IMPLEMENTATION OF STUDENT LEADERSHIP DEVELOPMENT IN THE KETARUNAAN EDUCATION SYSTEM AT AVIATION VOCATIONAL SCHOOLS

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ABSTRACT

Education in schools that have a cadet education system is different from schools in general, cadet education is a system for instilling character and forming a good personality in children by exemplary, direction, and guidance. This study used a qualitative approach with the research subjects being vice principals, vice principals of public relations, deputy heads of quality management, deputy heads of student affairs, coaches, curriculum teachers, English teachers, and students. The object of research is the implementation of student leadership development which focuses on implementation, constraints, and efforts made by schools in the cadet education system. The research which took place at Aviation Vocational High School used interview, observation, and documentation data collection techniques. The results of the research: (1) The implementation of student leadership development in Aviation Vocational Schools is carried out through the concept of the School of Leadership. School programs that support School of Leadership are internalized in teaching and learning activities, extracurriculars and events. Socialization of the School of Leadership is carried out through print, electronic, social media, and open houses. Infrastructure facilities in the implementation of the School of Leadership are not specifically provided. Funding related to the School of Leadership comes from schools but is still limited. Schools do not yet have experts who are experts in the field of leadership. (2) Supporting factors include: (a) alumni empowerment, (b) school commitment, (c) organizational culture, (d) continuous communication between school members, alumni, and related external parties, (e) permit concessions. Inhibiting factors include: (a) there is no reference document for the implementation and development of the School of Leadership, (b) HR, teachers still do not have leadership qualifications that support the School of Leadership, (c) Difficulty of students managing time well, (d) Limited funding , (e) Lack of understanding of parents about school programs related to the School of Leadership. (3) The efforts made by the school are (a) compiling guidelines for implementation and development (b) conducting coordination meetings, plenary meetings, training, seminars, workshops for teacher leadership (c) motivating students to prioritize activities, (d) maximizing the role committees, alumni, other sponsors who are not bound, (e) For parents' understanding, the school holds a parents' meeting once every three months.

Keywords: *Coaching, Leadershio, Ketarunaan Education System*

A. INTRODUCTION

Vocational high school is one level of formal education that is parallel to high school education. SMK organizes vocational education in specific skill areas to equip students to enter the world of work or to a higher level of education. Ketarunaan is an education system that can be found in several universities, high schools and vocational schools. Taruna activities are one of the non-formal educations that have the aim of instilling character and forming a good personality in children by exemplary, direction and guidance. Youth education is one way to overcome deviations in a child's personality so that the child can develop properly. Youth has a meaning as an education system that applies military principles that aim to shape character, especially disciplinary character. Of course the military principles that are applied are not purely military but with the Cadets Basic Training (LATDASTAR) where this activity has a basis as a training (sitat in Octavia, 2014).

In Indonesia. Schools that have a cadet system have meaning as an education system that applies basic military principles. The principles applied are not purely military but basic cadets (training activities) used in the military. The aim is to instill character, especially the character of discipline and the formation of a good personality in students. Its implementation is able to prevent and overcome deviations in the child's personality so that the child can develop properly. Schools with a cadet basis in their daily life physically have their own characteristics (sitat in Suryanto, 2016).

Referring to the initial interview data, it shows that there are several reasons why students choose to continue on to SMKs that have cadet education. Students choose SMKs that have cadet education aimed at self-development so that the expected goals and aspirations can be achieved such as entering the world of sports and official schools. Education in schools that have cadet education is different from education in public schools. Basically, education in schools that have cadet education places more emphasis on disciplinary issues, a sense of national defense, responsibility, concern for one another, and high respect.

Youth education is expected to be able to prepare mentally strong young people who comply with state norms so that they can fortify themselves from various factors of adolescent association that damage morale (sitat in Ikhsan & Syam, 2018).

