

Upgrading The Quality of Indonesian Youth: A Case Study at Taruna Nusantara Vocational High School, Magelang, Indonesia

Mustaqim *

Walisono State Islamic University

ARTICLE HISTORY

Submitted
08-04-2022

Accepted
13-05-2022

Published
30-05-2022

ABSTRACT

This study aims to prove that highly disciplined learning practices can improve youths' knowledge, attitudes, and behavior in accordance with their national values. This study utilized a qualitative, descriptive-analytical methodology with interviews, observation, questionnaire-complementary techniques, and documentation by Milles and Huberman's analysis. The findings show that the high-discipline learning strategies in Taruna Nusantara Vocational High School include; first, the addition of archipelago subjects and state defense education; second, pilgrimage activities to the hero's graveyard; third, the tracing back of great General Sudirman's life; fourth, the creation of a song entitled "Bela Negara" which must be memorized and sung by all students; fifth, study tours to the Military Academy (AKMIL), Air Force Academy (AAU), Police Academy (AKPOL), attorney, court, special forces command (KOPASSUS), Diponegoro Museum, Indonesian national army (TNI) Headquarters, Indonesian Police Headquarters, and the Presidential Palace; sixth, saluting the Indonesian flag every time entering and leaving the classroom can strengthen and improve the quantity and quality of knowledge, attitudes, and behavior of youths following national values. This is evident from the fact that the students have followed the student life norms, which contain national values, up to 90%. 3% of students had a high national attitude, 42.3% had a very high attitude, and 42.7% had an extremely high attitude, totaling 88%. It means that high-discipline learning strategies affect the cultivation of national values.

KEYWORDS

Learning strategies, high discipline, national defense, national insight



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

Copyright © 2022 *Nadwa: Jurnal Pendidikan Islam*

*Corresponding author: Mustaqim ✉ (mustaqim@walisono.ac.id) Walisono State Islamic University, Semarang, Indonesia.

Introduction

Increasing the quantity and quality of youth national insight will be more effective and efficient by using high-discipline-based learning strategies. The process of cultivating and increasing knowledge (cognitive) of national insight, including understanding, application, analysis, synthesis, and evaluation, followed by habits to practice the noble values of nationalism in everyday life (abstract skills/behavior), strengthened by the identification process toward the attitude (affective) of national figures as supporters of national values, and carried out with supervision with high discipline will be more successful.

The above statement is similar to the results of Febri Hastuti's research, which states that students with high learning discipline tend not to have difficulty learning Economics. Of 120 students, 66 students with high learning disciplines did not experience any problems studying economics, while 54 students with low learning disciplines had difficulties studying economics (Febri Hastuti, 2016). Similarly, learning management and the application of discipline have improved student learning achievements. The application of discipline in learning includes making learning contracts with students, providing examples to students, collecting assignments on time, and so on (Rido, A., & Hibatullah, H., 2020). Other studies have found a correlation between discipline variables in learning with learning outcomes, oxy of 0.575 (Nela Rahmawati, Baidar, Asmar Yulastri, 2015). Other findings also reveal that the independence of children who received congruent communication discipline treatment or experimental group was higher than that of children who did not receive treatment or control class (Jojo Renta Maranatha, 2019).

In line with the research results above, some experts give their statements. Crow and Crow argue that discipline is related to the efforts used to force a person (student) to regulate his behavior which is approved based on strict rules that are set (Lester D Crow and Alice Crow, 2015). Furthermore, Morrison suggests several benefits of self-discipline in children/students as an effective guideline for children/students either at home or in educational institutions, namely (1) helping children/students to develop new and skilled behavior in independence and responsibility, (2) helping children/students meet their needs, (3) building appropriate expectations, (4) organizing and modifying the environment so that the expected behaviors and self-control appear, (5) modifying their behavior and behavior that is expected by others, and (6) minimizing problems related to behavior (George S. Morrison, 1988). Next, Hurlock suggests that the benefits of self-discipline/discipline are (1) giving children a sense of security by understanding what they can & cannot, (2) helping children to avoid feelings of guilt from the shame of wrong behavior, (3) making children learn to behave in a way that will bring praise, (4) as a motivation or impetus to fulfill what is desired, and (5) developing a conscience (Harold W. Bernard, 1990).

The Liang Gie argues that time management skills are very important skills. Study skills experts say that “time management skills and use time efficiently are the most important things in the study period and throughout students’ lives” (Gie, 1995). However, there are research results that authoritarian parenting can affect the development of children’s education. Utami Munandar argues that authoritarian attitudes do not support the development of independence and social responsibility. Children become obedient to their parents but aggressive in their relationships with their peers. Children become polite and diligent in doing schoolwork but are less independent and less confident. The independent sample t-test analysis showed a significant difference in mean ($t= 7.095$ at $P=0.000$) between adolescent deviant behavior due to authoritarian parenting and *laissez fair* parenting and adolescent deviant behavior due to democratic parenting.

Therefore, this paper aims to add stronger evidence about high-discipline learning strategies to accelerate the quality of youth national insight by proving whether high-discipline learning strategies can improve the quality of youth national insight quickly. This study discusses three questions as follows, 1) are learning strategies with high discipline able to improve the quality of knowledge/cognition about national values? 2) is the habituation strategy with high discipline able to improve the quality of behavior based on national values? 3) can the strategy of identifying examples of national figures as supporters of the values of nationalism with high discipline be effective?. Analyzing this issue requires an understanding of National insight and Leadership Education.

