military backgrounds. The study was conducted at SMA Taruna Nusantara Magelang, using qualitative research methods. The data was obtained through interviews and filling out questions using google form. The results of the study indicate that democratic values are formed through the process of education, parenting, training, and are integrated in daily life supported by a special school system and curriculum. Taruna Nusantara High School students conduct the organization like an election in which each candidate for chairman and section candidates makes speeches and campaigns to get support from friends through a dialogical campaign, students are given the freedom to make posters and give speeches in order to seek support. This research is useful for the Ministry Defense of the Republic Indonesia to implement democratic character education evenly.

✉ Correspondence address:

Jl. Raya Purworejo-Magelang Km.5 Magelang

E-mail: amickw1@gmail.com

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INTRODUCTION

Taruna Nusantara High School is located in Magelang, Central Java, which is within the Ministry of Defense of the Republic of Indonesia, and the Minister of Defense is the supervisor of this school. The Ministry of Defense (Kemhan) is a departmental institution, which has the advantage of personnel. The Ministry of Defense has differences from other departments, each employee carries a civilian and military background, maintains his identity as a military officer in the form of uniforms, ranks and behaviors that are carried out through customs such as respect, manner of speaking, morning and evening meetings. The defense ministry institution has long had a very strong and military character. Discipline character is the values that must be owned by the organization. Discipline is a factor that affects the establishment of an organization or company by creating habituation that supports the establishment of discipline. Cultivating discipline requires positive disciplinary habits to the organizational or company environment, so that with these positive habits employees or employees will get used to having discipline without coercion and pressure from outside (Lestari et al., 2012). The inherent characteristic of military education is embracing an indoctrination system as a pattern of inculcating discipline as found in the application by the Indonesian National Army.

The educational process that adopts military principles has a stereotype that seems very rigid, because it is carried out so strictly with many rules that are set as part of the process of inculcating discipline in order to shape the character of students. The character of students is formed with the aim of making students form good citizens. Democratic values help create a society based on rewards and accountability (Kurniawan & Kusumawardhana, 2020).

To produce good citizens, citizenship transmission is needed. Besides that, the most important thing is usually associated with democratic citizens (Muhammad et al., 2019).

Character education needs to be continuously developed in schools in order to create students who have good character and become smart and good citizens (Wahono & Priyanto, 2017).

A democratic attitude is one type of competence that needs to be possessed in the 21st century, this is the character of innovation in learning. The character of democracy is indispensable in the order of social and state life. Character education as a process of formation and development is explored through good values. This goodness through the nature of every human being, is guided, developed, and directed to be in line with the standards of moral development found in the life of society in general (Masrukhi et al., 2022).

The formation of democratic attitudes needs to be carried out both at school and outside school which requires the ability and participation of families, schools and communities. The formation of a democratic attitude that is expected to be obtained by a person through the experiences he has learned, with the aim of forming a person to have a democratic attitude (learning by doing).

Human character has the principle of understanding and knowing each other, democracy is very important to be owned by anyone as part of a member of the nation's community and state, because democratic attitude is an appreciation of others to give freedom to expression. This attitude can be obtained through the educational process obtained from schools, because education in schools has a role in producing good citizens and citizens so that they are able to be actively and effectively involved in the life of a democratic society. This is also in line with the goal of social studies learning, which is to produce students to become good citizens (Sari et al., 2015). To make the community, especially students, become good citizens, one of them is by forming and equipping students with character values that can be instilled continuously (habituation), through the process of character education. The value clarification technique is carried out repeatedly, it aims to get to know the character of students and teachers

can instill character values based on the nation's culture to students (Handayani et al., 2018).

