

The Influence of Military Teachers Leadership on the Quality of Military Academy Cadets

Rudi Dwi Yanto¹, 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 high dynamics of Military Academy's teacher rotation has an impact on the linearity of teaching with the subjects taught. Based on this, research on the influence of Military Teachers leadership on the quality of cadets is essential. This study aims to determine the quality of the second level of Military Academy cadets, the learning method applied by Military Teachers and the effect of the Military Teachers learning method on the quality of the cadets. Research using google form was conducted on 205 Level II Military Academy cadets who acted as respondents. The research objectives were answered by using quantitative methods, descriptive analysis and linear regression analysis. The quality of cadets is measured by four indicators, namely attitudes and behavior, knowledge and skills, physical fitness, and leadership values. Results of the study are stated as follows. The cadets have good and satisfying values on the attitude, behavior, knowledge and abilities. The value of cadet leadership as measured by the cadet's perception of self-assessment still needs to be optimized. There are cadets who are unable to make decisions correctly and quickly. Some cadets also are not willingly to take risks in making decisions. These leadership values are important for a leader. During the learning process, military teachers apply a combination of supportive, participatory, directive, and achievement oriented learning methods. The directive teaching method has the most dominant influence on the quality of cadets. The influence of supportive, participatory, and achievement -oriented methods must go through the directive method first.

Keywords: military teachers (*gumil*); cadets; leadership

Introduction

The Military Academy is an educational institution for the formation of the first army officers of the Indonesian Army in order to prepare them to become cadres or future leaders of the nation. The Military Academy formed the cadres, both females and males, to become strong cadres with warrior spirit,

empower by military culture and finally inherited the culture of Indonesian Army cadres.

The value of military is the attitude of militancy of the soldiers who are able to survive in any conditions. Some of the characteristics of being a soldier are included being able to survive in difficult conditions and under pressure, and daring to bring themselves

to reach their limits. Military values are ways and attitudes in acting and behaving, both in the relationship between superiors and among the subordinates. Military characteristics are attitudes according to the guidelines of military life, self-determination, fast and precise movements when receiving orders and being able to read the conditions when they are about to act. Meanwhile the militancy value is awareness as an individual who must be able to be relied upon and able to sacrifice. To form cadets who will later become tough soldiers, the role of military teachers (*Gumil*) is needed in order to accompany them during the education process (Nasution, 2012).

Cadets (*taruna*) are students in military educational institutions who are required to undergo an education period of approximately four years. During that period of time, they are to comply with and carry out any demands in the form of rules or regulations, both academic and non-academic. The success of a cadet is marked by the ability to adapt to the environment, both in the form of academic and non-academic demands. The quality of a cadet is determined by many factors and a set of rules which must be implemented.

In the Military Academy, a teacher or Military Teacher (*Gumil*) must meet the teaching qualifications and have a leadership pattern according to predetermined standards. Military Teachers play an important role in shaping the cadets to grow into professional officers, with the spirit of *Sapta Marga* and the Soldier's Oath, and devoted to God Almighty. The Military Teacher must have a leadership spirit and strong character in terms of physical, mental, and intellectual, so that one can work optimally. Therefore a Military Teacher has a responsibility as a facilitator and mediator towards the learning achievement.

Lieberman and Miller (2005) state that as a leader, a teacher has a high commitment to teaching his students, encouraging students to participate, and developing all

abilities. Teachers as leaders are capable of organizing, guiding, and directing, fostering the will to move forward. As a leader, a teacher also creates an atmosphere of sharing and learning from one another. The approach is to model participation, build habits of mind, and support people to become apprentices for their own learning.

Bennis (2010) conducted a research with the results emphasize the leadership role of a teacher. The results of the study stated that teacher leadership competence is one of the ideas which continues to develop. In order to do that, there are three stages must be followed. The first stage is the legal authority in the organization. In this case, a teacher is only considered a leader if they take on an official position, such as a school administrator or department head. In the second stage, more emphasis is placed on the instructional elements of teaching. However, leadership is still held formally. In this second stage, there is a separation between teacher leaders and positions in the organization. The third stage is when teaching is integrated with leadership. Integration means that teacher leadership ceases to be a positional concept. On the contrary, it becomes a process by which educators are allowed to express leadership abilities in carrying out their duties. Teacher leadership is no longer defined by a formal position of duty, but rather a set of behaviors and characteristics. These roles are, for examples, are to be classroom educators, change catalysts, mentors, resource providers, learning facilitators, curriculum specialists, researchers, and education policy makers. In summary, Whitehead and Greenier (2018) define a leader teacher as a set of characteristics, qualities, and behaviors exhibited by educators, both inside and outside the classroom, with the intention of positively influencing students academically and socially.

Military teachers at the Military Academy institution have rules which refer to the Army

Headquarters, which are in accordance with the order of the Army Chief of Staff. It is due to the fact that the Military Academy is directly under the auspices of the Headquarters. In fostering the careers of military members, the positions held should not be more than three years. This is also in accordance to being accepted by a military teacher in the Military Academy who has the main task of teaching, but the military teacher (*Gumil*) also undergoes rotation as with other military members. Thus, a military teacher experiences a transfer or exchange of personnel for a maximum of three years and no more. This frequent change is expected to be able to influence the students, in this case, the cadets of the Military Academy. The leadership of a military teacher is essential to shape the character or quality of cadets who will eventually become future leaders, so the role of a military teacher or military teacher leadership in the teaching and learning system is crucial to influence students or cadets.

