

The Implementation of Among-Asuh Method in Guidance and Mentoring Management to Shape the Cadets' Noble Character (a Case Study in The Military Academy)

by Fakhruddin Fakhruddin

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3 The Implementation of Among-Asuh Method in Guidance and Mentoring Management to Shape the Cadets' Noble Character (a Case Study in the Military Academy)

George Royke Deksino ^{1✉}, Totok Sumaryanto Florentinus ², Fakhruddin ²

¹. Head of Research and Quality Control Team in the Military Academy, ¹Indonesia.

². Postgraduate Universitas Negeri Semarang, Indonesia.

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Abstract

³ The education system in the Military Academy applies a basic education coursework including the formation of attitudes and behaviors, knowledge and skills, as well as physical skills through the process of teaching, training, and caring. However, in the process of organizing education, it is found that a Military Academy Cadet (Taruna) still conducts behavioral deviations. This is an indication of the weaknesses of the guidance and mentoring management done by ⁸ Cadets Regiment in shaping the character of the Cadets using the method of "Among Asuh". This study aims to describe and analyze the functions in the guidance and caring management of the Cadets; it also intends to find a model of guidance and caring management using "Asah-Asuh" methods to shape the noble characters of the Cadets. This case study used a qualitative approach in line with Yin's theory on a single dimension. Data sources from informants of the staff of the caregivers of the Cadets Regiment, and the Military Academy and the documents. Data analysis techniques with triangulation techniques include tools, sources and social context i.e. data collection, data reduction, display data and verification/conclusions. The findings of the study are the weakness of the planning function which has not been accompanied by a thorough needs analysis of the caregivers of the Cadets Regiment, and there is no standard of caregiver competence in the Military Academy Cadets Regiment.

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✉Correspondence:

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

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INTRODUCTION

Law No. 20 of 2003 on National Education System article 3 states that "National education functions to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life, aiming for the development of potential learners in order to become human beings who believe and pious to God Almighty, be noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. Observing Law No. 20 of 2003, there really is a deep meaning about the purpose of national education that is the importance of the character education efforts held in every educational institution from the lowest level up to the college level.

The history of the Military Academy (Akmil) stems from the establishment of Militaire Academie (MA) Yogyakarta on 31 October 1945. The state of chaos affected MA Yogyakarta. After going through various processes, on 11 November 1957 at 11:00 the President of the Republic of Indonesia (RI) Ir. Soekarno as the Supreme Commander of the Indonesian Armed Forces inaugurated the reopening of the National Military Academy which was based in Magelang. This Military Academy was a continuation of MA Yogyakarta and the registrants of 1957 were declared as the fourth-generation Cadets of the National Military Academy (AMN). In accordance with the demands of duty, on 29 January 1967 Akabri in Magelang was inaugurated into Akabri Udarat.

In the framework of the reorganization within ABRI, on 14 June 1984, the Land Section of AKABRI changed its name to Military Academy (Akmil) and its management was returned to the Army Chief of Staff. Along with the emergence of the reforms, on 1 April 1999 ABRI was separated from POLRI so that the Police academy which was based in Semarang was separated from AKABRI. Since then, AKABRI has changed its name to TNI Academy consisting of Military Academy (Akmil) in Magelang, Naval Academy (AAL) in

Surabaya, and Air Force Academy (AAU) in Yogyakarta. The Military Academy itself has a banner with a slogan that reads "Nagara Mahatvavirya Adhitakarya Bhakti" meaning "a knight who is diligent and proactive in pursuing science to be contributed bravely and wishes to become the patriot of the nation" (Akademi Militer, 2007; 1-50). The Military Academy (Akmil) has an important and strategic role in preparing educational outcomes to be officers or platoon commanders of the rank of second lieutenant and qualified D-IV with a Bachelor of Applied Defense (S.T.Han) and is projected to lead the institution of the army in the future.

The education in Akmil implements a triangular pattern of the basic education system that is the formation of attitude and personality, knowledge and skills, and physical training. The triangular pattern of the basic education system is provided through three aspects that include aspects of teaching, training, and integrative mentoring. The teaching aspect is provided by the military lecturers and teachers, the training aspect is provided by trainers or instructors, the mentoring aspect is provided by the mentors.

Learners accepted in the Military Academy enter boarding school life. The learners who are called Cadets further adapt the environment, along with their colleagues who come from various regions in the archipelago. The Military Academy education for the land dimension lasts for three years. Within this boarding life of the Military Academy, there is an interaction between senior and junior as well as between mentor and Cadets.

