

**Improving the Competence of Cadet Caregivers
Using the Pancasila Character Development**

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Abstract: This study aimed at determining the relationship between the development of the character of cadets and the improvement of the competence of caregivers of the Palembang Aviation Polytechnic so that it can be known what competencies are needed by caregivers so that they can develop the character of cadets. This research was conducted at the Palembang Aviation Polytechnic in April 2022 to October 2022. The method used in this study is descriptive. Descriptive is an assessment that does not use mathematical, statistical or computer models. The data collection technique uses questions in the form of questionnaires through *google forms*, observations made by the author, as well as interviews with cadets and caregivers of the Palembang Aviation Polytechnic. The study population was all cadets and caregivers of the Palembang Aviation Polytechnic by taking sample data as a result of responses from respondents. The data processing will use Pearson's Product Moment method to determine the correlation between character development variables and caregiver competency improvement variables. The success of a program in the implementation of Pancasila Character development requires support from various parties in its implementation.

Keyword: Cadets, Caregiver Competencies, Character Development

1. Introduction

Palembang Aviation Polytechnic is a state university within the Ministry of Transportation that has the task of organizing vocational education, research, and community service in the field of aviation. Since 1989 Palembang Region II Aviation Education and Training, organizes short-term education and training, such as training in the field of aviation security, in the field of Airports and Aviation Safety. Currently, Palembang Aviation Polytechnic has 3 study programs, namely the Bachelor of Applied Airport Engineering Study Program (PSST TRBU), the Three Airport Management Diploma Study Program (PSDT MBU), the Diploma Three Rescue and Aviation FireFighting study program (PSDT PPKP). The polytechnic has a P-R-I-M-E (Professional, Responsible, Innovation, Modern, Excellent) value system and the motto "The Best Airmen Are Trained Here". The implementation of teaching at the Palembang Aviation Polytechnic follows the national standards of higher education as the main performance indicators and higher education standards and others as the main indicators. In addition, cadets are required to follow the character-building period (Madatukar) organized by BPSDM Perhubungan. During the lecture activities, cadets are enlivened and guided through the character development center (Pusbangkar) to sharpen soft skill competencies.

Building the character of transportation human resources by emphasizing the formation of soft skills competencies, needs to be carried out in an integrated, structured, planned, tiered manner with the right method. The method that needs to be done is through the parenting method as an integral part of the process of providing education and training as a whole. Parenting activities must be able to overcome existing obstacles in the implementation of the education and training process, as well as create a freshness of the environment and foster enthusiasm or enthusiasm for learning or training in cadets in order to realize transportation human resources that are superior physically, professionally how they work, and ethically. The purpose of parenting is the achievement of educational and training objectives through effective and efficient implementation by optimizing the ability of cadets to develop aspects of attitudes and behaviors, knowledge and skills, and physical during training. In addition, it is also for the formation of soft skills competencies which include integrity, work ethic, initiative, communication, cooperation, interpersonal relationships and adaptation.

From previous research compiled by Agustin and Nafiah (2019) entitled *The Influence of Teacher Personality Competence on Student Character Building at SD Negeri Margorejo VI / 524 Surabaya*, it has resulted in a discussion that teacher personality competence affects student character. From a previous study written by Eni Handayani with the title *Teacher Personality Competence in Developing Early Childhood Character in Raudhatul Athfal An-Nur Ratna Chaton, Seputih Raman District, Central Lampung Regency*, has resulted in a discussion about what efforts teachers make in an effort to produce students who have a wise and steady personality, namely by getting used to starting with small things. In the research of Hartono, et al (2017) entitled *The Influence of Caregiver Officer Leadership on the Value of Achievement Through Motivation and Discipline of Cadets of the Naval Academy* has produced a discussion about how the leadership of cadet caregiver officers has a significant effect on the motivation and discipline of cadets.