From the above introduction, it is affirmed that the leadership of Military Teachers will have a positive effect on the quality of Military Academy Cadets, both in the teaching and learning process and outside the teaching and learning process. This study aims to determine and analyze the influence of military teacher leadership on the quality of military academy cadets.

Research Methods

Type of Research. Descriptive method is a method used to analyze data by describing or describing the data which has been collected as it is without intending to make conclusions that apply to the public (Sugiyono, 2017:73). Meanwhile the quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, with data collection uses

research instruments, and the data analysis is quantitative or statistical with the aim of testing hypotheses which has been set previously.

Variables. There are two variables in this study, which consist of the independent variable and the dependent variable. The independent variable is the variable which affects or causes the change or the emergence of the dependent variable. The independent variable in this study is a military teacher's leadership competence (X) and the dependent variable is the variable which is influenced or becomes the result of the independent variable. The dependent variable in this study is the quality of cadets (Y). The quality of the cadets as the dependent variable (Y) is the quality possessed by the cadets after undergoing their education period, in accordance with the competency standards set by the Military Academy. In this variable, the result of the assessment of cadets during the education period will be used which are in the form of the value of physical ability, academic value and the value of behavior.

Population. According to Sugiyono (2017), population is a generalization area consisting of objects or subjects which have certain qualities and characteristics which are determined by researchers to be studied and to draw the conclusions. In this study, 424 cadets of the Military Academy level II will be studied as the population.

Samples. The sampling technique used is proportional random sampling technique. According to Sugiono (2017), proportional random sampling technique is a technique of taking proportions to obtain a representative sample, while taking subjects from each strata or region is determined to be balanced or comparable in each region.

The desired number of samples refers to the Isaac and Michael Sample table (in Sugiono, 2017: 127), that with a total population of 424, the varying degrees of error is ranging from 1%, 5%, and 10%.

This study utilized a significant level of 5% with a total sample of 205 respondents. The sampling method in this study is to take the name of the cadets randomly according to a predetermined number.

Data collection technique.

Documentation Techniques in this study are to collect data on learning outcomes or grades obtained during the education period. Questionnaires or pollings were used to measure cadets' perceptions of Military Teacher's leadership style and competence. In this study, a closed questionnaire is used, namely a questionnaire which requires answers about the respondent and the answers have been provided by the researcher. Alternative answers will be using the Linkert scale.

Hypothesis Testing

Descriptive Analysis. The analysis uses descriptive analysis is an analysis with statistics to analyze data by describing the data which has been collected as it is without intending to make conclusions which apply to the public or generalizations (Sugiyono, 2002). Descriptive statistics can be used if the researcher only wishes to describe the sample data and does not want to make conclusions which apply to the entire population being sampled. This analysis is used for data description purposes, in which the frequency distribution table is used for each variable. The data frequency distribution table is created by determining the interval class.

Simple Liniar Regression Analysis.

Simple linear regression is a linear regression based on a functional or causal relationship of one independent variable with one dependent variable (Sugiyono, 2017). Simple Linear Regression is a Statistical Method which serves to test the extent of the causal relationship between the Causing Factor Variable (X) and the Effect Variable. The causal factor is generally denoted by

X or also known as the Predictor, while the Effect Variable is denoted by Y or also known as Response. Simple Linear Regression or often abbreviated as SLR (Simple Linear Regression) is also one of the statistical methods used in production to forecast or predict the characteristics of quality and quantity.

Individual Parameter Significant Test (Test Statistical t). The t-statistical test basically shows how far the influence of one independent variable individually in explaining the variation of the dependent variable. If the statistical value of t calculation results is greater than t table, it proves that the independent variable individually affects the dependent variable (Ghozali, 2016).

Results and Discussion

Experts mentioned that a professional teacher (also lecturer) is one who has the following characteristics. **First**, one has a good and deep mastery of the material. **Second**, has good teaching skills. Today, the teaching paradigm is student-oriented. This means that the approach used is a student-centered learning process. In this case, the lecturer acts as a facilitator. Various teaching strategies are designed by lecturers so that students can develop into independent learners. It is different from the old paradigm in which lecturers are more active in delivering material to students. **Third**, has a service-oriented personality. This means that students are not just students who must be instructed, but students are clients whose needs must be served. The needs of the student needs are to learn independently. **Fourth**, has the ability to monitor learning outcomes with various evaluation techniques. **Fifth**, can be part of the learning community in their professional environment.

Syeikh Ibrahim (1993) states that knowledge can be conveyed through six things, namely intelligence, love of knowledge, patience, provisions or costs,

teacher instructions, and the past. Based on this statement, it is seen that one of the ways to gain knowledge is to involve teachers or lecturers or educators during the learning process.

Education is the process of developing abilities, attitudes, and forms of behavior in the society in which they live and social processes so that people have optimal social and individual abilities. Education is a conscious and planned effort to create a learning atmosphere and learning process so that people actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

The purpose of education will be responded perfectly when the teacher becomes one of the pillars of the delivery of knowledge has professionalism. Professional teachers are able to develop appropriate teaching methods and materials. Teachers are able to develop their knowledge to support their profession.