Within the boarding life there is the internalization of the character values provided to the junior by the Senior Cadets and the are served using the Among Asuh method. Among Asuh Method or a system of among according to Supriyanto in Wangid (2009) is an authentic idea of Ki Hadjar Dewantara rooted from the local wisdom. This system has a number of advantages in Indonesia education in the face of international education competition. The Among Asuh Method is applied in the

education system in the Military Academy in organizing the guidance and mentoring program of the Military Academy Cadets.

The Among Asuh method has the meaning of a kinship spirit that is encompassed on three main principles: (1) Tut Wuri Handayani, which is the principle to provide encouragement and strength from behind to the participants; (2) Ing Madyo Mangun Karso, the educator must also be in the middle of the education process, providing spirit during education process; (3) Ing Ngarso Sung Tulodo, an educator is a figure who is in front as a model for the learners.

The Among Asuh Method is an approach adopted by the Military Academy Cadets Regiment as a work unit responsible for the formation of the attitude and personality or character of the Military Academy Cadets. This Among Asuh method includes three aspects including the mental and personality aspects, knowledge and skill aspects, and physical aspects. The implementation of the Among Asuh method is adapted to students' condition. The implementation of guidance and mentoring are grouped into classes and level: Level II Cadets (Cadets Sergeant), Level III Cadets (Cadets Sergeant Major Two), and Level IV Cadets (Cadets Sergeant Major One). The Among Asuh method is an approach applied by the mentors in order to assist the Cadets who face difficulties in working out the three aspects

which include the field of personality development, the field of knowledge and skills, and the physical field.

The objectives of the Among Asuh method in developing the Cadets' attitude and personality to achieve maturity of independent character based on mental spirit, mental ideology, mental fighting, and leadership as well as to achieve development, stance, attitude, personality and fighting spirit of the Cadets. In terms of the knowledge and skill aspect, the target of the Among Asuh method includes the creation of situations and conditions that help the achievement of academic reasoning ability indicated by the emergence of the spirit to discover science and technical skills in the field of military profession or reliable army.

Furthermore, the target of the Among Asuh method in terms of physical training is the emergence of situations and conditions that help the achievement of physical fitness and sports skills that mark the emergence of the nature of sportsmanship, cooperation, loyalty, tolerance, discipline, alertness, and healthy competitiveness.

Therefore, during the training in the Military Academy, the Cadets receive integrated teaching, training and mentoring which can be illustrated as a pyramid (see Figure 1).

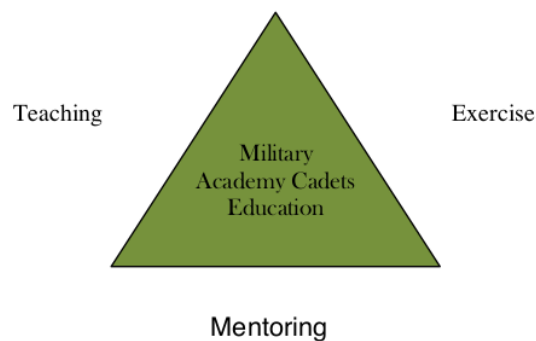


Figure 1. Pyramid of teaching, exercise, and mentoring of the Military Academy Cadets

Recruitment of Military Academy Cadets is carried out through a very tight selection. The initial process is conducted at the local level and continued to the central level. Each prospective participant must go through various forms of administrative, academic, health, physical and mental, psychological, and ideological exams/tests. It aims to filter and select Cadets candidates so as to obtain quality Cadets candidates who are ready to attend military education. Each Cadet admitted to the Military Academy education institution is a selected learner who meets the specified requirements. The students who are admitted to Akmil are excellent human resources (HR) who used to be excellent when they were at High School (SMA).

The Military Academy education which is implemented on the basis of various rules and norms, as well as strict discipline, does not always run smoothly as expected by the Army leadership. There is a phenomenon in the last five years, in the Military Academy, there were several cases of violations or behavioral deviations. A number of Military Academy Cadets conducted irregularities or violations such as theft, beating or acts of violence between each other and among seniors against the junior. All of the forms of irregularities occurring among the Military Academy Cadets were probably the impact of the lack of good self-regulatory capacity of the Cadets. Self-regulation is a process within the personality that is important for the individual to try to control the thoughts, feelings, impulses, and desires externally stimulated to fit the goals and ideals (Bauer & Baumeister, 2011; 15). According to Dias & Castillo (2014: 370), self-regulation is a psychological process that can determine a person to take action, as well as self-regulation to be able to set the mechanism on each individual to produce positive behavior in order to achieve the desired goals. McCullough & Willoughby (2009: 69) assume that self-regulation is not something that is inborn but can be learned, usually the early learning of the parents, and usually self-regulation comes from religion or values obtained in society. Self-

regulation is also important for children because during their growth process they learn how to control good emotions such as when the class can calm down and raise their hands to ask permission or to speak, or to control their anger like excessive cry (Bandy & Moore, 2010; 23). According to Jantz (2011: 852), the process of good self-regulation can improve the student achievement.