Character education is a policy that has long been implemented in Indonesia. This is expected to create and improve the discipline of the younger generation, including through ethics, responsibility, and concern for implementation as well as obstacles that will be effective by controlling and reviewing for continuous improvement (Suherman, 2014). This character education is combined with academic education, then provides a new understanding. Furthermore, the strategy for implementing character education in military-based high schools can be divided into three sectors, namely institutional, curricular activities, and non-curricular activities (Rachman et al., 2017). Identification of social values is a process of understanding the characteristics of social values that are part of social interaction, modification, teaching and learning activities, fulfillment, diversity, acceptance, and assumptions (Rachman, 2013).

The role of the Government through conscious implementation efforts must carry out character education holistically by involving the educational environment in which students are located (Amirrudin et al., 2021). The fading of character education for students will greatly impact the moral decline of a nation, so it is necessary to improve the character of the nation's children through various environments, one of which is education obtained in the school environment. According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, through three supported education channels consisting of formal, non-formal and informal education in order to achieve the goals of education (Sukmaningpraja & Santhoso, 2016).

Taruna Nusantara High School as one of the superior private schools in Indonesia and has its own characteristics that make this school different from other excellent schools. Superior schools in general can be interpreted as quality schools that focus on the quality of education. Apart from emphasizing on quality such as superior schools in general, the advantages of

this school can be seen through several elements including; Human resources of students who enter through a rigorous selection process, complete school infrastructure facilities and meet the standards of a conducive school environment and support the educational process, managerial skills that make it very possible for the achievement of educational goals of academic achievement and a better personality than other schools in general.

Another difference between Taruna Nusantara High School and other superior schools is that Taruna Nusantara High School is the only high school whose foundation is directly under the Ministry Defense of the Republic of Indonesia. In addition, the prominent difference between this school and other high schools is that Taruna Nusantara High School was established with the aim of preparing a cadre of national leaders who are intelligent, healthy and have a nationalist spirit based on Pancasila and the 1945 Constitution. Therefore, in this school, three aspects must be implemented. owned by each student after the concerned graduate. The first is in the academic field which still refers to the national curriculum, in addition to adding a special curriculum for Taruna Nusantara High School, the second is in the field of physical strengthening, and the third is in the field of personality. These three fields must pass and meet the predetermined completeness criteria (Setyorini, 2012).

The next challenge is in applying the existing values or norms, such as; Tri Prasetya, code of honor, PUDD, Perdupsis in order to realize the school's vision and mission as a boarding school. It is not an easy thing to apply the values or norms above while still providing a comfortable feeling for students because it is possible to apply these norms to be indoctrination. The view of semi-military schools among students today indicates the need to change such perceptions to attract more students to achieve a more diverse future dream destination (Classen et al., 2019).

Taruna Nusantara High School as a boarding school, every student is required to obey the norms that are applied as part of

character building which should be a conscious and sincere part carried out by all students. On the other hand, students feel compelled to act or feel pressured when they do it without having the freedom to act or act. This is in line with the meaning of the value of democracy or democratization, democratization is a democratic process. The model of democracy in Indonesia is not only reflected through the people for the people, but more than that, such as tolerance, cooperation and consensus are also part of democracy (Halik, 2018).

The democratic process is expected to be carried out well and in accordance with the wishes and expectations of students when they choose Taruna Nusantara High School. How to instill a democratic character in students is a challenge in itself. Democracy education is an understanding that is socialized through the process, internalization, and actualization of democratic concepts and values through an ongoing learning process (Rosyad & Maarif, 2020).

Democracy is implemented through a process to strengthen togetherness and cooperation from various school components, especially teachers, students, and parents (Suyahmo & Munandar, 2017). Moreover, when applied to students who are in the Ministry of Defense school environment, whose education system prioritizes discipline as one of the character values applied, strict rules are needed to enforce even those that tend to be rigid (indoctrines). Because discipline does not grow by itself but through habit and practice.

Based on the results of previous studies, there have been many studies that have examined character values and there have also been many studies that have examined military school-based democratic education. So far there has been no research that examines character values on democratic education in semi-military schools. Based on this, it is the impetus for researchers to conduct research that not only examines character values, but also democratic education in military-based schools that have a rigid impression. It should be known together that the application of democratic values in the

school environment must be healthy, fair, clean and without conflict. However, there is definitely a difference of opinion. Difference is one part that exists in Indonesian society and is able to appreciate all differences (Asmaroini & Utami, 2017).