Characteristics of Military Teachers (*Gumil*)

Military teachers (*Gumil*) or lecturers as one of the important components in the education system are also required to have the qualities of professionalism. According to Simarmata (2016), the law states that professional teachers are teachers who have four competencies, namely pedagogic competence, personality competence, professional competence, and social competence. In short, pedagogical competence is the ability to teach, professional competence is the mastery of knowledge in the field, personality competence is having a strong personality, and social competence is the ability to communicate effectively.

The number of *Gumil* at the Military Academy is as described in Table 1. Male *Gumils* are dominating the teaching staff. Meanwhile in general female *Gumils* will

provides non-military subject matter, such as management, social sciences, English, physics, chemistry, dan mathematics. Furthermore, the male *Gumils* are in charge of both military and non-military material, or activities related to military subjects and physical abilities.

Male *Gumils* dominate in the education process at the Military Academy due to the recruitment process in which the number of female soldiers is less than the male. This condition has resulted in fewer number of female *Gumils*.

In the military environment, there are no differences between male and female, both in terms of their duties and responsibilities. The work load charged for each personel is adjusted to the position attached to each of them. Similar to that fact, *Gumils* in the military academy are also in no difference. The only difference is the position and expertise which must be adjusted to increase professionalism in terms of teaching and learning.

The teaching quality of the female *Gumils* is as good as the male *Gumils* although there are some facts show that there are some prominent differences between the male and female *Gumils*. Psychomotorically, the male teachers are clearly more agile, faster, and have more energy than female *Gumils*. This is due to the anatomical structure of the female body which affects the women's movement to be more limited than that of men. For example, during the recruitment of cadets in 2017, in one wave or one batch of admissions, there were a total of 350 candidates in which were divided into two, namely 338 men and 12 women. Recruitment of female cadets is not necessarily to be held every year and this also happened in other sources or military academy, such as *Sepa Prajurit Karier* (those with Bachelor degree) and *Bintara Prajurit Karier* (those with high school diploma) which are also insignificant in percentage. Therefore, it will affect the number of female cadets or *Gumils* in the long term.

The results of research conducted by Rusli (2002) on physical education and health teachers in senior high schools show that there are fewer female teachers compared to male teachers because women prefer to have a relaxed and less strenuous type of profession. Meanwhile the teaching profession of physical education and sports is one of the jobs which really drains the energy. It is the job which is more often requires the teachers to be outside the classroom or in the field so it must have extra physical

conditions. Overall, teachers are required to be able to master all the sports which will be taught because the practical material must be in accordance with the techniques which have been determined in the training lesson.

Based on this, conclusion can be made that the mechanism of Military Academy education is indeed different from other education. Physically based education is provided to all cadets regardless of gender. Female *Gumils* will have to do what the male *Gumils* do.

Table 1. Distribution of *Gumils* based on Gender

Gender	Number of <i>Gumils</i>	Percentage
Male	232	89.33
Female	28	10.77
Total	260	100.00

The education system at the Magelang Military Academy uses a block system in which the learning is carried out simultaneously in the batch or around 14 branches divided into 20 classes. This shows that every teaching level is conducted in the same material, must involve *Gumils* in the same number as the number of classes, which is 20 classes or to be stated that in one class there must be one *Gumil* as the material teacher. Thus, if there is a *Gumil* who is concurrently in the same material and within the class, it is feared that there will be clashes or doubles during the teaching process. Therefore, it is necessary to have a *Gumil* who is competent in the subjects of a number of existing classes. For military material which supports tactics and strategy activities, personnel (cadets) and trainers are needed to maximally and thoroughly in the implementation of these practices. In cases when practicum activities in large groups cannot be carried

out, the learning process will be carried out simultaneously and in groups of smaller number of cadets at the same time.

From the data in Table 2, it is stated that the number of 260 *Gumils* is divided into 159 *Gumils* teaching the military lessons and 101 will be teaching the non-military lessons or general material. Among the total *Gumils* who teach at the level II/*Sertar*, there are 2 teachers with doctoral degree (S-3), 79 with Master degree (S-2) and 76 with bachelor degree (S-1). However, there are still 103 teachers who do not yet have their master degree due to the subjects they teach are purely in the military fields, but on the other hand, they have obtained the requirements as military *Gumils*, such as courses on military teachers, upgrading of the educators, technical guidance and many other trainings which are supposed to support them as teaching staff.

Table 2. Distribution of *Gumils* based on the Educational Degree and Subject Taught at the Academy

Educational Degree	Number of <i>Gumils</i>	Military Lesson	General Lesson
Non Degree	103	103	-
Bachelor Degree	76	33	43
Master Degree	79	23	56
Doctoral Degree	2	-	2
Total	260	159	101

Over time, there were some *Gumils* who were retired, Tour of Area, and being seconded somewhere else so that there was a shortage of material-supporting *Gumils*. To fill this shortfall, the relevant staff request an application letter to the top command or Headquarters as a policy maker in accordance with the existing

procedures to fill the shortage because the Military Academy institution does not have the authority to directly appoint competent personnel according to their field.

Simply to be said, the recruitment process for Military Teachers (*Gumils*) at the Military Academy can be illustrated as follows (Figure 1).