National insight is a perspective that contains the ability of a person or group of people to understand their identity as a part of a nation in viewing themselves and behaving according to the nation’s life philosophy in the internal (inner insights) and external (outer insights) environment (Isabella, 2017). An internal national insight views the nation itself, which has a certain territory, population, and culture that must be put as a view based on its common interests (Rukmini, 2020). Meanwhile, the external view of nationality views the surrounding environment, neighboring countries, and the international community as a view that requires the nation to have strong integrity and credibility in playing its role in the international world as a sovereign and dignified nation (Aulia et al., 2021). Internal and external insights have the same source referring to the values and norms of society and national life as an identity that must be maintained (Endaryati et al., 2020).

The national insight in Indonesia is closely related to the history of the nation’s development, which started from the era of Sriwijaya and Majapahit. This history is then used as the basis for national insight education in Indonesia which the government promotes (Soemaatmadja et al., 2020). In the wider community, the Indonesian government pushes national insight by conducting socialization which refers to the issuance of Presidential Regulation Number 54 of 2017 concerning the

work unit of the President of the Republic of Indonesia for the development of Pancasila ideology (UKP PIP) (Isabella, 2017). Meanwhile, for the formal education, the government promotes national insight education by providing historical subjects full of noble values (Setiawan et al., 2020). Learning Indonesian history is very important to grow the attitude of the nation and state (Wibowo et al., 2020). Motivation built from national insight to foster the spirit of the nation and state is essential as a basis for socializing national insight starting from schools, campuses, and community groups (Isabella, 2017).

National insight is the Indonesian people's perspective on themselves and their environment, prioritizing regional unity and integrity in implementing social, national and state life. National unity or integration is cultural and not only structural but also includes ideological unity, political unity, socio-cultural unity, economic unity, and defense and security unity (Muladi, 2019).

Meanwhile, basic values include respect for human dignity as creatures created by God, love for the homeland and nation, democracy or people's sovereignty, shared determination to live a free, independent and united national life, a just-prosperous society, and social solidarity. In facing the digital and competitive globalization, three things are indispensable, namely 1) devotion to God Almighty, 2) mastery of science, and 3) national spirit as well as an optimistic attitude, positive thinking, hard work, and solid integrity (General TNI (Ret.) H. Agum Gumelar, 2018). It is also necessary to watch out for the symptoms and causes of the fading sense of national and state awareness. There are several inhibiting factors such as the shame of the Indonesian nation and state, ignorance of the positive values/wealth of the Unitary State of the Republic of Indonesia, the decline in Indonesia's security level, distrust of the government, the extravagant life of the leaders, indecisiveness of the law, the desire to highlight their own groups, and the decline in the value of tolerance and mutual respect (Abidin, et al., 2014). From the description above, several critical national characters and values need to be strictly guarded, including love for the homeland, unity, integrity, respect for others, tolerance, democracy, people's sovereignty, justice, prosperity, optimism, hard work, obedience to the law, modest life and the like.

Leadership education is part of education and training to prepare and improve the capabilities of future leaders in carrying out their duties and obligations (Emmerling et al., 2015). The strategies used in leadership education to achieve these goals are by implementing teaching strategies, using technology in the teaching and learning process, conducting assessments, conducting learning activities using practice, and using learning resources. This strategy focuses leadership education on leadership knowledge and action skills that require special understanding in both local and international cultural contexts. Using this strategy, leadership education can help a person understand social problems, create an inclusive environment, and respond to group conflicts (McCarron et al., 2020). Maximizing the strategy to conduct leadership

education is one of the efforts to prepare for the future and practice it in the world of work and academia (Koka et al., 2019).

Various countries and various fields implement leadership education. For example, in Indonesia, leadership education is included in the national education curriculum by incorporating group learning and discussion methods. It aims to train students to solve a problem, which is part of the indicators of leadership education (Lips-Wiersma & Allan, 2018). In addition, leadership education in Indonesia is optimized by integrating intracurricular and extracurricular activities to form a leadership spirit (Tanjung, 2021). The same thing also happens to education in the United States, which includes leadership education as part of an important aspect of character education, especially for medical education, which is considered a leadership provision when occupying the medical profession (Barry et al., 2018). Not only in education companies also use leadership education to prepare professionals with more successful careers (Lenhardt et al., 2011). Implementing leadership education by different fields and regions strengthens the importance of leadership education (Nica, 2014).

Besides that we also have to understand the discipline. Discipline is a behavior that has many benefits by following all the rules and willing to undergo punishment if committing a violation (Lubis & Wangid, 2019). The benefits of implementing discipline are 1) directing someone to do what is expected, such as perseverance, obedience, and respect; (2) building self-control, prevent inappropriate behavior and actions that do not have rules such as being lazy, not respecting others and so on; (3) helping someone to adapt to their environment because it will be easier to adapt to the existing rules; (4) building and carrying out the expected behavior (Yunesa & Khaidir, 2019). Moreover, according to Lonto et al., (2018), the integral and broad benefit of developing discipline in a nation is to improve the character and dignity of the nation. All the benefits of discipline character in creating an order make it necessary to build the value of discipline in everyday life (Goss & Holt, 2014; Oliver & Jorre de St Jorre, 2018).

The development of discipline in each country will vary depending on the culture that forms it (Drewal & Drewal, 2020). In Indonesia, the value of discipline in education is still in the early growth and has neither become a culture nor a habit (Hidayati et al., 2020). In contrast, Japan has considered discipline the most prominent character in society and taught it early to every child in Japan (Mulyadi, 2020). It is measured based on several indicators of the success of discipline abilities, namely (1) the level of attendance in learning/work; (2) punctuality when coming to and leaving from work/study; (3) punctuality when completing work; and (4) the absence of disciplinary violations (Sutiadiningsih et al., 2016). Similarly, Kusuma et al., argue that the character of discipline can be seen from the individual's understanding and knowledge of rules and actions in accordance with existing regulations and rules

(Kusuma et al., 2020). In general, using existing indicators, the development of discipline in Indonesia is still challenging and must be done gradually (Ribuwati et al., 2019).