Such as the cadet education system implemented by Aviation Vocational Schools under the authority of the PEPABRI Dharma Wirawan Foundation in East Java and based in Jakarta. This Aviation Vocational School has majors that are much needed in the world of aviation, namely the Department of Mechanical Engineering and the Department of Electrical Engineering. And the PEPABRI Dharma Wirawan Foundation implements cadet education because the process of educating and teaching with discipline also plays a very important role in schools at Aviation Vocational Schools.

Referring to the initial interview data, it shows that discipline in Aviation Vocational Schools between male and female students has the same cadet education system, such as "girls gathering" activities which are held once a week accompanied by female seniors. In Indonesia, the military world itself shows that

female soldiers strive to be equal to male soldiers. In its own application, female soldiers are required to adapt to the military environment and all aspects of masculinity (sitat in Sugiharti, 2019).

Character building through the implementation of the cadet system at Aviation Vocational Schools begins with preparing the school environment and students. The school environment in question is a form of character description that students want to form, including the vision, mission and goals of the school as well as the facilities or facilities provided by the school. Students must be prepared in such a way as to be able to accept and implement the existing school culture. Students who are ready then carry out the existing school culture and then get character values that need to be internalized and formed within students. This element is in the form of character building according to the school's vision and mission, character guidelines for cadets, strategies in building student character, affirmation and inclusion programs, school facilities in character building, parental involvement in supporting the success of school culture and all elements are responsible for implementing school culture.

Based on the results of observations at Aviation Vocational Schools that the school invites all students to optimize the use of educational facilities and infrastructure. The quality of graduates' skills and competencies will be guaranteed when all infrastructure facilities are maintained. Human resources owned must be aligned with quality and quantity so that they can have a positive impact on these educational institutions. Students are expected to be able to master foreign languages because quality foreign language skills are needed. There is a high dedication given to the advancement of the aerospace world for Vocational High Schools, all the knowledge gained in the world of education will be applied in the world of work.

Aerospace education has educational activities commonly referred to as Basic Cadets Training (LATDASTAR) and Basic Student Leadership Training (LDKS) so that they become disciplined cadets and cadets. Latdastar and LDKS are carried out by students who continue their education at aerospace vocational schools such as Aviation Vocational Schools. Based on the results of the researchers' observations that Aviation Vocational Schools apply a form of military education by providing the basics of military education. Youth education is applied inside and outside the subject to foster moral, mental and student discipline. Cadet activities are not extracurricular activities but school activities that are mandatory for aviation vocational students. These cadet activities are intended to develop the level of discipline of students so that they become firm and courageous people.

The level of discipline of students at Aviation Vocational Schools is starting to show a decrease in disciplinary attitudes, as is often seen playing truant, not wearing proper clothes and there are still students who come late to school. Therefore the school carried out several activities that were considered capable of arousing the spirit of discipline in students.

However, the reality is that in implementing cadet education the teacher gives full orders to the OSIS board, and the OSIS carries out cadet education

differently from what students expect, such as like to take care of students' lives and like to find fault with students.

Sad, disappointed, angry are some of the feelings that arise in students when they find out that the implementation of cadet education is different from what is expected. If this conflict cannot be resolved properly it will have a negative impact on adolescent development, including emotional mental problems.

From the statements explained by the participants "R and "T" it shows that the cadet education system that is implemented, especially female students, is required to be more assertive, able to fortify themselves, and comply with existing norms. The experiences of participants "R" and "T" are supported by research by Gudykunst and Kim (in Sugiharti, 2019) that they experienced a drastic change from a culture that was previously civilians or ordinary people and then underwent a new culture as military women. Therefore researchers are interested in discussing the implementation of student leadership development in the cadet education system at Aviation Vocational Schools.

B. RESEARCH METHODS

This study used a qualitative approach with the research subjects being vice principals, vice principals of public relations, deputy heads of quality management, deputy heads of student affairs, ambal coaches, curriculum teachers, English teachers, and students. The object of research is the implementation of student leadership development which focuses on implementation, constraints, and efforts made by schools in the cadet education system. The research which took place at Aviation Vocational High School used interview, observation, and documentation data collection techniques.