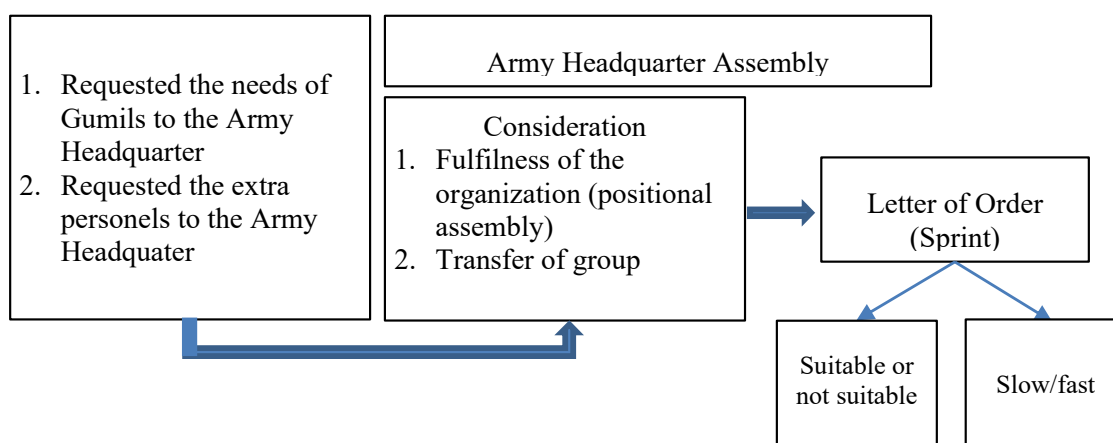


Figure 1. Flow of *Gumils*' Proposal Needs

The learning mechanism applies in the Military Academy is a class system with 30 cadets at maximum number in the class. In the division of classes or platoons, the cadets must pass a psychological test organized by the Army Psychology Service (Dispsiad). For now, level II is divided into 20 classes and further to be divided into 14 branches. Each class is not necessarily the same due to adjustment made based on the needs of the organization and the policies of the upper command. In each platoon or class,

the number of cadets is different, some have 30 cadets, other have 16 cadets, while some have less than 10 cadets. In the policy of determining classes or platoons, each bacht has a different view of the needs of the organization.

Characteristics of the Cadets

Age can describe a person's personality traits. This trait is related to environmental conditions. The age of the cadets is included

in the category of searching for one's identity. Makmun (2004) states that the behavior of early adolescents (11-15 years), and late adolescents (15-20 years) is characterized by a desire to be alone and hang out with many friends, but it is only temporary, and they also have a strong dependence on peer groups accompanied by a strong spirit of conformity. At that time, there was also a change in cognitive behavior, such as thinking processes to be able to operate the rules of formal logic (association, differentiation, comparison, causality which were abstract, although relatively limited). There is an ambivalence between the desire to be free from the domination of parental influence and the needs and assistance of parents. Critical

attitudes and ways of thinking begin to test the rules or ethical value systems with the reality in everyday behavior by their supporters. There is a desire to identify morality figures who are considered appropriate with the type of idol.

The distribution of cadets by age is shown in Table 3. From the table data, the average cadet is 21 years old, in which there are 81 people or with a percentage of 39.5 percent. This shows that the cadets are in accordance with the phase or level in the education level. The minimum age limit at the time of registration is 18 years and the maximum is 22 years. The average age of level II cadets is 21.3 years.

Table 3. Distribution of Cadets based on Age

Age	Number of Cadets	Percentage
< 20	8	3.90
20-22	165	80.50
23-25	32	15.60
Total	205	100.00

According to Santrock (2015), the age of 18 to 22 is included in the early adulthood stage or in the search, discovery, stabilization and reproductive period, which is a period full of problems and emotional tension, a period of social isolation, a period of commitment and dependence, changes in values, creativity and adjustment to a new lifestyle. As an individual, one has begun to break away from dependence on others, especially from their parents, both economically, sociologically and psychologically. They will strive to become more independent in every effort they will make so that they are no longer dependent on others. Another character according to Erikson (in Monks, Knoers & Haditono, 2001) is that someone who is at this stage begins to accept and

assume heavier responsibilities and at this stage intimate relationships begin to take effect and develop. Individuals do not have to depend economically, sociologically or physiologically on their parents (Dariyo, 2003).

The character of a one's belief or religion is formed through their interaction with their environment, such as family, in which they spend themselves learning and mingling, including religious life. Religious education is the basic foundation of a nation, so it is important to have religious education from an early age. Instilling religious education from an early age in life makes one aware that everything or actions must be accounted for to God as the Creator.

Table 4. Distribution of Cadets based on Religion

Religion	Number of Cadets	Percentage
Islam	170	82.93
Catholic/Protestant	29	14.15
Hindu	6	2.93
Total	205	100.00

Based in characteristic data according to the religion and beliefs, the majority of cadets are Moslems (82.93 percent), followed by Christians, both Protestants and Catholics (14.15 percent) and the last one is Hindu (approximately 2.93 percent). Indonesia is famous for the largest Moslem population after countries in the Middle East. The population is Moslems can be found in almost areas, both urban and rural areas. Therefore, it is in line with the number of cadets who are mostly Moslems.

Data obtained from the majors during high for cadets or respondents, it shows that the majority of cadets originally from the science studies major during high school majors (96.10 percent). The number is highly different significantly compared to those who came form social studies majors (3.90 percent). Science majors are indeed widely accepted into the Army with the expectation that their mindset and ways of solving problems can produce decisions quickly and accurately. This value is expected for better future leaders.