Method

This study uses a qualitative approach with descriptive analysis that produces data in the form of words and tables. Most of the data are not in the form of numbers; the numbers that appear are only complementary to describe the results of increasing knowledge, attitudes, and behavior according to national values with a high discipline strategy. The place of this research is Taruna Nusantara Vocational High School, Magelang, Central Java, Indonesia, which has a dormitory. The data collection time is 60 working days.

The primary research informants were school leaders, related teachers and students. Data collection techniques in this study were interviews, observation and documentation. Interviews were conducted to collect explanations from school leaders and teachers about school policies related to increasing national insight. Observations were made to observe student behavior; while documentation collects data on learning device documents, student data, and student life guidelines and regulations. Test the validity of the data used only source triangulation, time triangulation, and technique triangulation. For data analysis, the researcher used the pattern of Milles and Huberman, which uses three activity lines, data reduction, data presentation and conclusion drawing or verification, which run simultaneously and continue until the research is completed

Findings

Taruna Nusantara high school implements two strategies to improve the quality of knowledge about national insight, which includes memorization, understanding, application, analysis, synthesis and evaluation of national values. First, they added a special subject, namely archipelago. The purpose of this Archipelago subject is so that students understand, appreciate, and practice the moral values of religion, state, struggle, society, and decency to form human servants of God Almighty, political, economic, socio-cultural people, and Pancasila guardians who have the character of noble vision of nationalism, struggle, and culture.

The following are the contents of the teaching materials in "Pilih Ksatria Tangkas Nusantara" i.e "Choose the Agile Knights of the Archipelago". Ethics and Etiquette, it discusses about manners in social life. 1) Archipelago Insight discusses the definition of archipelago insight, the geographical location of Indonesia, the archipelago insight as an insight into national development, and the basic elements of the archipelago insight. 2) Introduction to the Identity of TNI, it talks about national security and its

instruments, the history of TNI, the Vision and Mission of TNI, the Identity of TNI, the main tasks of TNI in military operations for war and military operations other than war, 3) Youth Pledge, 4) Pancasila and the 1945 Constitution, 5) National Resilience, 6) Dangers of Drugs, 7). The history of the nation's struggle, it covers the factors that encourage the formation of the Indonesian nation and state, the factors that encourage national awakening and the formation of the state, the Proclamation of the 17th of August 1945, and the basic principles that must be adhered to in maintaining the unity and integrity of the nation in Indonesia in the globalization era (Syllabus for Archipelago subjects, quoted on 22nd of July 2019).

The second is to add State Defense subjects. This subject aims for students to have understanding, knowledge, and awareness of defending the country. It is hoped that the awareness of defending the country can be applied in everyday life in a highly disciplined attitude, with national insight, struggle, and culture. The contents of this subject include the following. Basic State Defense, it discusses the meaning of State Defense, basic values of State Defense, basic principles of State Defense and fostering awareness of State Defense, which include: Political Ethics, Indonesian Geopolitics and Geostrategy, National Defense System, Law and Human Rights, Anti-Corruption Education, Development of Environmental Concern, Marching Line Regulations, Respect Regulations, School Ceremonies, Individual Agility and Field Science (Syllabus for State Defense Subjects, quoted on the 22nd of July 2019).

The third is the learning approach at Taruna Nusantara Vocational High School, both inside and outside the classroom, which is varied and complementary, such as a cooperative approach in the classroom and outside the classroom such as routine activities that are scheduled, programmed, projected, and independently creative, which is believed to be able to enhance national insight.

Fourth, schools prepare educators as examples or role models and mentors in the education of national values that are instilled in students. Educators treat all students in the class equally regardless of ethnicity, religion, race, gender, class, social status, and economic status. Educators must be able to create a community in the classroom that carries out attitudes and behavior in accordance with the national values that are taught. Class settings arrange random ethnic, religious and social backgrounds to fertilize attitudes and behavior in accordance with national values. Therefore, there are Muslim, Christian, Hindu, Catholic, and Buddhist students in one class, for example, the arrangement of class X, class XI, and class XII (Interview with Tri Djoko, the 22nd of July 2019).

National insight has been habituated in the daily life of students at school. There are five ways that schools take to make the habituation of national insight.

First, national insight is approached with songs. Taruna Nusantara Vocational High School makes a tradition including composing songs and requiring all students to

memorize and sing them. The following songs are the mandatory song that are listened to every day:

<i>Bangunlah s'luruh bangsa Indonesia Hadapi tantangan dan cobaan, Raihlah cita-cita yang mulia, Indonesia makmur dan sentosa, Walau berbagai suku dan agama, Ragam budaya serta golongan, Satu untuk semua, semua untuk satu, Jayalah Indonesia tercinta. Persatuan dan kesatuan, Negara Republik Indonesia. Undang-undang Dasar Empat Lima, Pancasila Dasar Negara. S'luruh rakyat wajib bela negara, Songsong hari esok, Makmur sejaht'ra</i>	<i>Wake up all Indonesian people Face challenges and trials, Achieve noble goals, Indonesia is prosperous and peaceful, Despite the various ethnicities and religions, diversity of cultures and groups, One for all, all for one, Long live beloved Indonesia. Unity and solidarity, The Republic of Indonesia, The Fourty-Five Constitution, National Principle Pancasila. All people must defend the country, Facing the future, Safe and Prosperous</i>
--	---

The lyrics of the song above contain meanings that motivate all Indonesian citizens to have the spirit, attitude and behavior to achieve national goals, be brave to face all challenges and trials, respect religious, cultural and group differences, maintain unity and solidarity and defend the Republic of Indonesia according to Pancasila and the 1945 Constitution.