C. ANALYSIS AND DISCUSSION

The implementation of student leadership development in Aviation Vocational Schools is explained in the *School of Leadership* which is carried out by schools through teaching and learning activities (group discussions and *field studies*), extracurricular activities (SSC (*Smoothy Socialaholic Club*), Ambalan, and Bhayangkara Padmanaba), event activities (FKGM, FKWS, CKO, *Stadium Generale*). Socialization *of School of Leadership* is carried out through print, electronic, social media, open houses, and outreach directly to schools. The infrastructure in implementing *the School of Leadership* is not specifically provided, it only maximizes what is available. Funding related to *School of Leadership* comes from schools (not included in the APBS directly) and sponsors who are not bound but are still limited. HR, schools do not yet have experts who are *experts* in the field of leadership so they are still not able to properly integrate leadership in learning and activities.

Supporting factors and inhibiting factors in the implementation of student leadership development in Aviation Vocational Schools.

a. Supporting factors in the implementation of student leadership development in Aviation Vocational Schools are as follows: (1) Empowerment of alumni, (2) school commitment through teacher motivation to students and teacher assistance in carrying out activities, (3) Organizational culture that has long

been attached to schools, (4) Continuous communication between school members, alumni, and related external parties, (5) Licensing permits for carrying out student activities.

b. Inhibiting factors in the implementation of student leadership development at Aviation Vocational Schools are as follows: (1) there is no reference document for the implementation and development of the *School of Leadership*, (2) HR, teachers still do not have leadership qualifications that support *the School of Leadership,* (3) Difficulty in managing students good timing, (4) Funding, schools are experiencing financing difficulties due to the large number of student activities, (5) Lack of understanding of parents about school programs related to the *School of Leadership*.

Efforts made by Aviation Vocational Schools in overcoming obstacles in the implementation of student leadership development are as follows: (a) For implementation and development references, schools immediately prepare implementation and development guidelines and then submit the School of Leadership concept to the City Education Office, (b) *For* HR, schools seek coordination meetings, plenary meetings to evaluate the results of the implementation of *the School of Leadership,* training, seminars, workshops on leadership skills, and assign teachers assignments according to ability. (c) For time management, schools always encourage and motivate students to prioritize activities, (d) For funding, schools maximize the role of committees, alumni, other sponsors who are not bound and empower and encourage students to seek independently, (e) For understanding of parents, the school holds a meeting of parents of students once every three months.

D. CONCLUSION

The implementation of student leadership development in Aviation Vocational Schools is carried out through the *School of Leadership*. School programs that support *School of Leadership* are internalized in teaching and learning activities, extracurriculars and events. Socialization *of the School of Leadership* is carried out through print, electronic, social media, and *open houses*. Infrastructure facilities in the implementation of *the School of Leadership* are not specifically provided. Funding related to *the School of Leadership* comes from schools but is still limited. Schools do not yet have experts who are *experts* in the field of leadership.

Supporting factors include: (a) alumni empowerment, (b) school commitment, (c) organizational culture, (d) ongoing communication between school members, alumni, and related external parties, (e) permit concessions.

Inhibiting factors include: (a) there is no reference document for the implementation and development of *the School of Leadership*, (b) HR, teachers still do not have leadership qualifications that support *the School of Leadership,* (c) Difficulty of students managing time well, (d) Limited funding , (e) Lack of understanding of parents about school programs related to *the School of Leadership*.

Efforts made by the school are (a) compiling guidelines for implementation and development (b) conducting coordination meetings, plenary meetings,

training, seminars, workshops for teacher leadership (c) motivating students to prioritize activities, (d) maximizing the role of committees, alumni , other sponsors who are not bound, (e) For the understanding of parents, the school holds a meeting of parents of students once every three months.

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