Table 5. Distribution of Cadets based on the High School's Majors

High School's Majors	Number of Cadets	Percentage
Natural Science	197	96.10
Social Science	8	3.90
Total	205	100.00

Based on the characteristics of respondents according to the area of origin, the majority are from Java and Bali according to the data collected (60.98 percent), followed by Sumatera (15.61 percent), Sulawesi (7.80 percent), and Magelang (5.85 percent), while the rest are from Sabang to Merauke.

Java/Bali is indeed highly synonymous with various advantages, in terms of education which is quite advanced in various majors compared to areas outside Java. This results in more students Java/Bali who are qualified to the requirements.

Table 6. Distribution of Cadets based on the Origin

Origin	Number of Cadets	Percentage
Magelang	12	5.85
Java/Bali	125	60.98
Sumatra	32	15.61
Borneo	11	5.37
Sulawesi	16	7.80
Other islands	9	4.39
Total	205	100.00

The dominance of cadets from Java and Bali is a challenge for the managers in providing better education. The cadets' expectations for better education need to be put forward because the Java-Bali cadets have far more references to good education management.

Leadership of a *Gumil* / Lecturer

Leadership in this study was measured by 4 types of leadership, namely supportive, participatory, directive, and future-oriented. Each dimension was measured using a Likert scale from strongly agree to strongly disagree. The classification of leaders is as follows.

1. Supportive leadership is a form of leadership which measures aspects of clear assignments, responsibilities, concerns and creates a friendly learning climate. Policies which are fair and impartial to certain parties are also a component of supportive leadership assessment.
2. Participatory leadership emphasizes the types of giving opportunities for cadets to have opinions, submit suggestions, parallels between a *Gumil* and cadets in the learning process. *Gumil* is open for suggestion in the learning process, such as an explanation of learning

instructions, objectives, and methods to be used.

3. Directive or authoritarian leadership is measured by a *Gumil* decision making without involving cadets. The cadets are not invited to decide or determine the method or material to be delivered. When changing the schedule or adding class hours, the *Gumil* is not open for discussion with the cadets. *Gumil* considers himself more important and powerful than the cadets.
4. Achievement oriented leadership is a form of leadership which tries to motivate, encourage creativity, always try and never give up. *Gumil* motivates cadets to develop themselves, both academically and non-academically.

Based on Table 7 regarding the cadets' perception of the *Gumil's* supportive leadership, it shows that 67.32 percent of *Gumils* have supportive leadership. This means that the majority of cadets stated that most of the *Gumils* were able to build academic intimacy with the cadets. *Gumils* offer responsibility and trust to the cadets in the learning process. The cadets think that the tasks given by *Gumils* are given in a clear and directed manner. There are also *Gumil* who provide explanations and directions before the cadets complete their tasks.

Table 7. Distribution of Perception of Cadets on the Supportive Leadership of Gumils

Perception of Cadets on the Supportive Leadership of <i>Gumils</i>	Number of Cadets	Percentage
Not enough	1	0.49
Moderate	66	32.20
Good	138	67.32
Total	205	100.00

However, there are still 32.20 percent of cadets who provide an assessment that *Gumils* have not maximally had the supportive leadership traits. Gibson (1997) states that the leader, in this case *Gumils*, must have the ability to manage, direct, command and motivate the cadets to obtain the desired goals. In the education process, it is necessary to create a good learning communication between *Gumils* and cadets in order to create a harmonious learning relationship. Gibson (1997) further explains that the leaders or *Gumils* are expected to

explain all problems to the cadets and create a friendly atmosphere so that the cadets do not hesitate to discuss, and appreciate the performance of the cadets.

Participatory leadership is a leadership style which emphasizes equality. *Gumils'* leadership style always involves cadets in the learning process, including learning methods and materials. *Gumils* invite cadets to determine the learning process so that they feel they have and enjoy the material provided.

Table 8. Distribution of Perception of Cadets on the Participatory Leadership of Gumils

Perception of Cadets on the Participatory Leadership of <i>Gumils</i>	Number of Cadets	Percentage
Not enough	5	2.44
Moderate	125	60.98
Good	75	36.59
Total	205	100.00

Based on Table 8, it is stated that Participatory leadership is in the moderate category (60.98 percent). Participatory leadership is formed when *Gumils* provide subject matter in the form of case studies and simulation practices. *Gumils* for the Level II cadets do not use participatory teaching patterns because of the characteristics of the cadets. Level II cadets are still undergoing some basic courses and military courses which require discipline and thoroughness,

such as the Army doctrine, basic leadership, shooting techniques for light weapons, and so on.

Meanwhile, Directive Leadership according to House in Robbins (2006) is a leadership style which has a positive relationship with the satisfaction and expectations of subordinates or cadets. Superiors often give orders or special tasks (autocracy). Davis and Newstrom (2006:164) state that directive leadership is a leader who

concentrates power and decision-making for himself. The leader manages complex work situations for employees who do whatever they are told. The leader has full authority and assumes full responsibility. Leaders who have this style generally often give

orders or special tasks to their subordinates, make important decisions and are heavily involved in their implementation. All activities are centered on the leader. Basically, the directive style is an authoritarian style.