The purpose of this study is to analyze the value of democratic character, and to analyze the factors forming democratic character within the Ministry Defense of the Republic Indonesia, Taruna Nusantara High School. Semi-military schools have the impression of being rigid and hard, but democratic values are character values that shape the character of students to become democratic students, namely free to choose and carry out competencies according to their fields. In addition, this research is a form of renewal of semi-military education problems that have stereotypes, seem rigid, but democratic education is still applied and carried out by students.

METHOD

The study used qualitative methods, used to dig up information from Taruna Nusantara High School students. The research location at Taruna Nusantara High School is in Magelang, this school is a school of the Ministry Defense of the Republic Indonesia. Informants taken in this study were 4 of them senior civil servants or teachers who have taught since the school was founded in 1990, civil servants who care for and accompany students in dormitories from the Indonesian National Army and the police, and students from all regions in Indonesia. consists of five regions in Indonesia, namely Sumatra, Kalimantan, Java, Sulawesi, Papua, and an administrative pamong who is in charge of administration or service functions.

The subjects in the study were the principal, students, and teachers/caregivers who provided information about the democratic character of students, as well as the factors forming the values of democratic character and analyzed the facilities and infrastructure as forming the democratic character of Taruna Nusantara High School students. The

importance of obtaining valid information the need to obtain data through informants. To support the validity of the data, the main informants, namely students in grades X, XI, XII, are reviewed based on origins that have character values, supporting informants are teachers and tutors who educate and care for students. To support the data through key informants, namely senior civil servants and school administrators who provide military-based school policies. Sampling with purposive sampling technique. The data collected was analyzed qualitatively. Data collection in this study used observation, interviews, documentary surveys, field notes, and data analysis techniques used: data reduction, data presentation and conclusion validation. By describing the research results in the form of words or phrases that allow researchers to detail the results of their research according to the actual conditions found in the field.

RESULT AND DISCUSSION

Value of Democratic Character of Taruna Nusantara High School Students

Education at Taruna Nusantara High School has the characteristics of carrying out an educational process in the form of teaching, nurturing and training in an integrative way with everyday life so that in addition to socializing in providing knowledge, it also carries out socialization of values, and the process of socializing attitudes and talents, interests. Learning is the support provided by educators through a process of socialization and the provision of knowledge to students to gain knowledge, skills and personality as well as the formation of self-confidence. Through learning, it is expected to be able to help students in the process of teaching and learning activities well (Wijayanti et al., 2021). Implementation of the learning process The inculcation of character values is integrated or integrated in the process of all activities at school, there are many values that are applied and regulated in the guidelines used such as PUDD (Regulations for Internal Affairs) and Perdupsis (Regulations for student

life). Some of the values applied are democratic values, these values are manifested by various things such as ideas, behavior, and actions that are valued the same as the rights and obligations of oneself and others. The way to do this is to provide socialization in the form of establishing the value of democratic tolerance. the formation of democratic values of mutual respect, and the formation of democratic values of respect for diversity/pluralism.

The formation of the value of tolerance in Taruna Nusantara High School through attitudes and behavior by respecting different opinions, religion, race, ethnicity, attitudes and behavior of other people who are different from themselves. The formation of tolerance values at Taruna Nusantara High School can be applied in a simple way, namely respecting differences. The process carried out is listening or listening to the opinions of others. Even though they are different, there is mutual respect and appreciation because they want to eliminate the sense of difference in order to have a strong togetherness without judging and looking at their ethnic, religious, and social strata background.