The second is habituation which is done through scheduling. In Taruna Nusantara Vocational High School, there is the term *perduksis* or the rules of student life, which become the order to regulate the orderliness of members for 24 hours, both inside and outside SMA Taruna Nusantara. This regulation consists of general provisions, code of honor, school regulations, student manners, student discipline and closing (Decree of the Head of Taruna Nusantara, number: SKEP/35/VII/2018).

The third is habituation through scheduled routine activities. This is an activity that has been regularly scheduled every day, starting from getting up in the morning until resting at night, which aims to train student discipline, a sense of responsibility, togetherness, and a sense of solidarity. This is an attempt to familiarize students with time discipline in accordance with the schedule and responsibility for routine activities that have been scheduled and expected to characterize the students. In order for time discipline to be instilled in students, it is necessary to have binding and consistent rules, which in turn becomes a necessity. In this regularly scheduled activity, students

are taught something basic. Students are taught and expected to be independent human beings, disciplined towards time and responsibility for themselves and scheduled tasks. The details are as follows: 05.00 waking up in the morning, 05.05 praying, 05.15 morning exercise, 06.15 breakfast, 07.00 start studying, 14.00 lunch, 15.00 scheduled activities, 18.30 dinner, 19.00 evening study, 22.00 night rest.

The fourth is the routine of saluting the Red and White flag before entering and leaving class. Students are required to salute the Red and White Flag in the classroom (interview with Tri Djoko, the 22nd of July 2019). The fifth is habituation in social interactions based on multicultural values, both at school and dormitory. The school familiarize students with working in a group with different religions, ethnicities, tribes, and cultures; this can be seen in the celebration of religious holidays and art events. In celebration of religious holidays, except for the ritual events, the event committee can come from different religious groups. For example, when celebrating Christmas, the committee does not have to be Christian students; Muslim students can also become the committee. The PANDATARA (Nusantara Cultural Arts Week) event is in the art event, a celebration of arts and culture from all over the Indonesian archipelago. In the event, various stands are representative or characteristic of several regions in Indonesia. The stand keeper does not have to come from the represented region, they are chosen randomly, and each student is assigned to stay at their stand. Respecting adherents of other religions to practice worship is a form of teaching national values and tolerance, which the school also teaches. The school adjusts the schedule for the prayer/worship so that the students pray/worship at the same time but in different places according to their respective religions.

Some examples of habituation that develop national attitudes and tolerant behavior are illustrated in the following table. Every Sunday, Christian and Catholic students go to church while Muslim students go to the mosque to pray Dhuha prayer under the guidance of their respective religious teachers. On Friday, Muslim students go to the mosque while non-Muslim students are guided in groups by their religious teacher. Students who embrace a religion with only a few adherents, such as Buddhist students, receive private religious lessons at the teacher's house. When Maghrib prayer comes, Muslim students go to the Musholla or mosque while non-Muslim students, Catholics, Protestants, Hindus, and Buddhists do their worship according to their respective groups. The school also provides tutors for all religions, Islamic, Catholic, Protestant, and Hindu religious education teachers in the classrooms. Especially for Buddhists, religious learning is carried out privately due to the small number. Another example of habituation of interaction between students of different religions is grouping study groups, as depicted in the table below.

Table 1. The study groups for each class

Class	Muslim	Catholic	Christian	Hindu
X-1	26	1	4	
X-2	26	2	4	
X-3	27		2	1
X-4	24	2	3	
X-5	24		5	1
X-6	23	2	3	2
X-7	27	1	1	1
X-8	26		4	
X-9	22	2	5	1
X-10	25		3	2
X-11	24	1	5	
X-12	23	2	3	1
TOTAL	297	13	42	9

Table number 01 above illustrates that the study groups for each class are intentionally designed to be mixed from students of different religions; for example, class X-6 consists of 23 Muslim students, 2 Catholic students, 3 Christian students and 2 Hindu students (Documents and interviews with Eddy Kusnadi, the 22nd of July, 2019).

Habituation is also carried out in dormitories to train tolerance behavior and practice national values through heterogeneous group settings, consisting of various ethnic groups, religions, and social backgrounds. So, there must be Muslim, Christian, Hindu, Catholic, Buddhist students in one dormitory (interview with Tri Djoko, the 22nd of July 2019). In the student dormitory, students are provided bunk beds. Non-Muslim students get the top part while Muslim students sleep at the bottom; so that when Muslim students pray at night or pray at dawn, they will not disturb non-Muslim students while they are still sleeping (Interview with Eddy Kusnadi, the 27th of May 2019, interview repeated on the 22nd of July 2019).

The school carries out three activities to identify exemplary national figures who support national values to strengthen and accelerate the identification process of exemplary figures.

The first is a pilgrimage to a heroes cemetery (TMP). Students of class X SMA Taruna Nusantara are required to make a pilgrimage to a heroes cemetery, for example TMP Giriloyo Kodya Magelang, the 9th of September 2017, as stated in the pilgrimage activity report for class X SMA TN class XXVIII 2017/2018 below.