This research began with the findings of researchers where there are not many cadet caregivers who have the competence to be cadet caregivers, most of the cadet caregiver members are new graduates from schools under the Ministry of Transportation, therefore the competence possessed is not competence as a caregiver but competence in accordance with the educational program taken, while in carrying out their duties as caregivers, they still use the experience of seniority that owned from each school, so sometimes not everyone teaches positive things that reflect the attitude of cadets based on what they experienced during education, so that until now there has been a lot of delinquency of cadets, in the first year of receiving the first batch of cadets (November 2020-November 2021) there were 45 violations out of 116 cadets that existed, in the second year of the first semester of the second year (November 2021- April 2022) there were 60 violations from 213 cadets in The first 6 months of the second year. The offenses committed are quite diverse ranging from minor offenses such as bringing food to the dormitory, playing games in the dormitory during recess, not wearing official clothes properly, to serious offenses such as absence from mandatory spiritual activities, to acts of violence both physically and mentally. With so many violations that have been recorded, it is necessary to reassess moral education and the cultivation of attitudes carried out by cadet caregivers. Researchers feel the need for a textbook about what character education is needed in caring for cadets

so that there is an alignment of the vision and mission of all caregivers who are divided into several teams so as to produce cadets with Pancasila character. Based on the results of previous research and the problems that the author found, a study was made entitled Improving the Competence of Cadet Caregivers with Pancasila Character which aims to create a standardization of the caring cadet system from various aspects so that it can produce a strong cadet character and Pancasila character.

2. Methods

The research method is a way of thinking, doing a well-prepared way – both for research, and to achieve research goals. In this study, the authors used the description/survey method in analyzing work and activities. (Arikunto, 1986).

The descriptive method is to examine the form of activity, characteristics, changes, relationships, similarities and differences with other phenomena. An example of a form of descriptive research is descriptive research in the field of education and curriculum (Sukmadinata, 2010).

This assessment is descriptive, it reports observations of phenomena in the field or socially. Qualitative assessments (including historical and descriptive studies) are assessments that do not use mathematical, statistical or computer models. In this study also uses a type of discriminatory assessment, that is, a type of assessment that only describes, summarizes various existing conditions and situations, and tries to describe the concrete conditions of the object of study and then a description of the object of study will be generated.

3. Results and Discussion

Pancasila Values in Youth Morale Building at the Palembang Aviation Polytechnic Education Institute

The role of Pancasila in educational institutions is the basic foundation for shaping the morale of students, where activities in the school environment include habits that encourage students to behave in accordance with what is contained in the values of Pancasila values. The value of the character of this nation must

indeed be reflected in the value of Pancasila. Hamidi and Lutfi (2010) mentioned that the role of Pancasila in educational institutions is to underly, direct, control and determine a person's behavior to interact with humans in the life of the nation and state. Pancasila is very important to shape the personality of cadets who later after graduation are expected to not only develop their intellectual strength but also their attitudes and intellectuals. Kaelan (2014) mentioned that Pancasila is the basic ideology of the Indonesian nation this name consists of Sanskrit Panca which means five and sila which means principle. Pancasila values in addition to being given to civic education subjects are also applied to the overall activities of cadets. This is realized by instilling character values that will be applied in each activity that has been formulated in the learning implementation plan. The character values contained in the values of Pancasila can be easily applied in accordance with the basic competencies that will be achieved in each learning. In addition, character values are also used to discuss various current issues that develop in society externally and can be analyzed from the point of view of Pancasila. So that cadets will be accustomed to seeing, analyzing, responding, and acting in accordance with the character contained in Pancasila. That way cadets can continue to follow the development of globalization, but still maintain the values in Pancasila. The system of applying Pancasila values in educational institutions is indirectly in the form of cultural habits derived from Pancasila. Especially in universities, one of them is civic education subjects that contain Pancasila values which are the basis of Pancasila character values.

Character education carried out through habituation activities at school can be carried out through routine, spontaneous, and scheduled activities. However, this is inseparable from the cooperation between schools, educators/coaches and cadets so that character building through these activities can be carried out optimally. Therefore, in fact, all the regulations implemented in the official school environment are good, it's just that there are certain individuals from the cadets who abuse these regulations to commit criminal acts. Thus, it is very unwise if cases of violence in official schools are used as a reference that all official schools do the same. Because in fact many cadets have been born to become state apparatuses that benefit the people of Indonesia (Rahmawati, 2014).