The attitude of tolerance at Taruna Nusantara High School was conceptualized from the start as new students, when carrying out PDK namely Basic Discipline Education. This activity is carried out through the teaching and learning process and outside the teaching and learning process such as activities in their daily lives in the dormitory and the school environment, as well as socialization on how to develop cooperation, help each other, care for other friends, until finally a korsa spirit is formed. togetherness among Taruna Nusantara High School students is embedded and ingrained. Characters are good values to increase and strengthen the role of families, educational institutions, communities, and governments that have the aim of developing the potential of citizens and are responsible for building to make a developed, independent, and prosperous country (Tobing & Dewi, 2021).

Through the establishment of democratic values, mutual respect is a value that has been

applied by Taruna Nusantara High School since the beginning of this school, it is already in the rules such as the first student honor code which contains upholding Tri Prasetya Siswa, the second contains respect for parents, the third code of honor is respect for the tutor/teacher, the fourth does not cheat, the fifth does not cheat, the sixth does not steal, the seventh does not fight, the eighth does not commit immorality, the ninth does not use violence. verbal, physical or psychological and the tenth is abstinence from smoking, consuming alcohol and abusing drugs. Of the ten student honor codes, the implementation of democratic values is illustrated. So that this attitude of mutual respect must also be carried out by all students, both between their students who are in the same class or different generations and all school members.

Factors Forming the Values of Students' Democratic Character at SMA Taruna Nusantara

Freedom of opinion in expressing thoughts orally and in writing is the right of every citizen to be free and responsible in freedom of opinion in accordance with the provisions of the applicable laws and regulations (Tobing & Dewi, 2021). Democratic values are also instilled in students through the selection of organizational management in schools. This activity was carried out at Taruna Nusantara High School, there is an organization that has a special task of preparing its students to implement a management and leadership system, namely STUDENT COUNCIL (Intra-School Student Organization). Is one of the highest of the other student organizations. In addition to the STUDENT COUNCIL organization, there is also a so-called MPK (Class Representative Conference). If these two organizations are located together in their organizational structure, each has a chair and sections who are elected through elections conducted democratically through a direct election process conducted by each student. like elections. The process is carried out by means of each candidate for chairperson and candidate for

sections who will make speeches by campaigning to get support from their respective friends, by conducting a dialogical campaign, besides that students are also given the freedom to make posters in order to find support from their friends. This shows that SMA Taruna Nusantara is a military-based school that prioritizes democratic character values. This democratic value gives the impression that semi-military schools are not rigid schools.

All organizations that are closely related to student affairs are organizations that are under the supervision and control of student organizations. Student Council plays a very important role as a training tool for students in leadership development. democratically, and can assist teachers and caregivers in carrying out the task of educating students and helping schools move student activity cycles. The process of this activity is one of the implementations of the implementation of a special curriculum at Taruna Nusantara High School which prioritizes three insights or Tri Insights and is used to educate its students, including; Nationality insight, Fighting insight, and Cultural insight, all three are implemented in subjects including leadership and archipelagic subjects as well as defending the country.

Freedom of Expression

The implementation of freedom of expression in the forum is very wide open. Students are given the same and great opportunity to express their opinions, whether they are the same or contradictory. The election of organizational administrators in schools is carried out democratically. Initially, the candidates for management went through the selection and interview stages. Then the school community voted. The candidate for the board who gets the most votes is the one holding the highest position. The implementation of student activities in a democratic learning process between teachers/pamong is a process of instilling character values into democratic education which is carried out through

socialization and during teaching and learning activities.

The teachers/guards provides non-discriminatory treatment for all students in the class, regardless of ethnicity, religion, race, class or social status, and economic status. Students are given the opportunity to show themselves in front of the class and answer questions, all students are given the same opportunity to answer. Evaluation of student activity is also important because students who never present themselves in front of the class will be given a great opportunity to present themselves. Teachers/guards familiarize students with working in different groups regardless of their religion, ethnicity, or regional origin.