The Background of the Activity:

Taruna Nusantara Vocational High School Education Calendar of 2017/2018

Warrant of the Head of TN high school Number: Sprin/019/VI/2017 dated the 15th of June, 2017 about the Implementation of PDK for Class X Students of Class XXVIII 2017/2018

Warrant of the Head of TN high school Number: Sprin/117/VIII/2017 dated the 24th of August, 2017 about Group Pilgrimage activities, Tidar Peak Ceremony Traditions and Scouting Training for Class X Students of Class XXVIII Taruna Nusantara 2017/2018

Objectives:

To connect vision, perception of the basic knowledge and skills of scouting, based on concern and example, and respect the traditions and values of the struggle and sacrifices of the heroes of the freedom fighters.

Training Goals:

Quantitative:

380 people (Students of class X Class XXVIII 2017/2018)

Qualitative:

Able to carry out march resistance towards TMP Giri Dharmoloyo by exploring varied terrain to have excellent and strong physical endurance.

Able to follow a series of activities according to the sequence and the group pilgrimage activities at TMP that have been well planned.

Able to understand, appreciate, and respect the traditional values of the corps and the noble values of the struggle of the heroes and freedom fighters.

Training Material:

Pilgrimage in groups to TMP Giri Dharmoloyo

Reference: Book of Military Ceremonies (TUM) of the Armed Forces Number Skep/612/X/1985 dated the 8th of October, 1985.

Types of activities and Methods:

Activity type: Technical training

Mode: One party controlled

Method: Practice

Time: the 9th of September, 2017 at 07.00 WIB,

Place: TMP Giriloyo Kodya Magelang

(quoted from the Taruna Nusantara Vocational High School document, the 27th of May 2019).

Second, the school organizes "Napak Tilas" (Tracing back). Students of Taruna Nusantara Vocational High School class X are also obligated to participate in Napak Tilas activities on the journey of the Great General Sudirman. For example, the Napak Tilas the Great General Sudirman (RPS) was followed by class X students, class xxix 2018/2019.

Background:

Warrant of the Head of TN High School Number: Sprin/132/IX/2018 dated the 13th of September, 2018, about the Organizing Committee for the RPS, Caraka Malam, PKT and Pembaretan Tradition of Class X Students of the 29th Generation Taruna Nusantara Vocational High School 2018/2019.

Objectives:

Cultivating the fighting spirit, mentality, attitude and leadership values of Great General Sudirman as inspiration and motivation in developing leadership potential in the future.

Target:

Students know and appreciate the history of General Sudirman's guerrilla struggle against the invaders to maintain the integrity of the Republic of Indonesia

Students love their homeland and the environment and have the leadership spirit of the Great General Sudirman

Students can inherit a fighting spirit as a motivation for state defense obligations.

Time:

Friday and Saturday, October 5 and 6 2018

Place:

Parang Kusumo Bantul Regency to SDN Sawah Kec. Panggang and SDN Sawah to Paliyan combat training center, Paliyan District, Gunung Kidul Regency.

Training Material:

The Great General Sudirman's Guerrilla Route

Reference:

The 2009 TN High School Special Curriculum Book and the General Sudirman Book by Lt. Gen. (Ret.) Tjokropranolo.

Type, Characteristic and Methods of Exercise

Type: Individual and group training

Mode: One party controlled

Method: Field practice (Quoted from the TN high school document, the 27th of May 2019).

The third is the stimulation of "Virtue" to students/Leadership Orientation. To strengthen national insight and leadership, Taruna Nusantara Vocational High School students must also take part in study tours to the Military Academy (AKMIL), Air Force Academy (AAU), Police Academy (AKPOL), attorney, court, special forces command (KOPASSUS), Diponegoro Museum, Indonesian national army (TNI) Headquarters, Indonesian Police Headquarters, and the Presidential Palace (Interview with Hariyanto, the 27th of May 2019).

The above strategy produces the following outputs. Taruna Nusantara Vocational High School students obey the rules written in the student life regulations, including general provisions, code of honor, school rules, student manners, and student discipline. The number of students who behave according to student life rules is around 90% (Ninety percent) (interview with Tri Djoko, the 22nd of July 2019). For the nationality attitude and tolerance of SMA TN students, 3% reached a high level, 42.3% achieved a very high level, and 42.7% reached an extremely high level.

Discussions

Taruna Nusantara Vocational High School develops three unique strategies. 1. They improve cognitive quality: memorization, understanding, application, analysis, synthesis, and evaluation of noble national values. First, they add new subjects, "Archipelago" and "State Defense." Secondly, they employ friendly and prominent tutors who can be role models, mentors, and motivators and can accompany, direct, and supervise the students throughout the day and night. Third, they use various approaches including cooperative, scheduled, programmed, projected, and independent creative activities. 2. They improve the quality of the practice of national values in daily life with three habits. The first is to require students to memorize and sing "Bela Negara"/ "Defense the Country", which is full of messages about the nation's noble values. The second is to develop detailed and comprehensive student life regulations, which contain a lot of national values, which must be implemented 24 hours a day with proper supervision.

The third is through the habituation of multicultural interactions involving different religions, ethnicities, races, genders, and cultures. 3. They improve the quality of their students' attitudes through pilgrimages to heroes cemetery, tracing back the journey and struggle of Great General Sudirman, and direct visits to centers of national figures who support and practice noble national values, as role models and drivers of the personality identification process. They made visits to the Military Academy (AKMIL), Air Force Academy (AAU), Police Academy (AKPOL), attorney, court, special forces command (KOPASSUS), Diponegoro Museum, Indonesian national army (TNI) Headquarters, Indonesian Police Headquarters, and the Presidential Palace. The three unique strategies above have produced high output. As evidence, the number of students who behave according to student life rules has reached around 90% (Ninety

percent), while for the nationality attitude and tolerance of SMA TN students, 3% of students reached a high level, 42.3% of students achieved a very high level, and 42.7% of students reached an extremely high level, which is 88% in total. It means that the Taruna Nusantara Vocational High School strategy affects the inculcation of national values.