According to Manab (2016: 8) stages in the self-regulation process among other things include receiving (a step taken by individuals when receiving preliminary information), evaluating (processing information when it has passed the receiving phase), searching (the stage of finding solutions to the problem), formulating (the stage of determining the goal or plan and taking into account issues such as time, place, media or other aspects that support to achieve the objectives effectively and efficiently), implementation (the stage of implementing the plan that has been designed previously), assessing (the final stage to measure to what extent plans and actions that have been done on the previous process achieve the desired goal. Self-regulation also means self-resilience to the stimuli of the environment that compel the individual to perform actions whether they are positive or negative. Therefore, there are some aspects that underlie the self-regulation of each individual namely: metacognitive, motivation, and positive action. Good self-regulation will have an impact on society because individuals with good self-regulation will tend to comply with the rules set by the norms, values, and laws that apply to the society and can reduce conflict (Johnstone & Sarne, 2004: 16).

Although the quantity is very small in number, the existence of violations committed by Cadets can not be tolerated and ignored. This phenomenon is regrettable and quite apprehensive for the institution of the Military Academy as an educational institution that prepares candidates of Army leaders in the future.

The authors argue that in order to study the problems occurring among the Military Academy Cadets guidance and mentoring

aspects of Cadets become an option to explore various information and research related to the life of the Military Academy Cadets. The researchers intend to understand deeply and thoroughly about the process of guidance and mentoring management using the among asuh method in shaping the character of the Cadets held during their stay in the Military Academy. How do the management functions including planning, organizing, mobilizing, monitoring, and control towards the Military Academy Cadets?

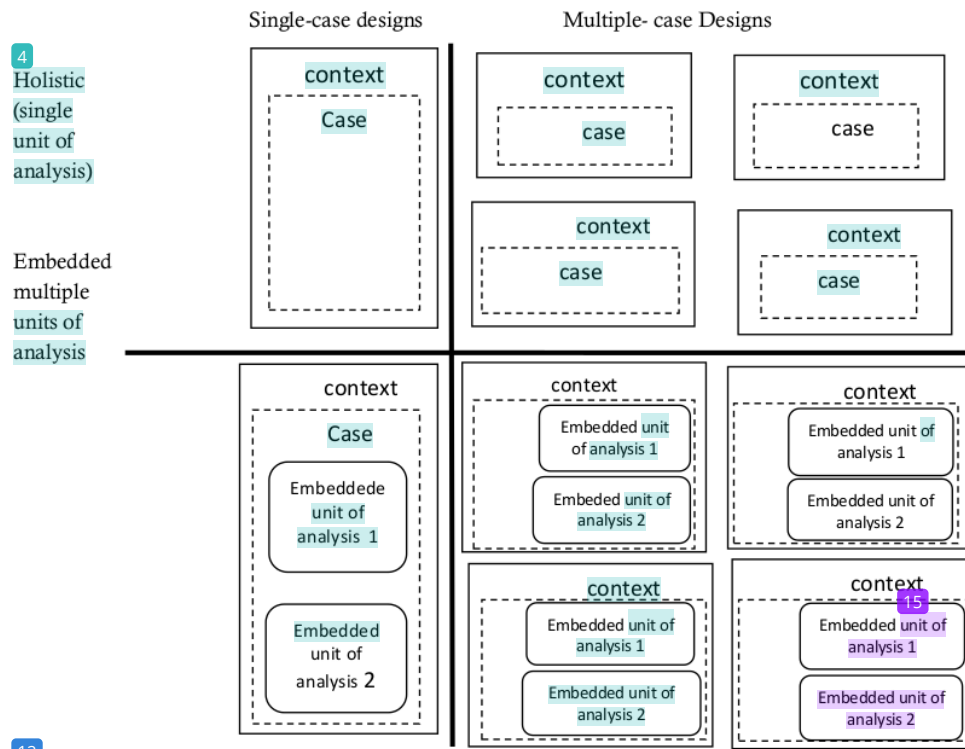
In general the objectives of the research are: 1) to describe and analyze the planning of guidance and mentoring using the Among Asuh method in forming the Cadets characters organized by the Cadets Regiment; 2) to describe and analyze the organization of guidance and mentoring using the among asuh method in shaping the character of Cadets organized by the Cadets Regiment; 3) to describe and analyze how to mobilize and implement guidance and mentoring using the Among Asuh method in shaping the character of Cadets organized by the Cadets Regiment; 4) to describe and analyze how to supervise guidance and mentoring using the Among Asuh method in shaping the Cadets characters organized by the Cadets Regiment; 5) to describe and analyze how the control of guidance and mentoring is using the among asuh method in shaping the characters organized by the Cadets Regiment.

