

Guidance Could Live Out in the Warrior Indonesian National Army

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Keywords: Quality tbps soldiers, educational facilities, a SWOT analysis and policy military leadership.

Abstract: TNI participation in fostering the development of education is not only limited formal education, but also non-formal education, through education and training in accordance with department and the needs of the military task itself. The goal is to know the process of implementation of mental health education and training which was held at the Army Pusdikkes Jakarta. This research is based on qualitative research paradigms. Data collected through interviews and studies and document abservasi. The data collected were analyzed using SWOT analysis, which measures a success taking into account the strengths and weaknesses. The findings of the research show that the education of the army in the neighborhood Pusdikkes need to be improved, because it is very profitable SDM Army soldiers and also can be a source of insight knowledge.

1 INTRODUCTION

Islamic religious education contains a broad sense because it is not only with regard to education in the sense of knowledge, but also education in the sense of personality. Education in the sense of knowledge is worthless if it does not involve the study of personality, because religious education is not simply measure the cognitive domain alone, but also involves the realm of effective and psychomotor, and able to enter into the appreciation of life so that the attitudes and behavior would be in line with religious knowledge has. Here demanded consistency between words with deeds. (Amal 1999: 57). It is also alluded to in the Quran letter Ah-Shaf (61) of paragraph 2. "O ye who believe! Why do not you say something you do? It is most hateful Allah that you say nothing you do not".

Indonesian National Army (TNI) seeks a soldier who believe and ward off (berimtak) and responsible, able to protect the entire Indonesian nation from foreign invasion and is also obliged to maintain the Unitary Republic of Indonesia. In his role as a tool of the state, history records that even with crude equipment, TNI is born from the people repelled foreign invaders aimed at seizing back the sovereignty of the State and the nation of Indonesia.

Not only to the extent that, as a form of political policy of the Republic of Indonesia. TNI also has an active role to implement the world order by

sending peacekeeping troops to several countries in accordance with the request of the United Nations (UN).

One of the efforts that have been made to change the image of the military as the only institution responsible for maintaining the nation's defense and the state is to establish every soldier in the body of the TNI organization became a soldier faithful and devoted (berimtak) and professionals through research Study critical coaching attitude keberagamaam Army personnel in an environment with a question:

1.1 Restrictions and Formulation Problems

For more directed in accordance with the identification of the problems described above and can peak at the expected target in this study the authors limit the Critical Study Coaching Attitude Religiosity in the Army personnel. Based on the existing problems, the problems can be formulated as follows:

1. How does the model curriculum and the implementation of the PAI in Health Education Center?
2. How to model PAI in Health Education Center?
3. How qualified lecturers (teachers military) and PAI results in Health Education Center?

2 RESEARCH METHODOLOGY

In preparing this thesis, the author uses a qualitative method with case study approach that is based on data or information obtained through research as follows:

1. Field research, which collects the data by examining the direct path to the object in question (to the field) with techniques to collect data using interviews, observations, questionnaires, and documentation study. While the sampling is done by simple random (random).
2. Library research, which collects the data and facts by researching of several books related to the issues discussed.

3 DISCUSSION

External Opportunities and Challenges

The first findings of the opportunities and external challenges in the implementation of the PAI Pusdikkes cases include:

- a. The progress of modern science and technology,
- b. National Curriculum PAI in PTU.

Opportunities and Challenges External PAI in Pusdikkes

SIGNIFICANT ASPECTS OF OPPORTUNITIES CHALLENGES

1. The progress of modern science and technology - The availability of modern technology products and services are opportunities for faculty and students in accessing informasi Pusdikkes development of the Islamic world through many media, including the Internet

- Open opportunity lecturer / Gumil military and Muslim students on Pusdikkes toward mastery of modern science and technology.

- Ease for Gumil / PAI lecturers to develop a method and a system of evaluation of PAI through product technology

- Negative impacts of science and technology progress towards personality development Pusdikkes.
- The influence of foreign culture that is not in accordance with the teachings of the religion.
- Competition among college quality.
- The emergence of new college quality.