This school can also prove that they have other national values, namely hard work to excel to compete with other nations, as can be seen from their achievements as follows:

Table 2. National achievements

Year	Agenda	Achievements
2006	National science olympiad	Astronomy: 1 Silver, 1 Bronze, Biology : 1 Gold, 1 Silver Economics: 2 Silver, physics : 1 Gold, 2 Silver, 1 Bronze Chemistry: 1 Gold, 1 Silver, Computer science: 2 Gold, 1 Silver, Mathematics: 1 Silver Astronomy: 2 Silver, 1 Bronze Biology: 1 Gold
2007	National science olympiad	Economics: 1 Bronze Chemistry: 2 Bronze Computer science: 1 Bronze Mathematics: 1 Gold, 2 Silver Biology: 1 Gold, 1 Bronze Economics: 1 Gold, 1 Silver
2008	National science olympiad	Physics: 2 Bronze Earth science: 1 Silver Chemistry: 2 Gold Mathematics: 2 Bronze Astronomy: 1 Gold Biology: 1 Bronze
2009	National science olympiad	Economics: 1 Silver, 1 Bronze Physics: 1 Bronze, Chemistry: 1 Bronze Computer Science: 1 Bronze Astronomy: 2 Gold, 1 Bronze Biology: 1 Bronze
2010	National science olympiad	Economics: 2 Silver Earth science: 1 Gold Chemistry: 1 Gold, 2 Bronze Computer science: 1 Gold, 1 Silver
2011	National science olympiad	Mathematics: 1 Bronze Astronomy: 1 Silver

2012	National science olympiad	Biology: 1 Silver Economics: 1 Bronze Earth science: 1 Bronze Chemistry: 1 Bronze Biology: 1 Gold Economics: 1 Bronze Chemistry: 1 Silver
------	---------------------------	---

International:

1. Mongolian 2008 Asian Physics Olympiad Tyas Kokasih with Bronze medal
2. 2008 Vietnam International Physics Olympiad Tyas Kokasih with Bronze medal
3. 2013 Asian Physics Olympiad Andramica Priastyo with Bronze medal
4. IX International Zhautykov Olympiad Andramica Priastyo with Bronze medal
5. International Exhibition for Young Inventors (IEYI) 2013 in Kuala Lumpur Antonius Wisnu with a Gold medal
6. The Best Inventor trophy, a special award from Thailand
7. International Mathematical Olympiad 58 2017 in Brazil Kinantan Arya Bagaspati, Silver medal
(<http://taruna-nusantara-mgl.sch.id/prestasi/> downloaded the 3rd of August, 2018).

The results of this study will encourage new attitudes or, at least, strengthen the view that the implementation of learning with high discipline will accelerate and enhance the quantity and quality of the output of the educational institution.

High discipline learning does influence high cognitive learning outcomes and behavior optimally. However, if it is not supported by the cultivation of a high understanding accompanied by rational reasons that can touch strong feelings and beliefs and produce a strong attitude as a driving force for behavior, it will be easy to change if the environment outside of school is less supportive. It is similar to education beliefs, which consider the environment a determinant variable of behavior change (John Locke).

The findings of this study are similar to the results of previous studies, for example, the research of Widayanti et al. which states that 81% of Taruna Nusantara Vocational High School students have an excellent understanding of national values and 85% of students show excellent indicators of a sense of nationality (Widayanti, 2018). There is a difference in the attitude domain as many as 3 digits, but both have above 80%. It means that this research, conducted in 2019, can strengthen the results of the 2018 research, or in other words, education with high discipline consistently affects attitude output (has a high level of reliability).

Hendra Saeful Bahri et al. found that the "Tadarus Buku" (Reading Books) activity can strengthen national insight for the younger generation because the books

they read have a national theme. In addition, the inspiration from speakers who discussed topics read by the participants of Tadarus Buku also added to the students' national insight (Bahri, and Halimi, 2018). The results of this study reinforce what has been done by Taruna Nusantara Vocational High School, which adds relevant particular subjects, namely the Archipelago subject and the State Defense subject. The similarity between these two studies is that they both state that the variable content of the book can affect national insight. Authoritarian parenting can affect the development of children's education. Utami Munandar argues that authoritarian attitudes do not support the development of independence and social responsibility. Children become obedient to their parents but aggressive in their relationships with their peers; they become polite and diligent in doing schoolwork but are less independent and less.

Another finding that strengthens what this school has done is that the cultivation of nationalism can be done through religious education subjects, extracurricular activities, and school culture (Yustiani, 2018). Another study showed that the authoritative parenting of parents plays a significant role in fostering the attitude of nationalism and patriotism of adolescents, with a correlation coefficient value of 0.418, with a probability of 0.000, less than 1% and 5%. It's very similar. It should also be noted that the young people who became Retired Paskibraka (National Flag Hoisting Team) showed a strong sense of belonging to the Indonesian nation and state, pride in their identity as an Indonesian nation, good personal character, and nationalism in real life (Suryaningrat et al, 2019). The results of the last two studies have strong similarities with Taruna Nusantara Vocational High School because both are carried out in dormitories where students or participants are accompanied continuously and regulated in a very high discipline manner; thus, it can strengthen the findings in this study.

The results of this study can encourage managers of educational institutions, both formal and non-formal, to prioritize high discipline in their management, from the design, implementation, monitoring, and evaluation, to produce maximum output. However, they still have to consider the level of proportionality so as not to become authoritarian.