The results of this study are useful for the Institute of Military Academy in the management of guidance and mentoring of the Cadets. It needs software about the competency standard of a mentor. The competency standard

of the mentoring position is as important as the competency standard for the teaching position and the competency standard of the existing trainer position in the environment. Through the competency standard of the mentoring position, it will result in of competent and professional mentors to represent the work units of the Cadets Regiment and the Military Battalion of the Military Academy. The existence of human resources who are professional and competent mentors will empower the function of guidance and mentoring for Cadets to be more optimal, effective, and efficient to reach the purpose of education. For the Army Leadership, the findings of this research can be considered as an input in taking policy about the implementation of guidance and mentoring in the educational institution unit of the Army. The current guidance and mentoring software can be enhanced by the compilation of the competency standard for the nursing position. The results of this study can be considered by the leadership of the Army to prepare the material and open mentoring courses for the fulfillment of competency standards for the mentoring position for the officers and non-commissioned TNI AD who will serve in educational institutions units of the Army.

METHODS

This research on the guidance and mentoring for the Military Academy Cadets was designed by referring to Robert Yin's view (2013: 40) in his *Case Study Research Design and Methods*. Yin mentions that there are four basic design types in a case study. They are illustrated in Figure 2.



12 **Figure 2.** Basic Types of Designs for Case Studies
Source: Cosmos Corporation

Referring to Yin, this research on single unit analysis with a combination of single guidance and mentoring management using the case designs. This research design can be Among Asuh method to shape Cadets characters in the Military Academy employed designs as follows.

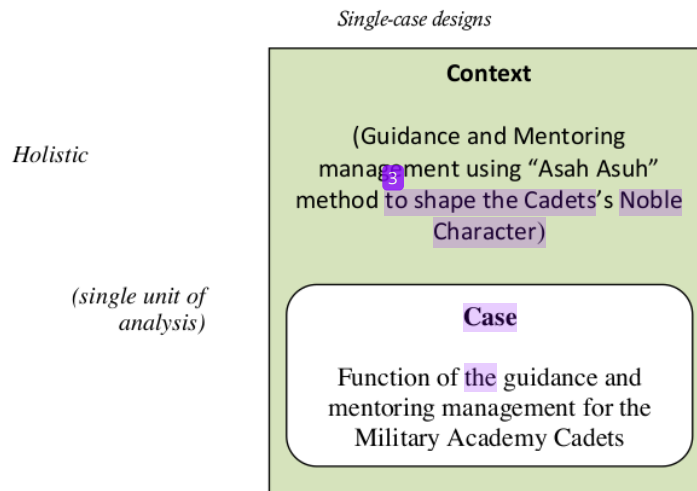


Figure 3. Research Design of the Case Study

After choosing the research design, the unit of analysis of a case study was determined. Yin (2013; 23) states that unit of analysis is related to the fundamental problem of defining what the "Case" is - a problem that has plagued many investigators at the outset of case studies. The analysis unit of this research was the function of guidance and mentoring that includes planning, organizing, activation or implementation, and supervision and control in the guidance and mentoring using the among asuh method implemented in the process of shaping the character of the cadets in the Military Academy. According to Mortensen and Schmuller in Yusuf (2009: 6), "Guidance may be defined as that part of the total educational program that helps Provided personal opportunities and specialized staff service by the which each individual can develop to the fullest Of this abilities and capacities in terms of the democratic idea ". Guidance is defined as part of the whole program of education aid to individuals by providing special opportunities and services from the members where individuals can develop their full capacity and have the capacity of ideas in a democratic manner. According to Hoghughi (2004: 11),

mentoring includes a variety of activities aimed at children being able to develop optimally and can survive well. There were three goals of the guidance and mentoring which include the formation of attitudes and behavior, the mastery of knowledge and skills, as well as the establishment and improvement of capabilities and physical agility of the Military Academy cadets.

Data Source

1) Source of Primary Data

The primary data were drawn from the leader or commander as policy and decision makers including cadets Regiment Leaders that is also called Regiment Commander of Cadets Akmil, Deputy Regiment Commander of Cadets Akmil, Section/Subsection of Cadets Regiment associated directly with the guidance management and mentors of the Regiment of the Military Academy Cadets and a representative of the Military Academy Cadets. The staff officials of the Director of Education (Sdirbindik) of the Military Academy who planned the provision of education, education program and education calendar of the Military Academy.