The moral development of cadets in the school environment is a very mandatory thing to do so that cadets become outputs that are in accordance with the values or

character of Pancasila. Civic education that develops Pancasila values is the spearhead of success in implementing Pancasila values or shaping the morale of cadets to become strong human beings for the Pancasila mentality even though globalization is included in the Indonesian nation. Education is the most fundamental thing in the application of Pancasila values and shaping the morale of cadets from the world of education will see real outputs that can be used as a benchmark or positive example in the life of the Indonesian people.

Application of Pancasila Values in Building Morale of Caregivers/Employees in the Educational Institution of Palembang Aviation Polytechnic

The social competence of educators and caregivers has an important role in building cadet excellence. Educators and Caregivers at Poltekbang Makassar in the implementation of their tupoksi show three indicators of social competence in the field of education, namely: cooperation, participation, and sensitivity. Their social competencies help educators and caregivers improve their performance in coaching and self-development of cadets (Bahrawi and Idyaningsih, 2020). Lecturers as educators have an important role in shaping the character of cadets. So, it is hoped that cadets can implement positive behaviors in the school environment and especially in the community. The teaching and learning process, especially at the Palembang Penerbangan Polytechnic, is required to have 5 characters that must be mastered, as the axis of improving national education, namely: 1) Religious; 2) Nationalism; 3) Independent; 4) Integrity; 5) Mutual cooperation while at the Palembang Aviation Polytechnic itself has a vision of producing cadet graduates with superior characteristics, namely 1) Professional; 2) Responsible; 3) Innovation; 4) Modern; and 5) Excellent.

Where the 5 characters must be applied in learning directly and indirectly in each lecture. The role of Pancasila in developing the morale of lecturers is very important, where lecturers here become role models and reflections for cadets, for this reason, lecturers are required to have the spirit of Pancasila and the 1945 Constitution in carrying out the teaching and learning process and guiding cadets as a whole to become moral human beings such as: 1) lecturers respect individual rights, religion, and belief in god; 2) lecturers respect and guide cadets; 3) lecturers train learners to solve problems; 4) lecturers have professional moral

honesty in implementing the curriculum; 5) lecturers maintain good relations with the surrounding community.

Pancasila values not only contain cultural values, but also as the source of all sources of law in Indonesia. In the embodiment of lofty ideals in a life. Pancasila values are values that must be implemented into norms, moral development, rule of law, and national life. So that it can be concluded, the Indonesian nation already has a very strong philosophical foundation in the life of society, nation and state. Educational Institutions are fundamental and main things in the application of Pancasila values to build the morale of staff /employees who work in an institution and provide a good example for students in behaving and saying words to be reflected as citizens in accordance with Pancasila values and obeying the rules made in accordance with the agreed decisions to implement the regulations and not giving negative examples to cadets so that the success of the application of Pancasila values can be seen in real terms with benchmarks seen from behaving in daily life while in the educational environment and can be seen outside the educational environment. Personality can determine whether teachers are good educators and coaches or vice versa. The issue of personality is a form of determining the position of a teacher's authority on the thinking of students or society. The image of a teacher is determined by personality (Andayani, 2020).

In terms of competencies that must be possessed by a teacher, one of which is personality competence:

1. Have a strong and consistent personality every time you behave in accordance with social norms, laws, and religions, and are coherent between words and deeds;
2. Independent in behaving as an educator, work ethic is also proud to be an educator;
3. Wise personality, acts as a use for schools, students, and the community and displays open mindedness also does; and
4. Authoritative, principled behavior that has a positive impact on the surrounding people, even though it is close but reluctant.