2. Curriculum PAI on Pusdik case - Flexible Curriculum Kodiklat openness and the freedom to add hours of lessons over 2 credits PAI In Pusdikkes given PAI 33 Hours Pelajaran. Oto nomi pendidikan Agama curriculum design in the field of Islam. • PAI curriculum design, integrated science and technology and IMTAQ, Ministry of Education in 2003

Discussion Based on SWOT Analysis

Discussion of key findings of this study is to review the return and give meaning to certain items on the pattern SWOT analysis include: Opportunities and external challenges in the implementation of the PAI Pusdikkes, on the table.

1. Opportunities and Challenges of Implementation External PAI in Pusdikkes

a. Modern science and technology progress

Technological advance has led the world community to the global competition in various aspects of life. This is an opportunity and challenge for people of faith. How can they master the science and technology and be able to take advantage of its products, such as computer engineering, VCD, internet, and others who can used to improve the quality of science and faith. In modern society, the development of science and technology seems to be disproportionate to the development and fostering of faith, so that the progress of science and technology is felt not only bring positive effects but also negative towards religious life, especially for the generation and the general public. For example, people's reliance on the products of modern technology has had an impact on the thinking of society becomes materialistic and consumptive life pattern.

In the life of students in particular, the use of advanced technology has had an impact on the development of his personality. Eg broadcast of various sadistic films, pornography, promiscuity, drugs and others. The contents tanyangan slowly would slip into the way of thinking and lifestyle of students (soldiers) are not directly imitate what they watch. This is a threat in the process of personality development of the students Pusdikkes.

b. National curriculum PTU

Birth of Act No. 2 of 1989 on National Education System, has been pushing for a variety of curriculum development and improving the quality of education in Indonesia. In a 1989 article 2 called that "national education aims at forming a complete Indonesian man the man who is faithful and devoted, noble character, intelligent, skilled, physically and mentally healthy, and has a social and national responsibilities. The declaration of the phrase "faithful and devoted and noble character" is a sign that the practice of national education should refer to the above objective, meaning that religion should be used as a basis in developing various educational efforts of Indonesia, because that goal will not be achieved if separated from religious values , Here the presence of religious

education seems very important. Therefore, the preparation of the national curriculum should be more emphasis on the promotion and development of personality (akhlakul karimah) well, the development of character and mental attitude of the learner as TNI soldiers and citizens of faith and fear of Allah.

Religious education given a weight of at least 10 credits (30 hours lessons). Autonomy curriculum design in the field of Islamic education, the opportunities are so broad in developing and implementing PAI in Pusdikkes seems to put to good use by the Insrtuktur and coaches thus opening opportunities for the designers of the curriculum of Islamic education Pusdikkes related to the education of faith and devotion of students in Pusdikkes with gives 2 credits (50 hours lessons) weight Islamic Education credits. Such conditions are highly influential on the increase and the implementation of the PAI in Pusdikkes and as the challenge of optimizing the function and role of the lecturer / Gumil PAI.

3. Strengths and Weaknesses Internal

The second discovery is their internal strengths and weaknesses in the implementation of the PAI Pusdikkes covers the following aspects:

- a) Potential Pusdikkes.
- b) The phenomenon of religious life in Pusdikkes
- c) Curriculum PAI in Pusdikkes
- d) The students and faculty qualifications / Gumil PAI in Pusdikkes
- e) Means of supporting PAI in Pusdikkes.

As for the details, as can be seen in the following information:

Strengths and Weaknesses Internal PAI in Pusdikkes

SIGNIFICANT WEAKNESSES	ASPECTS	STRENGTHS
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1. Potential Pusdikkes

- The geographical position is strategic, Spirit of Trustees body Pusdikkes for innovation in education.
- The number of alumni of the 5566 students in 1957 people.
- Facilities and Number of lecturers / professors PAI gumil including adequate.
- Education lecturer PAI has not been entirely Master degree.

2. The phenomenon of religious life in Pusdikkes

- Civitas of academic Pusdikkes have majority religion of Islam.
- Compliance in the implementation of the prayers, the academic community Pusdik case.