2) Secondary data sources

The secondary data were drawn from officials in the Military Academy who did not directly handle guidance and mentoring due to differences in duties and occupations. There are officers in Akmil who also serve as lecturers or military teachers, some of whom are serving as departmental staff. The researchers also utilized various documents or manual books or guidebooks (software) from the management of the Army.

Data Collection Techniques, Documentation, and Data Analysis

The data collection techniques used in this study include (a) Interview Techniques. Referring to Sugiyono (2011: 188), the interview technique for the guidance and mentoring management research using the Among Asuh method to shape the character of Cadets was carried out by in-depth interviews of the leaders in the Cadets Regiment and Military Education Development Staff as well as the Heads of the Regions of Cadets in the Military Academy served in each of the Battalion Cadets and the Military Academy Cadets. (b) Observation Technique. This study on the management of Cadets guidance and mentoring used participant observation and observation techniques. The researchers followed the guidance and mentoring process from 4 p.m. to 9 p.m. and observed the life of the Military Academy Cadets from the morning through afternoon. The researchers were involved in the daily activities of the persons being observed or being employed as a source of research data. While doing the observation, the researchers came to do what was done by the data sources and shared their good and bad feeling (Sugiyono, 2011: 197).

Meanwhile, the Documentation Technique was used by the Researchers utilizing documents available in the Military Academy library and the library in units of the Army that discuss mentoring in the form of films, manuals, official letters, etc. As stated by Bogdan and Biklen (1998: 133), such documents include

codes ethics, yearbooks, newsletters, reader letters, and articles in newspapers

The data were analyzed qualitatively employing a case study approach by studying primary and secondary data. The researchers studied interviews, and field notes during direct observation and studied documents covering films, guide books from the Army, and other materials related to guidance and mentoring. The incoming data were classified into three sections. The first type of the data was the one that is very relevant to answer the problem posed in this study. The second type of data was the irrelevant one to answer the problem. The third type of data is the type that still needs to be confirmed in order to be relevant to the problem under study. Grouping of data is done according to problem formulation. The data related to planning were separated from the data related to organizing, and so on by moving them or implementing the guidance and mentoring programs, guidance and mentoring supervision and guidance and mentoring controls. The analysis techniques that the authors used refer to the ideas of Miles and Huberman (2009: 12) and Creswell (2012: 237).

RESULTS AND DISCUSSION

The research on the guidance and mentoring management using Among Asuh Method in shaping the character of the Military Academy cadets resulted in findings as follows.

Planning Functional Guidance and Parenting Cadets

The guidance and mentoring program developed by Sdirbindik Akmil included in the operational planning of Akmil education should be consulted for advice and input from the Cadets Regiment, the Cadets Battalion, the Department and the Unit of Akmil Implementing Body. After obtaining suggestions and responses from the Cadets Regiment, the Cadets Battalion, the Departments, and the Akmil Implementing Body, the staff of the Director of Akmil Educational Development

prepared a plan of guidance and mentoring for the Cadets that would be operationalized. Before being enacted or established, a discussion was held at the level of senior officials of the Military Academy led by the Governor or Vice Governor of the Military Academy for the improvement of the guidance and mentoring program. After going through the discussion process, the guidance and mentoring program was established or endorsed by the Governor of Akmil. The drafting process of the Guidance and Parenting program for the Military Academy is illustrated in Figure 4.

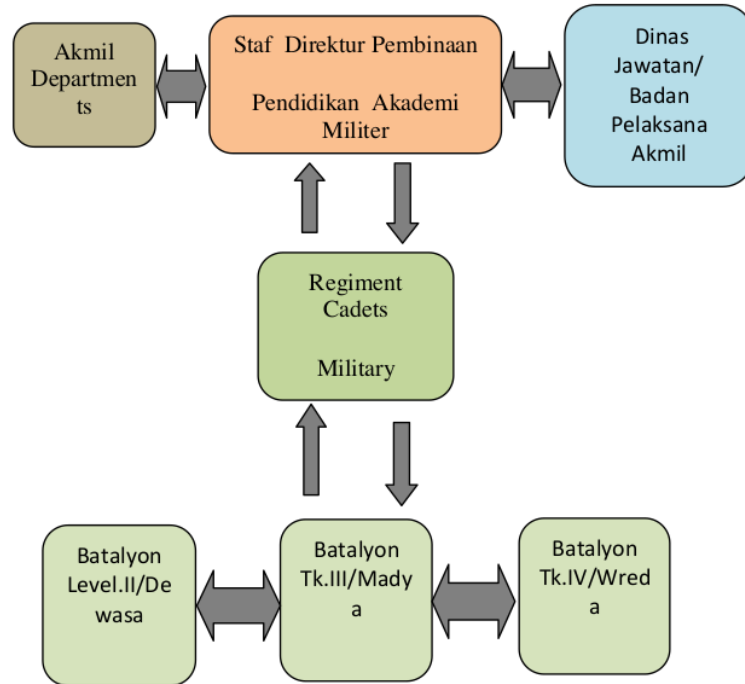


Figure 4. Process of Guidance and Mentoring Program of the Military Academy Cadets