Conclusion

The high-discipline learning strategies in Taruna Nusantara Vocational High School through; first, the addition of archipelago subjects and state defense education; second, pilgrimage activities to the hero's graveyard; third, the tracing back of great General Sudirman's life; fourth, the creation of a song entitled "Bela Negara" which must be memorized and sung by all students; fifth, study tours to the Military Academy (AKMIL), Air Force Academy (AAU), Police Academy (AKPOL), attorney, court, special forces command (KOPASSUS), Diponegoro Museum, Indonesian national army (TNI) Headquarters, Indonesian Police Headquarters, and the Presidential Palace; sixth,

saluting the Indonesian flag every time entering and leaving the classroom can strengthen and improve the quantity and quality of knowledge, attitudes, and behavior of youths following national values.

This study has several limitations, including the limited time of only three months. There are also limitations in data collection techniques. This study only uses systematic observation because participant observation was very unlikely due to school rules and regulations.

References

- Abidin, Z. (2014). *Buku Ajar Bela Negara*. Universitas Pembangunan Nasional Veteran.
- Aulia, R., Sugito, N., & Hasmika. (2021). Implementation of Pancasila in Developing National Insights During the COVID-19 Pandemic. <https://doi.org/10.2991/assehr.k.210204.030>.
- Bahri, H. S., Sapriya, S., & Halimi, M. (2018). Penguatan wawasan kebangsaan generasi muda melalui kegiatan tadarus buku. *Jurnal Civics: Media Kajian Kewarganegaraan*, 15(2), 126–133. <https://doi.org/10.21831/jc.v15i2.18398>
- Barry, E. S., Grunberg, N. E., Kleber, H. G., McManigle, J. E., & Schoemaker, E. B. (2018). A four-year medical school leader and leadership education and development program. *International Journal of Medical Education*. <https://doi.org/10.5116/ijme.5abe.12d2>
- Bernard, H. W. (1990). *Mental Health in The Classroom*. McGraw-Hill Book Company.
- Crow, L. D., & Crow, A. (1985). *Human Development and Learning*. American Book Company.
- Dariyo, A. (2018). Peran Pengasuhan Otoritatif Terhadap Patriotisme Remaja: Dengan Mediator Kepuasan Hidup Dan Nasionalisme. *Jurnal Ketahanan Nasional*, 24(3), 326. <https://doi.org/10.22146/jkn.38715>.
- Drewal, H. J., & Drewal, H. J. (2020). Sensiotics, or the Study of the Senses in Material Culture and History in Africa and Beyond. In *The Oxford Handbook of History and Material Culture*. <https://doi.org/10.1093/oxfordhb/9780199341764.013.24>.
- Emmerling, R., Canboy, B., Serlavos, R., & Batista-Foguet, J. M. (2015). Leadership Education: Theory and Practice. In *International Encyclopedia of the Social & Behavioral Sciences: Second Edition (Second Edi, Vol. 13)*. Elsevier. <https://doi.org/10.1016/B978-0-08-097086-8.92126-3>.
- Endaryati, T., Aman, A., & Setiawan, J. (2020). The Implementation of National Values Insights in the Learning Process of Indonesian History to Form Student's Solidarity Attitudes. *International Journal of Learning and Development*. <https://doi.org/10.5296/ijld.v10i2.17125>.
- Gie, T. L. (1995). *Cara Belajar Yang Efisien*. Liberty Yogyakarta.
- Goss, S., & Holt, C. (2014). Perceived Impact of a Character Education Program at a Midwest Rural Middle School: A Case Study. *Education Leadership Review of Doctoral Research*.

- Hastuti, F. (2016). Pengaruh Disiplin Belajar terhadap Kesulitan Belajar Ekonomi Siswa Kelas X Sekolah Berasrama di Kota Padang Panjang. *Jurnal Educative: Journal of Educational Studies*, 1(2). <https://doi.org/http://dx.doi.org/10.30983/educative.v1i2.162>
- Hidayati, N. A., Waluyo, H. J., Winarni, R., & Suyitno. (2020). Exploring the implementation of local wisdom-based character education among Indonesian higher education students. *International Journal of Instruction*. <https://doi.org/10.29333/iji.2020.13213a>.
- Isabella, M. (2017). Strengthening The National Resilience of Indonesia Through Socialization of National Insight. <https://doi.org/10.2991/icodag-17.2017.42>.
- Jenderal TNI (Purn) H. Agum Gumelar Anggota Dewan Pertimbangan Presiden R.I. ,Kuliah Umum Pemahaman Wawasan Kebangsaan di Institut Teknologi Bandung, 7 Agustus 2018.
- Koka, S., Mutluay, M. M., Garrett, N., Felton, D., & Avivi-Arber, L. (2019). Leadership education in prosthodontics: Development and impact of the Future Leaders in Prosthodontics (FLIP) workshops. *Journal of Prosthetic Dentistry*. <https://doi.org/10.1016/j.prosdent.2019.03.006>.
- Kusuma, Yudha Yan, Indratjahyo, H., & Saragih, B. (2020). Effect of Organizational Citizenship Behavior and Discipline on the Company Performance through Motivation as Variable Mediation in PT. Henkel Indonesia. *East African Scholars Journal of Economics, Business and Management*. <https://doi.org/10.36349/easjebm.2020.v03i10.007>.
- Lenhardt, M., Ricketts, J. C. ., Christian Morgan, A. ., & Karnock, K. J. . (2011). Leadership Behaviors of Georgia Golf Course Superintendents: Implications for Post-secondary Programs. *NACTA Journal*.
- Lips-Wiersma, M., & Allan, H. (2018). The student voice in Critical Leadership Education: An exploration of student–faculty partnership learning in sustainability education. *Leadership*. <https://doi.org/10.1177/1742715016688563>.
- Lonto, A. L., Wua, T. D., Pangalila, T., & Sendouw, R. (2018). Moral work, teaching profession and character education in Forming Students' Characters. *International Journal of Engineering and Technology (UAE)*. <https://doi.org/10.14419/ijet.v7i4.28.22560>.
- Lubis, A. H., & Wangid, M. N. (2019). The Analysis of Students' Discipline Character in Mathematics Learning. 326(Iccie 2018), 118–123. <https://doi.org/10.2991/iccie-18.2019.21>
- Maranatha, J. R. (2019). Pengaruh Disiplin Sekolah terhadap Kemandirian Anak Usia Dini. *Aulad : Journal on Early Childhood*, 2(2), 15–21. <https://doi.org/10.31004/aulad.v2i2.21>.
- McCarron, G. P., Jackson, G. R., McNaughtan, J. L., Olesova, L., Schmidt, G. B., & Adams, T. T. (2020). Centering Dialogic and Digital Approaches in Leadership Education Pedagogy: Priority 6 of the National Leadership Education Research Agenda 2020–2025. *Journal of Leadership Studies*. <https://doi.org/10.1002/jls.21716>.
- Morrison, G. S. (1988). *Early Childhood Education Today*. Merrill Publishing Company.
- Muenjohn, N., Pimpa, N., Montague, A., & Qin, J. (2016). Developing leadership curriculum for business education program in Asia. *The Journal of Developing Areas*. <https://doi.org/10.1353/jda.2016.0062>.