- Utilization Pusdikkes mosque in worship and religious activities.
- The involvement of the commander and staff Pusdik cases in Pembina's life of worship / ritual in Pusdikkes.
- Activities of religious organizations of students is quite high.
- The habit of reading the Quran and memorizing short letters.
- The direct involvement of students in kegiaatan committee holy days of Islam in Pusdikkes and activity of social service.

3. Curriculum PAI in case Pusdik

- Moto Pusdikkes as Pusdik which is based on Pancasila and the 1945 Constitution which religion
- Interest PAI vision and mission Pusdikkes
- Clarity of learning strategies and techniques PAI
- Continuity of learning and practicum PAI
- Integration of the material by subject areas students.
- Limitations of the abi ladies mastery gumil / PAI faculty in disciplines each department.

4. Qualification gumil / lecturer PAI in Pusdikkes

- 7 lecturers / gumil remain PAI with an adequate background bealkang
- Lecturer PAI have an average life experiences in boarding schools, preaching in the neighborhood militetr and association, as well as network Liki Memi cooperation with outside agencies to develop the PAI.
- The direct involvement Gumil / lecturer PAI in intra-curricular activities.
- Less involvement gumil / lecturer PAI students in extracurricular activities

5. Supporting facilities PAI

- Availability of supporting infrastructure PAI activity in the form of intra and extra-curricular activities.
- The existence of places of worship such as mosques campus.
- Availability tool room facility equipped with a time of learning and teaching and learning processes pambanbtu.
- Availability of supporting books PAI located in the central library which is managed by a professional management library, and the books that were in the room lecturer part of Islam.
- Management of management books in the room PAI lecturers belun managed professionally.
- Jami 'in the smooth PAI in Pusdikkes underused by PAI lecturers

Discussion: Table 2 Discussion of key findings of this study is to review the return and give more meaning to certain items on the pattern SWOT analysis include: Conditions and weaknesses in the implementation of the PAI Pusdikkes.

4. The strengths and weaknesses internal PAI in Pusdikkes.

a. Pusdikkes

Pusdikkes is one of the Health Education Center of the Army geographically located in the middle of the city, easily reached by academicians, the number of lecturers / Gumil adequate, the number of students and alumni is a huge potential and this is an asset TNI- AD are extremely valuable in improving the quality of education Pvt.

Pusdikkes since its establishment in 1952 to the current figure in 2014 still retains its identity as a center of education Soldiers of the Army with the task and the role of promoting the dignity of the nation through health studies program. Department of health management for 64 years clung to the commitment and ideals. Likewise PAI in Pusdikkes implemented with the vision, mission and objectives are integrated with the vision, mission and purpose of education is to foster the soldiers of the army that is faithful and devoted to Allah. And mancetak student formidable warrior. PAI in Pusdikkes principal task is to instill the values of faith and piety to Allah, through a field of study that is occupied by students in preparing himself as a soldier of the army in various levels and levels. Judging from the history of his travels. Pusdikkes have experience in managing education. Yet overall lecturer / Gumil PAI qualified lecturer / Gumil in Pusdikkes because there is still another 40% who have not completed education S2.

b. Phenomenon of Life Pusdikkes. Civitas Academica Pusdikkes Muslim majority and those relative to practice mainly seen on the implementation of the prayers and the prosperity of the mosque, muulai of the commander to subordinates and students. This is a strength of its own for the successful implementation of the PAI in Pusdikkes. However, various potentials Pusdikkes seemingly untapped optimally religious life has not been evenly distributed, visible on all members of Pusdikkes they are called to pray 5 times a day, because if all the potential that has not been excavated and empowered the results obtained PAI certain to be more than what has been acquired over the years. This is due to the limited ability Pusdikkes and faculty / Gumil PAI in the academic potential to cultivate and empower

religious .. Pusdikkes facilities Atarbiyah Jami mosque. Management are in the mental development officer manajmen Pusdikkes and become an integral part of the system Pusdikkes. This is a great strength for the community of Pusdikkes pembagunan religious life, especially for the development of PAI study, because they do not all have Pusdik pengelolaan mosques are in the system the institution itself. Theoretically the mosque along with other instruments Pusdikkes sistem manajmennya factor should be the main supporters of the implementation of the PAI study, especially in the implementation of extra-curricular activities.