The guidance and mentoring program for the Cadets begins with suggestions, responses, and inputs by units or work units in the Military Academy located on the echelons of the executive and the service. The guidance and mentoring program was prepared by the staff of the Director of Education Development who is the top echelon of the leadership with a position on top of the service echelon and the executive echelon. The guidance and mentoring program was prepared by the Staff of the Director of Education Development as the program was part of the operational program of education.

However, in the guidance and mentoring program that had been prepared did not optimally utilize the needs assessment result. The staff of the Director of Educational Development and the Cadets Regiment did not carry out the needs assessment steps in terms of guidance and mentoring in depth and comprehensively. The program undertaken by the staff of the Military Academy Cadets Regiment still referred to earlier documents from the Army Headquarters. The documents were still general in nature.

According to Lewis (1983: 23), the Management needs assessment can be illustrated as in Figure 5.

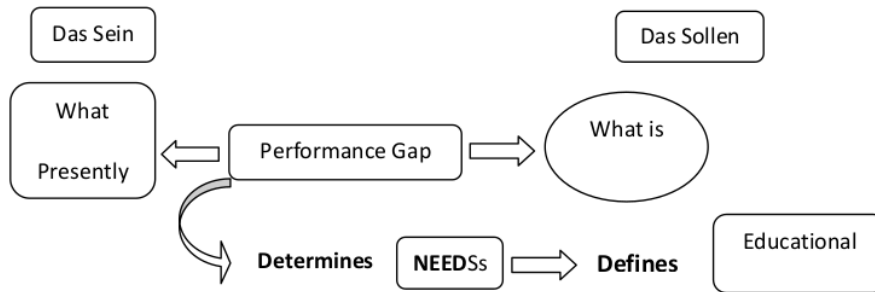


Figure 5. Needs Assessment Model

The careful and systematic identification of the needs can provide direction for the Institute of Military Academy Education, in particular, the Cadets Regiment in formulating the guidance and mentoring program appropriately and in solving the problems they faced according to the development of the era. The analysis of the needs for guidance and mentoring of the Cadets must be from the lowest level of the working unit. This is important because the mentors at the Cadets level directly faced with the Cadets Company or their students. The mentors of each Cadets Company in each Battalion are more familiar with the characteristics of each student than the mentors at the Battalion or Cadets Regiment level. It can be visualized as in Figure 6.

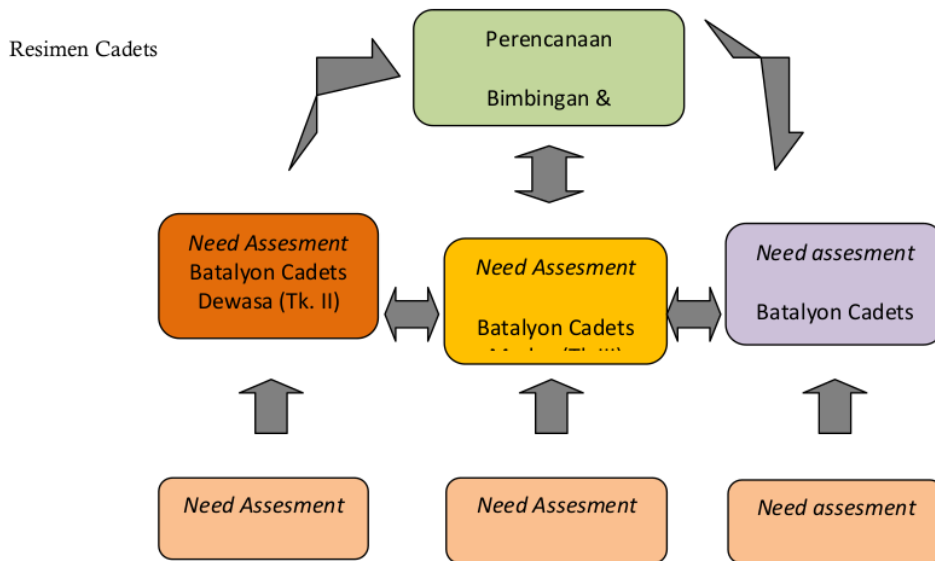


Figure 6. Directions of Guidance and Mentoring Program from the Cadets Company - Cadets Batalyon and Cadets Regiment

Management of guidance and mentoring for the Cadets is a systematic and orderly process for decision-making and action in achieving effective and efficient guidance and mentoring goals for the Military Academy. The objectives of the guidance and mentoring program can be achieved optimally if it is greatly influenced by the planning functions organized by the Cadets Regiment.