- Mulyadi, B. (2020). Early childhood character education in japan. E3S Web of Conferences. <https://doi.org/10.1051/e3sconf/202020207063>.
- Nica, E. (2014). The importance of leadership development within higher education. *Contemporary Readings in Law and Social Justice*.
- Oliver, B., & Jorre de St Jorre, T. (2018). Graduate attributes for 2020 and beyond: recommendations for Australian higher education providers. *Higher Education Research and Development*. <https://doi.org/10.1080/07294360.2018.1446415>.
- Rahmawati, N., & Baidar, A. Y. (2015). Pendidikan Kesejahteraan Keluarga. FT Universitas Negeri Padang.
- Ribuwati, Harapan, E., & Tobari. (2019). The principal leadership in building the students' character. *International Journal of Scientific and Technology Research*.
- Rido, A., & Hibatullah, H. (2020) *Tarbiyatu Wa Ta'lim: Jurnal Pendidikan Agama Islam*, 2 (1), 14-34.
- Rukmini, S. (2020). Indic Science of Consciousness: Chronological Relevance to the Indic Knowledge Traditions and Modern Science. *Vidyottama Sanatana: International Journal of Hindu Science and Religious Studies*. <https://doi.org/10.25078/ijhsrs.v4i1.1400>.
- Setiawan, J., Aman, & Wulandari, T. (2020). Understanding Indonesian history, interest in learning history and national insight with nationalism attitude. *International Journal of Evaluation and Research in Education*. <https://doi.org/10.11591/ijere.v9i2.20474>.
- Soemaatmadja, R., Supriatna, T., & Rowa, H. (2020). Ideal Model in the Implementation of National Insight Policies for Handling Social Conflict in Pandeglang Regency. 2(4), 253–265. Surat keputusan Kepala Lembaga Perguruan Taman Taruna Nusantara, nomor: SKEP/35/VII/2018.).
- Sutiadiningsih, A., Sonhadji, A., Sutadji, E., & Nurlaela, L. (2016). Entrepreneurial character development model: Responsible and discipline integrated in business plan based learning project. *AIP Conference Proceedings*. <https://doi.org/10.1063/1.4965784>.
- Tanjung, E. F. (2021). Formation of Soul Leadership Model in Indonesian Middle Schools. 21(June 2020), 84–97. <https://doi.org/10.12738/jestp.2021.1.007>.
- Widayanti, W. P., Armawi, A., & Andayani, B. (2018). Wawasan Kebangsaan Siswa Sekolah Menengah Atas Dan Implikasinya Terhadap Ketahanan Pribadi Siswa (Studi Pada Siswa Sekolah Menengah Atas (SMA) Umum Berasrama Berwawasan Nusantara, SMA Umum Di Lingkungan Militer Dan SMA Umum Di Luar Lingkungan Militer Di K. *Jurnal Ketahanan Nasional*, 24(1), 1. <https://doi.org/10.22146/jkn.32229>.
- Wibowo, B. P., Wulandari, T., & Setiawan, J. (2020). Relationship Between The Understanding of Indonesian History and The Nationalism Attitude of State Senior High School Students. *International Journal of Education and Social Science Research*. <https://doi.org/10.37500/ijessr.2020.3014>.
- Widodo Suryaningrat dkk. *Jurnal Ketahanan Nasional*, Vol. 25, No. 1, April 2019, Hal 36-55
- Yunesa, V., & Khaidir, A. (2019). Factors Influencing Students'Discipline Character Building. <https://doi.org/10.2991/icoie-18.2019.61>.

Mustaqim.

Yustiani, Y. (2018). Nasionalisme Melalui Pendidikan di Sekolah pada Siswa SMA di Wilayah Perbatasan Kalimantan Barat. *Jurnal SMART (Studi Masyarakat, Religi, Dan Tradisi)*, 4(1), 111–123. <https://doi.org/10.18784/smart.v4i1.578>.

Interview

Interview with Eddy Kusnadi, on 27th May 2019.

Interview with Eddy Kusnadi, on 22nd July 2019.

Interview with Tri Djoko, on 22nd July 2019.