Pusdikkes Masjid besides functioning as a place of ritual worship practices in the context of Islamic religious education, can also serve as a laboratory coaching their experience in managing the mosque as debriefing when they plunge their respective working environment. But it is unfortunate that the mosque Pusdikkes not function optimally in the development of religious life for academicians. Jami attarbiyah appears to be more dominant function as a place of worship ritual worship has not been functioning as a social for the development of Islamic Scholars in accordance with the designation "mosque Attarbiyah" not yet seen the use of mosques for students as practice call to prayer and filling Kultum ba'da dhuhur. Activities of religious organizations in the environment of students Pusdikkes quite high, and the direct involvement of students in the activities of the committee holy days of Islam in Pusdikkes and activity of social bhakti, it is a force in the formation of mental (moral) and leadership in Islam, but unfortunately the lack of guidance program of religious organizations students of the faculty / Gumil PAI.

c. PAI curriculum in Pusdikkes. Pusdikkes is based on Pancasila Education Center and Soldiers oath, Saptta clans and berakidah Islam. PAI destination in line with the vision and mission Pusdikkes, it is a force which supports that support the development of PAI in Pusdikkes. Strategic clarity and PAI learning techniques, and sustainability lectures and lab material PAI, and keintegrasian material by subject areas that students learn Islam's field delivery disciplines, it can really help the successful achievement of PAI in Pusdikkes. In Islam material on disciplines for faculty / Gumil which have different disciplines, would have a lot to learn other disciplines that exist in the environment Pusdikkes within the limited ability of the lecturer / lecturer qualification Gumil / Gumil PAI. The number and qualifications Gumil / lecturer PAI in Pusdikkes of 7

people on average younger workers and have experience of propaganda and organization. Now their education last a minimum average of S2, although some are still in the process of completion, besides that there is currently completing S3. Human resources as it was when optimized quality course PAI result will be increased. Because Pusdikkes no assistant, PAI directly guided and given by lecturers / Gumil in intra-curricular activities, except in ekstrakurikuler. Lecturer / Gumil PAI just more dominant in intra-curricular activities and rarely engage in extracurricular activities except in the days of the Great Religious organized by Pusdikkes.

In describing the main findings of the research, both in the form of written data, statements, trends and interpretations on matters relating to development problems in Pusdikkes Kodiklat PAI Army using SWOT analysis technique that discusses the key findings of research from the standpoint of strength and kelemahan, opportunities and challenges in the implementation of the PAI in Pusdikkes, both external and internal. Technical analysis like this can make it easier to assess the possibilities and steps that can be taken in the solution of the problem is relatively easy and vice versa. Similarly, if more opportunities than challenges or obstacles then steps to resolve the problem relatively easier and more alternatives, and vice versa.

While the meaning of the research results will refer to theories of education, expert opinion, the results of relevant research, discussions with colleagues and researchers own reflections. The results of the discussion and the meaning of research data is then searched the implications for the implementation of the PAI Critical models in Pusdikkes Kodiklat Army.

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e. Supporting Facilities PAI PAI for implementation within the available means of supporting activities Pusdikkes PAI intra and extra-curricular. Availability of facilities such as study rooms complete with auxiliaries learning process, as well as supporting books PAI may be obtained at the Central Library which is managed by a professional management of the library, and the books which were all subjects Dusen / gumil religion section. All of this is the power of supporter PAI activities well and smoothly. Limitations for students to use books that are in the room part of religion, because it is not managed professionally from the library, it is very unfortunate because the titles religion in the Central Library are very few in number compared with those in the room part of religion. We recommend a book that is in the room religions coupled to the central library, or created specifically for the library of religious books are managed professionally. The existence of the mosque Jami 'Attarbiyah Pusdikkes which serves as a place of worship day of religious holidays, such as the activities of Ramadan, Eid, Eid al-Adha and other activities. To smooth the course PAI typically use classrooms, mosque jami attarbiyah rarely used by lecturer / Gumil PAI, unless the extra-curricular activities that are programmed not of lecturers / Gumil.