The aspects that interpret the personality are also consistent that of the teacher, illustrated by behaviors that describe the following characteristics:

1. Comply with laws and regulations and other provisions;
2. Describing obedience;
3. Apply according to social norms through polite speech, polite appearance and polite behavior;
4. Proud to be an educator indicated through proving commitment to duty and maintaining a code of ethics for the educator profession; and
5. Consistently apply according to norms through consistency in obeying discipline and having self-compliance (Musfah, 2015).

In addition, according to Baharun (2008) a leader in this case the head of the madrasa must have skills in his leadership system:

1. General life skills, including:
 - a. Personal skills (personal abilities or the ability to know yourself):
 - 1) consciousness as a creature of God,
 - 2) Awareness of self-excision,
 - 3) awareness of self-potential.
 - b. Thinking skills, which include:
 - 1) the ability to dig up information and find information,
 - 2) the ability to process information,
 - 3) problem-solving prowess.
 - c. Social skills, which include:
 - 1) oral communication skills,
 - 2) written communication skills, and
 - 3) Cooperating skills.
2. Specific life skills, which include:

Academic skills include the following skills:

 - 1) Identifying the variable,
 - 2) Formulating hypotheses and
 - 3) Carry out research

Vocational skills or vocational skills, which are skills that are associated with certain jobs in the environment or society (Baharun, 2017). If based on this, educators and caregivers at the Palembang Aviation Polytechnic are obliged to continue to learn and develop because there are so many skills that should be mastered in order to be an example for all cadets.

According to Hartono, et al (2017) the leadership of the caregiver officers turned out to have a significant positive effect of 0.43 on the motivation of cadets and a positive significant effect of 0.10 on cadet discipline. In addition, in this study it is also known that cadet motivation has a positive significant effect of 0.30 and cadet discipline has a positive significant effect of 0.90 on cadet achievement (Hartono, 2017).

An effective character education model is one that uses a comprehensive approach. Character education is integrated into various fields of study. The methods and strategies used vary as much as possible which include cultivation, exemplary, value facilitation, and soft skills development (including critical thinking, creative, communicating effectively, and being able to solve problems). All school residents (school leaders, teachers, students, administrative employees, even school guards and school stall managers) and parents and community leaders need to work collaboratively in implementing character education programs.

Darmiyati and Muhsinatun (2010) state educators and staff in an educational institution are part of a school that is close to cadets so it has a great influence on the moral formation of cadets indirectly because students will also learn to behave according to what the staff do. In fact, staff/employees also need to apply the values of Pancasila to become good citizens or good citizen which can be easily applied in a wide environment. A small example that students can emulate from staff is discipline, discipline is fundamental to making people value time. That is one example, another example is maintaining cleanliness that is always carried out at all times in the environment of educational institutions in order to achieve a waste-free educational environment, is also a small example that can be done by students. So that the morale of students can develop optimally in accordance with the application of Pancasila values in the educational institution environment.

Ethical Standards

Values in Character Education, the values developed in character education in Indonesia are identified from four sources: (1) Religion, Indonesian society is a religious society; (2) Pancasila, the Republic of Indonesia is upheld on the principles of national and state life, namely Pancasila; (3) Culture, cultural values are used as a basis because there is no human being who lives in a society that is not based on cultural values; (4) The purpose of national education, based on the

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (Hasan et al, 2010).

A good educational process is always directly proportional to the assessment/standardization pattern used to assess the achievement of the applied educational process, whether it has been successful or needs to be improved in accordance with the standards that have been applied. In the Regulation of the Head of the Transportation Human Resources Development Agency, Number: PK.2/BPSDMP-2018, concerning Guidelines for The Care of Cadets in the Environmental Transportation Training Institute of the Transportation Human Resources Development Agency, it is stated that the standards for ethical/character assessment in the parenting process, are a series of regulations, instructions that are compiled as a code of conduct in the care of cadets. Standards of conduct or manners, which include at least, all activities within the campus, which include: First, vocations and mentions. Second, stand, walk, and sit. Third, speaking. Fourth, get acquainted. Fifth, meet and receive guests. Sixth, accompany guests. Seventh, travel with female or male co-workers. Eighth, shopping. Ninth, eat. Tenth, rest in the canteen. Eleventh, cadet integration activities. Twelfth, invite. Thirteenth, attended the invitation. Fourteenth, note. Fifteenth, made an appointment. Sixteenth, borrowing goods. Seventeenth, seek treatment. Twelfth, visiting the sick. Nineteenth, wandering. Twentieth, funeral and pilgrimage activities. Twenty-one, hostage taking. Twenty-two, the attitude of singing the national anthem, and the obligatory song. Twenty-three, procedures for honoring cadets at the Transportation Training Institute within the BPSDMP. Twenty-four, the prohibition of betrothals, marriages, and immoral acts (Regulation of the Head of the Transportation Human Resources Development Agency Number PK-02 BPSDMP, 2018).