Table 9. Distribution of Perception of Cadets on the Directive Leadership of *Gumils*

Perception of Cadets on the Directive Leadership of <i>Gumils</i>	Number of Cadets	Percentage
Not enough	62	30.24
Moderate	131	63.90
Good	12	5.85
Total	205	100.00

From Table 9, it can be seen that 69.7 percent of respondents said the Directive of their *Gumils*. This is because in the military education, real attendance is required in the teaching and learning process, and activities must be on schedule and on time due to the density of each activity. As Davis and Newstrom (2007) mention, directive leadership is a leader who concentrates power and decision-making for himself, the leader manages complex work situations for employees who do whatever they are told. The leader has full authority and assumes full responsibility. However, the cadets wish the *Gumils* to promote dialogue and do not have full authority in the learning process.

However, in the Military Academy education process for level II, this type of directive leadership is still needed to provide an example of assertiveness and responsibility as decision makers. It is expected that the cadets can carry out their duties well, create a spirit of activity and in the end the planned learning objectives can be achieved properly.

According to House in Robbins (2006), achievement-oriented leadership, namely leadership which poses attractive challenges to subordinates or cadets and stimulates them to achieve goals and carry out well. The higher the orientation of the leaders or *Gumils* for achievement, the more subordinates or cadets who believe it will result in effective work implementation.

Table 10. Distribution of Perception of Cadets on the Achievement-Oriented Leadership of *Gumils*

Perception of Cadets on the Achievement-Oriented Leadership of <i>Gumils</i>	Number of Cadets	Percentage
Moderate	100	48.78
Good	105	51.22
Total	205	100.00

From Table 10, 51.22 percent of respondents stated that the leadership was achievement-oriented. *Gumils* always provide the latest information to build the motivation of the cadets. Besides that, *Gumils* also provide opportunities for the cadets and guides the cadets to take part in both academic and non-academic

competitions held between batches and between universities. This type of leadership style set goals to challenge and stimulate the cadets, expect the cadets to excel as high as possible, believe in the cadets' abilities to achieve them, and continually seek academic and non-academic achievements.

Table 11. Total Leadership of the *Gumils* based on the Cadets

Total Leadership of the <i>Gumils</i> based on the Cadets	Number of Cadets	Percentage
Not enough	38	18.54
Moderate	130	63.41
Good	37	18.05
Total	205	100.00

Based on Table 11, most of the cadets (63.41%) stated that the leadership of *Gumils* was moderate. This condition needs to be taken into consideration because there are considerations from the cadets that the *Gumils* in the learning process still prioritizes unidirectional education patterns and do not involve cadets in making learning decisions. This is due to the pattern of education in the military environment which is still influenced by several activities as follows.

- a. Limited learning hours compared to parenting hours outside of class hours.
- b. The education pattern system in the military environment has its own cadet corps culture/characteristic.
- c. Many protocol activities which take the time for the teaching and learning process.
- d. There are still policies which do not support *Gumils* in the learning process.

Quality of Cadets

The purpose of the learning process at the military academy is to form qualified cadets. This will enable the cadets to plan, to implement and to evaluate activities. The

qualities which must be possessed by a leader are able to influence, take responsible decisions, dare to take risks, be honest and trustworthy. loyal to superiors and respect for subordinates and future oriented.

The characteristics which must be possessed by cadets as future leaders in the military environment are the main capital and basic provisions which must be inherent in each individual. This is in line with several indicators which reflect the values of a leader as illustrated in Table 12, namely a cadet can plan activities (96.6 percent), can carry out activities well (98.0 percent), can evaluate correctly (98.0 percent), cadets feel they can be oriented towards the future (97.6 percent), are able to influence other people for the sake of common goals and interests (88.8 percent), being able to make decisions quickly and accurately (84.4 percent), daring to be responsible for the decisions taken (96.6 percent), daring to take risks in what they do (84.6 percent) and the last is the most basic one, namely honest and trustworthy (98.5 percent). This is a description of the data obtained based on the results of the questionnaire which the cadets submitted and was carried out randomly to see the

extent to which leadership values were embedded in each cadet.

At level II/*Sertar* cadets, they are still classified as early formation education in which they still need ways to convey orders or goals by using a directive or authoritarian system to shape the character of cadets who are more mature and become more militant to instill a good leadership spirit in accordance with expectations in educational institutions. It can be seen from the research results that 88.4 percent stated that some cadets have the courage to make decisions quickly and

accurately, 84.6 percent of cadets are brave in taking risks, 88.8 percent of cadets are good in influencing others. From the example above, there are still cadets who do not dare to take risks in making decisions quickly and accurately. This is a common concern that not all cadets of level II have the spirit of leadership to the fullest, that there is still a need for directive/authoritarian educational methods to indoctrinate and provide an understanding that the cadets will become future leaders who must have a good leadership spirit.

Table 12. Distribution of Percentage of Values of a Leader

Leadership Values	Number of Cadets	Percentage
Ability to plan an activity	198	96.6
Ability to carry out activity plans well	201	98.0
Ability to evaluate activities	201	98.0
Ability to think with future orientation	200	97.6
Able to influence	182	88.8
Decision making speed	171	84.4
Take responsibility for an action	198	96.6
Dare to take risks	194	84.6
Honest and trustworthy	202	98.5

With the leadership values embedded in the cadets, it is expected that in the future they will become a leader who is trustworthy, responsive, responsive and capable and able to overcome the challenges they face and dare to take risks in what is their decision. A leader of course must have basic principles which must be inherent in one self in accordance with leadership theory, namely being able to influence others for the sake of common interests and goals so that the results achieved can be beneficial to all members and dares to make decisions quickly and precisely without any one of the injured parties. Furthermore, a leader must be dare to take risks for whatever has been done for the common good without involving other people. Thus, these leadership values still need to be improved to achieve the

expected goals so that the results of cadets after completing their education at the military academy have reliable leadership qualities and cover all aspects of leadership values.