Democratic Learning Process

Learning activities are carried out by providing opportunities for students to form groups. This method is one way that can give students the opportunity to be able to explore their abilities and explore the creative power of students. In group work activities students will be seen learning to work in a teamwork to be able to produce a more free and open learning because students are given the freedom to use their abilities in solving problems given by the subject teacher. The formation of groups is carried out by the teacher/guards randomly regardless of regional origin, ethnicity, religion and others, each group formation will change when there will be the next process.

The implementation process is that the guard forms groups randomly, and students will accept any member of the group, this is an acceptance process for students who have character values for democratic education. However, they must accept and obey the teacher/guard in applying discipline in the classroom, by implementing the enforcement of rules and sanctions fairly regardless of background, religion or status of students. Discipline is the basis for fostering students at this school, with strict discipline it does not mean it will eliminate the sense of justice as a reflection of the formation of democratic values. One of the ways to apply discipline to students is

to enforce the rules fairly for each student regardless of the student's background. During the learning process when there are students who do not comply or violate existing or agreed rules, the teacher will give sanctions according to the mistakes made by students.

In teaching and learning activities carried out by the civil servant in implementing the application of rule enforcement and sanctions to students, the sanctions given between one student are the same in form but different in intensity, according to the mistakes made by students. The sanctions are strictly understood and understood by students according to the norms that are obeyed or the rules that apply at Taruna Nusantara High School, so the teacher gives punishments such as standing, running or doing questions. Although giving punishment, the goal is to shape students so they don't repeat the same mistakes.

The democratic education process carried out by the teacher/guard provides equal treatment to all students in the class regardless of ethnicity, religion, race, class, social status. Teachers/Guards familiarize students with working in different groups regardless of their religion, ethnicity, or regional origin. The civil servant teacher applies discipline in the classroom, by implementing fair enforcement of rules and sanctions.

Democratic Life Activities

The process of student life activities at Taruna Nusantara High School takes place democratically, in accordance with the desired freedom. The existence of a close relationship between students has an influence on the activities carried out, namely through self-development which is carried out independently, but between students provide support without dropping or oppressing other students. Through an intellectualistic approach to mastery of concepts, principles and theories of each specific subject carried out in the classroom and outside the classroom. The actuality approach is carried out in the form of students' daily activities by emphasizing the development of affective and psychomotor aspects in the context of forming

students' character and personality. All students are involved in developing leadership potential which is actualized in daily activities, providing opportunities to become class presidents, house leaders, apple leaders, chairpersons and committees for celebrating national holidays, religious holidays, and other student council activities. The exemplary approach to personal formation of students who have noble character, noble character, has a leadership spirit with national, fighting, and cultural perspectives, requires a supportive environment in the form of models and exemplary examples. This example is shown by all components in the Taruna Nusantara High School environment.

CONCLUSION

The formation of democratic values character is integrated in the process of educational activities carried out at Taruna Nusantara High School not only to transfer knowledge but transfer of values, and transfer of attitude and life skills. It starts with getting used to respecting diversity and pluralism which is done in ways such as; a). Establishment of religious tolerance values, ethnicity and differences in social strata, b). Establishment of democratic values of mutual respect, formation of values through school rules Perdupsis (Student Life Regulations), PUDD (General Regulations for Internal Services) and Student Honor Codes. c). The formation of democratic values respects the diversity of pluralism. Taruna Nusantara High School is a school whose students come from all regions in Indonesia. The implementation of education is influenced by the facilities and infrastructure that support the formation of a democratic character. The researcher analyses two things from the school, the first is to implement the national curriculum and the second is that the school has a special curriculum that other schools do not have. Through three concepts of insight, namely struggle, nationality and culture, which are oriented towards academic values, character and abilities that characterize the school. The factors for the formation of democratic character values

give students the freedom to determine their place as their own arena to develop their potential and creativity according to their talents and interests. harmonious relations between students towards independent development activities, providing support without bullying between students. Through an intellectualistic, actuality, and exemplary approach, students have the freedom to choose activities outside of Teaching and Learning Activities, both mandatory and elective as well as academic and non-academic activities.

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