Based on the objectives of national education, character education is an educational program that organizes and simplifies moral resources, and is presented with due regard to psychological considerations for educational considerations. In the context of education, character education is a conscious effort made to shape learners into positive individuals, have a generous character in accordance with graduate competency standards, so that it can be implemented in everyday life.

Cadet Questionnaire Results

No	Question	Answer				
		5	4	3	2	1
1.	Caregivers behave and teach religious values in daily activities to Cadets	49,4%	40,5%	10,1%		
2	In fostering, Caregivers value the achievements, attitudes, and Actions of Cadets who behave positively.	68,4%	30,4%	1,3%		
3	Caregivers act and behave honestly in words, actions, and work	54,4%	45,6%			
4	Caregivers provide directions for caring for the environment, attitudes and actions that always seek to prevent damage to the surrounding natural environment to cadets	69,6%	30,4%			
5	Caregivers are responsible for the cadets' attitudes.	62%	35,4%	2,5%		
6	Caregivers communicate and interact effectively and efficiently with Cadets.	62%	35,4%	2,5%		
7	Caregivers give Cadets the freedom to solve problems.	50,6%	38%	11,4%		
8	Caregivers set an example for Behaving Independently to Cadets.	58,2%	39,2%	2,5%		
9	Caregivers always exemplify the spirit of nationality, way of thinking, acting, and being insightful to the Cadets.	62%	35,4%	2,5%		
10	The caregiver obeys and demonstrates orderly behavior and complies with various provisions and regulations.	62%	36,7%	1,3%		
11	Caregivers always exemplify love of the motherland, a way of thinking,	64,6%	31,6%	3,8%		

	acting, and doing that shows loyalty, care, and high respect for the nation, physical environment, social, cultural, economic, and political of the nation					
12	The caregiver gives her freedom of tolerance, an attitude of action that respects the differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others that are different from her.	63,3%	35,4%	1,3%		
13	Caregivers always exemplify Hard work, as well as completing tasks to the best of their ability.	64,6%	34,2%	1,3%		
14	Caregivers always cultivates cheerfulness and enthusiasm for reading, the sad habit of time to read various readings that give virtue to her.	54,4%	36,7%	8,9%		
15	Caregivers always cultivate cheerfulness and enthusiasm social care, attitudes and actions that always want to give help to others and the community that needs it.	58,2%	35,4%	6,3%		
16	The caregiver always exemplifies Democratic behavior, a way of thinking, behaving, and acting that equally assesses the rights and obligations of himself and others.	60,8%	32,9%	5,1%	1,3%	
17	Caregivers establish communication with Cadets' parents to find out the progress of Cadets at home	50,6%	39,2%	5,1%	5,1%	
18	Caregivers give directions to participants to be creative, to think and do something to produce a new way or result of something already	59,5%	36,7%	3,8%		

	owned					
19	Caregivers always cultivate a sense of peace-loving, attitudes, words, and actions that cause others to feel happy and secure for their presence	58,2%	39,2%	2,5%		
20	Caregivers always exemplify independent behaviors, attitudes and behaviors that are not easily dependent on others in completing tasks.	59,5%	38%	2,5%		