The regulation of lecture time in a day is a maximum of 7 lesson hours (JP) or equivalent to 420 minutes and in one week, the lesson hour is a maximum of 40 lesson hours or equivalent to 2,400 minutes. The learning schedule has been distributed from the education section a maximum of Friday in the week before the learning process. In current education operations, the system of lesson hours is still not using the course credit system (*sistem kredit semester/SKS*). The curriculum in the military academy currently uses the lesson hour system (JP) in the teaching and learning process, in which 1 lesson hour is equivalent to 50 minutes. The

provisions on the total of hours in lessons in one material are different according to the needs and relevance of the subject.

In receiving subject matter, all cadets get the same quality, starting from General Basic Course (*Mata Kuliah Dasar Umum*/MKDU) or non-military material, basic military material, general military material and physical material. All cadets will be getting the same portion, only branch introduction material which distinguishes the cadets in receiving material according to the corps each, but the number of hours of lessons are in the same portion. Thus, the majority of cadets receive the same lessons. This is evident in every exercise and practicum in the field carried out simultaneously or together.

The exams in the learning system at military academies is different from the exam system on campus in general. In carrying out the exams, schedules are not divided into midterm and final exam because the Military Academy has not implemented the system yet and it is still under the discussion to be implemented in the next academic year. The current implementation of the exam is carried out after the subject has been delivered, both theory and practice, then an exam is immediately held to take scores. As for the grades for practicum, it can be taken during the practicum activity. Thus, the taking of grades is carried out after the material has been delivered and there is no specific schedule for the exam to be done simultaneously or all together.

The quality of cadets can also be seen from the Temporary Achievement Index which is a combination of the grades of attitudes and behavior, academic knowledge, and physical skills.

The Influence of *Gumis* Leadership Patterns on the Quality of Cadets

The method used is multiple linear regression. Regression was chosen because it was to determine the magnitude of the influence of

the types of *Gumis* leadership on the quality of cadets. Multiple linear regression was chosen based on:

1. Scale of data (primary to dependent variables is ratio)
2. There is more than one independent variable which is expected to affect the dependent variable.

Below are the variables to be used.

Dependent variable or Y = quality of cadets

Independent variables:

X1 = Type of supportive education

X2 = Type of participative education

X3 = Type of directive/authoritarian education

X4 = Type of achievement-oriented education
The inferential analysis of these variables is as follow (Table 13).

3. The relationship between *Gumis* and the directive education pattern with the education quality of the cadets are:
 - a. The relationship between *Gumis* and the directive education pattern on the quality of cadets is 42 percent
 - b. *Gumis*' contribution to the directive education pattern on the quality of cadets is 18 percent
 - c. *Gumis* type with a directive education pattern on the quality of cadets is effective for cadets with low quality
4. The relationship between *Gumis* and the directive and supportive education pattern on the quality of cadets is:
 - a. The relationship between *Gumis* and the directive and supportive education pattern on the quality of cadets is 51 percent
 - b. *Gumis*' contribution to the directive education pattern weakens at the same time as the *Gumis*' type of education with a supportive education pattern
 - c. *Gumis*' contribution with a supportive education pattern to the quality of cadets is 7.8 percent

5. The relationship between *Gumils'* type of education and directive, supportive, and participatory education patterns on the quality of cadets are:
 - a. The relationship between *Gumils* and the pattern of directive, supportive, participatory education on the quality of cadets is 54 percent
 - b. *Gumils'* contribution to the directive education pattern along with the supportive and participatory education pattern is getting weaker
 - c. The contribution of *Gumils'* type of education to the participatory education pattern is 3 percent
6. The relationship between *Gumils* and the educational pattern of directive, supportive, participatory, achievement orientation towards the quality of cadets are as follow.
 - a. The relationship between *Gumils* and the educational pattern of directive, supportive, participatory, achievement orientation towards the quality of cadets is 56 percent
 - b. *Gumils'* contribution to the directive education pattern along with the type of supportive, participatory education, achievement orientation is getting weaker.
 - c. The contribution of *Gumils'* educational pattern based on achievement orientation is 2.6 percent.
7. The quality of education for level II cadets is mainly influenced by *Gumils* with a directive education pattern.

Table 13. Distribution of Regression Formulation and Acceptance of Regression Model

Regression Formulation	Acceptance of Regression Model	Contribution Xn
$Y = 28.30 + 6.5 X3$	42.4 %	18.0 %
$Y = 50.28 + 5.7 X3 + 4.3 X1$	50.8 %	7.8 %
$Y = 60.57 + 4.9 X3 + 3.9 X1 + 3.1 X2$	53.9 %	3.0 %
$Y = 72.40 + 4.0 X3 + 3.0 X1 + 3.0 X2 + 3.19X4$	56.3 %	2.6 %

The relevant form of education to improve the quality of Level II cadets is authoritarian or directive. The form of education given is an order to the cadets and they must do it without being given the opportunity to know the reasons they have to do it. Sanctions for cadets who commit violations are highly possible. *Gumils* tend to give orders and prohibitions. If there is a difference between *Gumils* and the cadets, it is considered as a violation.

