

CULTIVATING MARINE LEADERSHIP CHARACTER THROUGH MULTICULTURAL BOARDING-SCHOOL SYSTEM

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Abstract: The internalization of character values in the boarding-schools should ideally be designed to answering the challenges of the context of Indonesia as a multicultural country. This study aims to reconstruct the character cultivation through the multicultural boarding school system as an internalization model of marine leadership characters. This study employed a single-holistic case study in a Senior High School of Taruna Nala, East Java, Indonesia, that implemented a boarding school system. The data collection was conducted through in-depth interviews, participant observation, and documentary analysis, and the results was presented interactively. The data sources studied were determined by purposive sampling and snowball sampling. The data validity was tested with four criteria: credibility, dependability, confirmability, and transferability. This study found that the character of maritime leadership is the reponsive (*tanggap*), tough (*tanggon*), and agile (*trengginas*) as unique-intelligent characters that must be mastered by senior high schools in Indonesia as a maritime country. To make it happens, the internalization of character values can be done through a cultivation model, like in planting, consisting of: (1) determining the goals, (2) the seeds selection, (3) land cultivation, (4) planting the seeds, (5) maintenance, and (6) fertilization. The model is carried out in full through the boarding system education system.

Keywords: *cultivation, leadership character, marine leadership, multicultural school*

KULTIVASI KARAKTER KEPEMIMPINAN BERJIWA BAHARI MELALUI SISTEM SEKOLAH MULTIKULTURAL BERASRAMA

Abstrak: Internalisasi nilai-nilai karakter di sekolah asrama idealnya dapat didesain untuk menjawab tantangan konteks Indonesia sebagai negara multikultural. Penelitian ini bertujuan untuk merekonstruksi kultivasi karakter melalui sistem sekolah multikultural berasrama sebagai model internalisasi karakter kepemimpinan bahari. Penelitian menggunakan studi kasus holistik tunggal di SMA Taruna Nala, Jawa Timur, Indonesia, yang menerapkan sistem sekolah berasrama. Pengumpulan data dilakukan melalui wawancara mendalam, observasi partisipan, dan analisis dokumenter, dan hasilnya disajikan secara interaktif. Sumber data yang diteliti ditentukan melalui teknik purposif sampling dan *snowball* sampling. Pada fase menggambar kesimpulan sementara hingga kesimpulan akhir, validitas data diuji dengan empat kriteria: kredibilitas, ketergantungan, konfirmabilitas, dan transferabilitas. Studi ini menemukan bahwa karakter kepemimpinan bahari adalah profil karakter lulusan yang *tanggap*, *tanggon*, *trengginas* sebagai karakter unik-otentik yang harus dikuasai oleh lulusan sekolah di Indonesia sebagai negara maritim. Untuk mewujudkannya, internalisasi nilai-nilai karakter dapat dilakukan melalui model kultivasi, seperti halnya dalam perkebunan, yang terdiri dari: (1) menentukan tujuan, (2) memilih benih, (3) penyiapan lahan, (4) penanaman benih, (5) pemeliharaan, dan (6) pemupukan. Model tersebut dilakukan secara terintegrasi melalui sistem sistem pendidikan berasrama.

Kata Kunci: *kultivasi, karakter kepemimpinan, kepemimpinan bahari, sekolah multikultural*

INTRODUCTION

In the context of the nation-state of Indonesia, the transition of democracy in 1998 stimulated the reformation and the climax was in 1999-2004. It results in the main agenda of Indonesian people, that is creating a democratic communal life that recognizes human's dignity, respects the multiculturalism in Indonesia, and develops the unity of Indonesia as the realization from Youth Pledge 1928 (Tilaar, 2004). The reformation agenda is very significant to see the fact that Indonesia is a country where more than 250 million people live. The citizens of Indonesia consist of more than 1,200 ethnics that speaking 700 language and live in around 6,000 islands from more than 17,500 islands which exist in Indonesia, 5500 kilometers across (Ardhiansyah, 2011; Bridge, 2012). This condition is well understood by the Indonesian government, so that in the Strategic Plan of the Ministry of Education and Culture's of the Republic of Indonesia 2015-2019 (Menteri Pendidikan dan Kebudayaan RI, 2015) it was expressly stated that the ideology uniting Indonesian nation is *Pancasila* June 1, 1945, and *Trisakti* realized in the form of personality in the culture through the character building and mutual cooperation based on the reality of diversity. The essence of that statement ensures the importance of nationalism character education namely multiculturalism-based character education as the medium to unite the nation, as written in the symbol of the country, "*Bhinneka Tunggal Ika*" (Unity in Diversity).

The central issue of character education in Indonesia today is the bias orientation and focus (Saidek, Islami, & Abdoludin, 2016). With the condition of the nation being so heterogeneous, the challenge of character education in Indonesia is not easy. In general, the challenges of character education in schools include internal and external challenges. Internal challenges can originate from personal education and educational software (mind sets, educational policies and curriculum). Challenges from outside are changes in the global social environment that change the values, norms and culture of a nation to be very open (Triatmanto, 2010). This is reinforced by the findings of Suriansyah & Aslamiah (2015) that the component of school personnel, in this

case the school principal and teacher become key factors in shaping student character through their modelling strategies.