5. Opportunities and Challenges of Internal

Findings The third is the presence of internal opportunities and challenges in the implementation of the PAI Pusdik case covers the following aspects:

- a) The development potential of PAI in cases Pusdik
- b) The development of religious life in Pusdik case

Opportunities and Challenges of Internal Implementation of PAI in Pusdikkes

Aspects of Principal Opportunities Challenges

1. Pengembangan potential PAI in Pusdikkes

Opportunity for Lecturer / gumil in continuing advanced studies

~ Togetherness Gumil / dosenPAI in confronting PAI in Pusdikkes

1. The development of religious life in the spirit of diversity sivitas Pusdikkes ~ pretty good Pusdikkes

~ Activities of religious students enough

~ Obedience in ritual worship melaksanakan pretty good student

~ The involvement and support of moral leaders terhadap Pusdikkes religious life in the neighborhood Pusdikkes ~ The opening of a chance of passage religion religious life coaching program for the academic community in general Pusdik Pusdikkes

Discussion Table. 6 Discussion of key findings of this study is to review the return and give meaning to certain items based on the SWOT analysis covering, internal opportunities and challenges in the implementation of the PAI Pusdikkes.

a. Improve the quality Lecturer / Gumil PAI Judging from the number and formal qualifications as a lecturer / Gumil Pusdikkes own PAI sufficient number of lecturers. As a lecturer / Gumil majors and other study program lecturers / Gumil PAI in Pusdikkes they are given the same opportunity by Commander Tridarma Pusdik to carry out the mission of universities: education, research and community service. Similarly, in the opportunity to learn. Commander Pusdikkes treatment like this is a good opportunity for the development of individual qualities as well as in the development of the quality of their devotion. Opportunities like this seems to be utilized by faculty / Gumil PAI so formal academic qualifications by lecturers PAI in Pusdikkes almost entirely completed S1 and S2 are also widely they are given the opportunity to continue studying the S3 program. The amount and formal qualifications is certainly something to be proud of when they can not take advantage of other opportunities, to improve the quality of PAI in Pusdikkes. Along with opening up opportunities for lecturers / Gumil PAI to continue their education to a higher level. Togetherness lecturer / Gumil PAI in facing various problems in Pusdikkes merupakan PAI PAI smoothness challenges in Pusdikkes.

b. Development of Religious Life in the religious community of Pusdikkes Pusdikkes spirit shown by their devotion in carrying out religious rituals and activities of other religious ceremonial. Jami mosque attarbiyah never quiet visited by pilgrims from the leadership, faculty, students and administrative personnel, especially at the time of Zohar and Asr prayers. Besides regular worship activities, the students are always engaged in religious activities

that are incidental as warning the great days of Islamic religion in the Jami mosque. Keterlibatan students in religious activities in Pusdikkes initially grow and develop naturally as a manifestation of their awareness of the importance of fostering individuality, involvement and moral support of the Commander Pusdikkes in reviving the religious atmosphere on campus is very supportive. A conducive atmosphere like this is an opportunity for the students, by the way can be directly attributed to the implementation of the PAI study, either as a curricular or extracurricular activities PAI. Their activities need to be rewarded academically by professors / Gumil PAI ie by activists given credit separate points on the final assessment of the course PAI. Another benefit further for students is that they get a religious experience that was memorable, especially in the management of mosques and religious activities in Pusdikkes as debriefing when they plunge in the assignment, as this seems to be very relevant to efforts to develop the personality of students through lectures PAI. Favorable conditions as described above PAI is seen as an opportunity, a challenge for faculty / Gumil PAI in setting the optimal time to realize that religious Pusdikkes through PAI, religious life coaching program for the academic community in general Pusdikkes Pusdikkes.

4 CONCLUSION

Based on the description in the previous chapters, theoretical studies, opservasi and analysis, it can be concluded as follows: Integrating science and charity PAI in Pusdik Kes quite successful, though not achieve 100% success, based on the subject matter of worship, Islamic morals, to the Islamic disciplines. The results of research in the field effect PAI in science and charity, seen as they exist in the environment Pusdik, and after they attended the course and hold the title of Officer of the Soul of Islam who take part in the TNI are very heterogeneous in provesi their own, PAI integrates with science and charity, formed personality as Army personnel are carrying out their profession in accordance with the teachings of Islam.

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