Organizational Functions of Guidance and Mentoring for the Cadets

Organizing is a step to determine, classify, and organize various activities in order to achieve a goal. Organization of a relationship pattern is executed by people under the influence of managers to achieve common goals. The organizational structure of the Cadets Regiment was regulated and stipulated by the Army leadership through Organizations and Tasks (Orgas Military Academy number 63 the year 2015). The organizational structure applied by the Cadets Regiment of the Military Academy was in the form of the Line Organization prioritizing command unity. The duties, authorities, and responsibilities of each mentor in the organization of the Cadets Regiment were regulated and divided up through detailed and hierarchical task divisions. The Commander of Regiment, the deputy regiment commander, and the head of the department up to the smallest unit were set with job description/main task. The duties, authorities, and responsibilities of a Cadet's mentor in the field were implementing the program and interacting with the Cadets as manifested in various roles like parents, teachers, commanders, and peers for the Military Academy Cadets.

Function of Development or Implementation of Guidance and Mentoring for the Cadets

The development or implementation of guidance and mentoring for the Cadets has three objectives including the areas of attitude and personality development, the field of knowledge and skills, and the physical field. The activities

of guidance and mentoring for the Cadets were different for each level or rank. The activities for Sergeant Cadets were focused on the basic values of the soldier such as the Regulation of Internal Affairs (PUDD) and Military Reverence Regulations (PPM). The guidance and mentoring for Level III Cadets in addition to the basic military regulation material is also included leadership material so that they could lead their junior. Cadets of level III were provided with guidance and mentoring to attend activities of Canggih Lokananta Flute Band which was loaded with the meaning and value of the tradition of the struggle. Subsequently, guidance and mentoring for the fourth level of the Cadets, in addition to the basic military regulatory materials and GSCL traditions, included leadership materials, and leadership applications through the Military Academy Corps Command Group called Pokdokorpstar. As a candidate officer, Cadets of level IV were also provided with materials to improve their professionalism in the fields of corps, shooting, and the like. Cadets of level IV were required to learn and familiarize themselves in leading their junior and colleagues according to the Cadets Life Ordinance or Perdupstar and the Special Regulation of Cadets or Perkhustar. The development or implementation of guidance and mentoring for the Military Academy Cadets implemented the Among Asuh Method. The Among Asuh Method is a family-friendly method between the Senior and Junior Cadets, as well as the Cadets and the mentors. The Among Asuh method is manifested by the foster family of the Cadets, which consists of the senior Cadets, the junior Cadets, and the officers or the alumni as the former Cadets of the Military Academy. Foster family relations continue even though the Cadets are no longer in the Military Academy; the relationships between the Senior and the Junior as well as the mentors and alumni Cadets are closely intertwined. The implementation of guidance and mentoring by the Cadets Regiment has applied the principles of management. There are several management principles that have already been applied

including, among others, the division of labor, authority and responsibility, discipline, unity of direction, chain of command and loyalty. The guidance and mentoring schedule for the Cadets was prepared for one lesson year as a guide and control for the Commander of the Battalion Regiment and Commanders to organize guidance and mentoring.

Function of Guidance and Mentoring Supervision for the Cadets

The supervision of guidance and mentoring program for the Cadets was carried out strictly and in layers: from the element of the supervisor at the leadership level, i.e. the governor and the vice governors to the elements of leadership in the Regiment, Battalion, and Company. The supervision in guidance and mentoring program is divided into two groups: internal and external. Internal Control is conducted by the Cadets Regiment, Cadets Battalion and Cadets Company. External surveillance was conducted at the institutional level by a knight inspector officer and a Military Academy chivalry officer. The supervisory function is carried out by the Cadets Regiment and the Cadets Battalion in order to optimize the guidance and mentoring programs. The existence of the supervisory element will minimize the number of violations committed by the Cadets. The mentor supervises to monitor all activities conducted by the Cadets since early morning to the rest of the night. The supervisory function is carried out by the Cadets Regiment and the Cadets Battalion to evaluate the guidance and mentoring activities organized by the Cadets Battalion or Cadets Company. Guidance and mentoring activities that do not run as planned will be evaluated and refined for future improvements.