The consideration of the Military Academy Management with an authoritarian form of education at Level II cadets is because most of the cadets come from

military families who incidentally have a higher level of courage than non-military children. Nurcahyanto (2020) stated that the label "*anak kolong*" causes a person to feel different from others so they tend to be more courageous. Parenting patterns which emphasize discipline, firmness, independence and responsibility are hard to indirectly shape the personality of the cadets in life. This condition is the background for the Military Academy Management to develop authoritarian education to build a spirit of togetherness and kinship among fellow cadets. *Gumils* have the responsibility to change the habits of the cadets who are

spoiled, willing to win on their own, have no challenges, feel right and do not pay attention to the environment into a person who is empathetic, responsible, dares to take risks, and is ready to make decisions quickly. Based on the study of Pramesthi and Satwika (2019), authoritarian parenting is not reasonable in the development of children's lives. Children will tend to be moody, unhappy, not creative, waiting for orders or lacking initiative.

Table 13 shows that when an authoritarian form of education is combined with a supportive form of education, the achievement of quality education is still relevant. For certain material, *Gumils* will have to practice the authoritarian type of education or give orders and prohibits. However, for certain subjects, *Gumils* tend to use a supportive form, which means that *Gumils* still provide encouragement and an equal position to the cadets. *Gumils* develop interesting education and invite cadets to develop their curriculum. *Gumils* give clear and directed orders so that Level II cadets are able to carry out assignments with ease. In their firmness and discipline, *Gumils* can still be invited to dialogue and discuss when the cadets have difficulties. Another thing to be achieved in this review is to create cadets with a perfect leadership spirit.

Conclusion

As for the educators at the Military Academy are called Military Teachers (*Gumils*), the leadership of military teachers towards the Military Academy cadets has an influence on the quality of cadets, but it is not significant because there are still several other factors which can affect the quality of Military Academy cadets. Other factors which support the creation of qualified cadets are regular guidance from the battalion commander, parenting hours or coaching hours which are attached after receiving subject matter in a class with longer duration. In receiving

lessons in classes, cadets only get 9 hours a day, thus more time is spent outside the classroom or in the nurturing corps. Thus, *Gumils'* leadership on the cadets has no significant effect on the quality of the cadets. Due to the Military Academy cadets' education system being quarantined only in the academy, they are not allowed to interact with the surrounding environment, in contrast to students in general who receive lessons or training only from lecturers or teaching teachers in the classroom.

Gumils' leadership style consists of supportive leadership, participative leadership, directive leadership, and achievement-oriented leadership. Of the four leadership styles, the most influential on the quality of the Level II Military Academy cadets is the type of directive leadership because the Level II cadets are still in the period of character building and are still in transition from a civilian to a military officer, it is necessary to apply a directive or authoritarian system to directing to a common goal and forming a spirit of togetherness among fellow cadets.

References

- Asren, Nasution. 2012. *Membangun Karakter Bangsa*. Jakarta: Prenada.
- Bennis, Warren. 2010. *On Becoming a Leader*. Jakarta: PT Alex Media.
- Dariyo, Agoes. 2003. *Psikologi Perkembangan Dewasa Muda*. Jakarta: PT Gramedia Widiasarana.
- Davis, K., & Newstrom, John W. 2007. *Perilaku Dalam Organisasi. Edisi Ke tujuh*. Alih bahasa oleh Agus Dharma. Jakarta: Erlangga.
- Gibson, James L. 1997. *Organisasi*. Jakarta: Erlangga.
- Ghozali, Imam. 2016. *Aplikasi Analisis Multivariate dengan program SPSS*. Semarang: Badan Penerbit Universitas Diponegoro.

- Lieberman & Miller. 2005. Teachers as Leaders. *The Educational Forum*, 69(2), 151-162. DOI:10.1080/00131720508984679.
- Makmun, Abin Syamsuddin. 2004. *Psikologi Pendidikan*. Bandung: PT Remaja Rosdakarya.
- Monks, F.J., Knoers, A.M.P., & Haditono, S.R. 2001. *Psikologi Perkembangan (Pengantar dalam berbagai bagiannya)*. Yogyakarta, Universitas Gadjah Mada.
- Pramesthie, N. & Satwika, Y.W. 2019. Perbedaan Kemandirian Belajar Ditinjau dari Persepsi terhadap Pola Asuh Orang Tua pada Siswa Kelas VII SMP "X" Surabaya. *Character: Jurnal Penelitian Psikologi*, 6 (3), 1-7.
- Robbins, P. Stephen. 2006. *Perilaku Organisasi*. Edisi Sepuluh. Diterjemahkan oleh Drs. Benyamin Molan. Jakarta: Erlangga.
- Rusli Lutan. 2002. *Manusia dan Olah Raga*. Bandung: ITB and FPOK UPI.
- Santrock. 2007. *Psikologi Pendidikan*. Jakarta: Kencana.
- Simamora, Henry. 2016. *Manajemen Sumber Daya Manusia*. Jakarta: Gramedia.
- Sugiyono. 2017. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, CV.
- Syeikh Ibrahim bin Ismail. 1993. *Syarah Ta'lim Muta'alim Pendekatan Proses Belajar Mengajar*. Semarang: Toha Putra.