Nevertheless, the author gives some important notes, that the empirical reality that the author describes above, is more influenced by command structures and moral ethics in the official school (including in this regard; Palembang Aviation Polytechnic). This can be seen in one of the interview sessions that was conducted without being accompanied by a caregiver or senior, it was seen that the behavior of cadets was difficult to control in conducting interviews, so the author found it difficult to lead the topic of the interview. This condition is certainly different when the author conducts interviews with cadets, accompanied by coaches. The conditions and situations that the author experienced above, show that the application of Pancasila character education at the Palembang Aviation Polytechnic, has not been fully embodied in accordance with the concept of Pancasila This is important, so that the soft skills possessed by the cadets of the Palembang Aviation Polytechnic, can shape the morality and personality of cadets as prospective air transportation officers who are professional, skilled, disciplined and at the same time humanist in carrying out their duties his devotion for the sake of and in the name of the interests of the nation and the state.

Cadet Questionnaire Results

No	Question	Answer				
		5	4	3	2	1
1	You behave and teach religious values in daily activities to cadets	72,7%	27,3%			
2	In fostering, you value the achievements, attitudes, and actions of	81,8%	18,2%			

	cadets who behave positively.					
3	You act and behave honestly in words, actions, and work.	54,5%	36,4%	9,1%		
4	You give directions to Care for the environment, attitudes and actions that always seek to prevent damage to the surrounding natural environment to cadets	63,6%	36,4%			
5	You are responsible for the cadets' attitude.	63,6%	36,4%			
6	You communicate and interact effectively and efficiently with the Cadets.	63,6%	36,4%			
7	You give cadets the freedom to solve problems	54,5%	36,4%	9,1%		
8	You set an example for Behaving Independently to Cadets	54,5%	45,5%			
9	You always exemplify the spirit of nationality, the way of thinking, acting, and insightful to the Cadets	54,5%	36,4%	9,1%		
10	You comply with and demonstrate orderly conduct and comply with various provisions and regulations.	54,5%	45,5%			
11	You always exemplify the love of the motherland, a way of thinking, acting, and doing that shows loyalty, care, and high respect for the nation, the physical, social, cultural, economic, and political environment of the nation	45,5%	45,4%	9,1%		
12	You give freedom of tolerance, an attitude of action that respects the different religions, ethnicities, opinions, attitudes, and actions of others that are different from him.	63,6%	27,3%	9,1%		
13	You always exemplify Hard work, as well as completing tasks at their best.	54,5%	45,5%			
14	You always cultivate cheerfulness and enthusiasm for reading, the sad habit of time to read various readings that give	45,5%	45,4%	9,1%		

	virtue to him.					
15	You always cultivate cheerfulness and enthusiasm Social care, attitudes and actions that always want to give help to others and the community that needs it.	63,6%	36,4%			
16	You have always exemplified Democratic behavior, ways of thinking, behaving, and acting that equally assess the rights and obligations of himself and others.	63,6%	36,4%			
17	You establish communication with the parents of the Cadets to find out the progress of the Cadets at home	45,5%	36,4%	18,2%		
18	You give directions to participants to be creative, think and do something to produce a new way or result of something already owned	72,7%	27,3%			
19	You always cultivate a sense of peace-loving, attitude, words, and actions that cause others to feel happy and secure for their presence	63,6%	36,4%			
20	You always exemplify independent behaviors, attitudes and behaviors that are not easily dependent on others in completing tasks.	81,8%	18,2%			

4. Conclusions

The success of a program in the implementation of Pancasila character development in universities requires support from various parties in its implementation. The process of instilling Pancasila character values must be supported by all parties, both from direct caregivers, indirect caregivers, educators, and all employees in the environment.

Efforts to build the character and profile of Pancasila Students as the ultimate goal of character education efforts in the higher education environment have experienced several obstacles and problems in its implementation. Among them, the number of Cadets / I who only instill Pancasila attitudes in their minds but are

not manifested in daily activities and also the many attitudes of obedience and discipline that are carried out not because of the embedded Pancasila attitude but because of their fear of sanctions and orders.

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