Functions of Guidance and Mentoring Control for the Cadets

The controlling activities of the guidance and mentoring for the Cadets were conducted on the basis of the guidebook and the standard control or measuring tool. The control tools

include the Cadets Life Regulations (Perduptar), the Special Rules of Cadets (Perkhustar), Seven Principles (Sapta Marga), Knight Oath (Sumpah Prajurit), Eight TNI Compulsory, Eleven Leadership Principles, and the Cadets Code of Honor. These control devices became the standard used by the Cadets Regiment in controlling the guidance and mentoring programs to achieve the planned targets. The control of guidance and mentoring program is divided into, external control and internal control. The external control is carried out by an outside organization of the Cadets Regiment, while the internal control is performed by the Commander of the Cadets Regiment Unit towards the Cadets. The control can be done formally and informally by work units or units beyond the Akmil such as the Army Headquarters through the Inspectorate or inspection body.

Guidance and mentoring management of the Cadets is a systematic and orderly process for decision-making and action in achieving effective and efficient guidance and mentoring goals for the Military Academy. The purpose of guidance and mentoring of the Cadets can be achieved optimally if it is greatly influenced by the planning function organized by the Cadets Regiment by performing the needs analysis. The involvement of the smallest unit of the Company is indispensable. Subsequently, empowering the function of the research and supervisory research director staff is crucial to provide recommendation and feedback to the progress of future guidance and mentoring programs. The Cadets guidance and mentoring program can run optimally if the mentors of the Cadets Regiment receive a briefing or mentoring course organized by the Army to achieve the standard of mentoring competence.

The management of guidance and mentoring which was based on the among asuh method aimed to shape the character of the Cadets using the among asuh approach applying management principles so that the process of character building of the Cadets as the future leaders of TNI/TNI AD is considered effective and efficient. The among asuh approach was

applied according to various traditions of the Corps of the Cadets in the form of the GSCL and the formation of foster families of the Military Academy Cadets Regiment which became an effective tool in the process of character building of the Cadets continually from generation to generation.

The guidance and mentoring management of the Cadets was also carried out through the among asuh method including: Tut Wuri Handayani (a principle to provide encouragement and strength from the back for the Military Academy Cadets), Ing Madyo Mangun Karso (educators or teachers/lecturers/mentors must also be in the middle of the Education process building a spirit during education, and Ing Ngarso Sung Tulodo (educators including teachers/lecturers/mentors are figures who are also in the front taking the role as a model for the learners).

CONCLUSION

The process of education in the Military Academy which includes guidance and mentoring for the Cadets is conducted through the fostering approach in shaping the character of the Military Academy Cadets. Guidance and mentoring are a time when the mentors provide mentoring to the learners, fulfilling the needs of affection, paying attention and teaching good values to learners as an educating process to make them mature in thinking and behaving. As an educational institution that organizes education in a boarding school system using guidance and mentoring model, it needs a good management. Management is understood as a process that includes the planning, organizing, controlling, and supervision of a series of organizational work activities through leadership, communication, and coordination among the staff and organizational resources so as to achieve the organization's objective in yielding products or services effectively and efficiently.

This study aimed to describe and analyze the functions of guidance and mentoring management using the asuh asuh method in

shaping the characters of the Military Academy Cadets. The research was designed to achieve research objectives using a single case study approach. The context of the research was the management of guidance and mentoring using the among asuh method in shaping the character of the Military Academy Cadets, while the case was the functions of planning, organizing, activating, supervising, and controlling of the guidance and mentoring of the Military Academy Cadets. The planning was carried out by the Military Academy Cadets Regiment through three stages. The first stage was the mechanism of the level of the Military Academy Cadets Battalion to give advice and input to the Military Regiment. In the second stage, the respective Departments of Military Academy and work units of the Military Academy Board provided advice and input to the Cadets Regiment. The third stage was the Cadets Regiment gathering suggestions and inputs from the Battalion Cadets, the Departments, and the Implementing Body to be submitted to the Staff of the Director of the Military Academy Development. The next process was undertaken by the Staff of the Director of Military Academy Education Development to be submitted in the form of a document labeled Operational Planning Military Academic Education. The document of the operational planning of education or so-called Renopsdik Military Academy was then legalized by the Governor of the Military Academy to serve as a guideline in organizing teaching, training, and mentoring in the Military Academy during one academic year.

Based on the observations of the units of the Cadets Regiment, the planning function has not been done optimally by the Military Academy Cadets Regiment. The stages of needs assessment for guidance and mentoring were not undertaken. The Cadets Regiment staff tended to rely on data and evaluation of the mentoring programs of past years. Observing and conducting interviews about the preparation of guidance and mentoring programs to the Cadets, the researchers found need assessment strictly. This is the weak point of the work unit



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