To prevent that challenges, it is necessary to finding the special character values which are relevant to the context of Indonesia and the strategy of internalization through character education system based on the ideal school. This case can be realized by combining the multicultural values and character values via education as indicated in studies of Banks (2008) and Thoriquttyas & Rohmawati (2017), that multicultural education and character education have the similarity that can be combined and reinforce each other. In its process, character education can be supported by a boarding-school system since this system enables to hold a holistic, intensive, high-quality education compared to non-boarding school (Urban, 2007). In general, although through different ways (indigenous), the research in many countries proved that boarding-school positively impacted on the service of students' learning need for the development of the students' moral/character from various backgrounds individually and in the context of the students' social interaction (Laiser & Makewa, 2016; Pfeiffer, Pinquart, & Krick, 2016; Behaghel, de Chaisemartin, & Gurgand, 2017).

A character could mean a group of someone's values, styles, characters, special characteristics which are unique that underlying the thought, attitude, and behavior performed simultaneously as the indicator and differentiator of someone's personality from the others (Tjeltveit, 2003; Katilmis, Eksi, & Öztürk, 2011). It consists of three action performances related to each other namely knowing good, feeling good, and doing good (Lickona, 2004; Katilmis et al., 2011). This model is relevant to the traditional character education model in Indonesia which is inherited by the "Father of Indonesian National Education", Ki Hajar Dewantara, known as the "*Among*" systems (*asah – asih – asuh* or teaching – loving - caring). This "*Among*" system, proved to be effective in supporting character education in schools implementing a semi-military system such as SMA Taruna Nusantara (Sukendar, Usman, & Jabar, 2019).

In relation to leadership, Thompson, Grahek, Phillips, & Fay (2008) found that the aspect of character became the lowest dimension to be studied in the research on leadership today although character is the main source to explain the leadership failure. From such a limitation, the alternative to identify the values of leadership character can be related to reconstructing many works of literature of leadership style. Based on a number of research conducted by Ilies, Morgeson, & Nahrgang (2005); Shamir & Eilam (2005); Peus, Kerschreiter, Frey, & Traut-Mattausch (2010); Fry & Cohen (2009), and Thompson et al. (2008), the authors researched 11 dimensions of character illustrated into more than 82 leadership characters. However, only three studies that have the similarity in the whole research are trust, integrity, and caring. Based on those three things, integrity (what is said reflects what is believed in, and the action is consistent with what is said and believed in) becomes the most dominant leadership character.

One of the strategic efforts to internalize character values is started from moral knowing to moral action so that the habituation process happens and forms someone's character through the educational process known as character education. The character education process has an important meaning to develop the potential of students to be holistic people, which is not only smart but also good (Armstrong, 2006), a learning process to prepare the students' positive behavior to be a good citizen in the future (Berkowitz & Hoppe, 2009). This case is supported by many studies proving that the character education program at the school has a positive impact on students (Thompson, 2002; Diggs & Akos, 2016). The success of its implementation should consider a few aspects, such as internalization through hidden curriculum (Çubukçu, 2012), involving society and parents as the partner in building the character and empowering the school staffs as the character educators (Lickona, 2006), and empowering the school dormitory/boarding-school as the media of character education enabling the students to obtain habituation and full controlling (Kisyanto, Punaji, Sulton, & Kuswandi, 2016) included leadership character.

Once of the best practices of the internalization of character values in the boarding-schools designed to fulfill the context of Indonesia as a multicultural country is in Senior High School/*SMA Negeri Taruna Nala* East Java (*Smantar Nala*) in Malang city. *Smantar Nala* is a flagship school established and developed by the East Java provincial government of Indonesia in 2016 through the collaboration with *TNI AL* (*Tentara Nasional Indonesia Angkatan Laut/Indonesian National Army Navy*). This collaboration aimed to create an excellent school in East Java Province in the form of a cadet school supported by a boarding-school system. As an open public school, the building via this collaboration makes the character as a public school that is an open-system to be more multicultural. Besides the background of religion, tribe, culture, language, social-economy background, and the other differences, the civil-military collaboratively becomes one of the special characteristics of multiculturalism. In the development, *TNI AL* as the collaborator of school developer presents the unique value and culture so that the acculturation process happens in many dimensions of school management. One thing that caught the authors' attention was the marine education that tries to actualize the leadership character values contained in the concept of marine human. The concept of marine human is an idea of learning outcome containing the dimensions of intellectuality, physics, and skill needed to form the students' nationalism character specifically wrapped in the frame of "Three Dimensions of Nusantara" namely the three dimensions of Indonesia (the dimension of archipelago, marine, and maritime) as a maritime country.

The synthesis of the combination of the three dimensions will result in a new concept that is later called marine. These conception then become mainstreaming of the character value in *Smantar Nala* that is later combined with the leadership character as the basic character values of the school as an effort to produce the excellent graduates that have marine leadership character and make it a special character of the graduates of *Smantar Nala*. This program is held to prepare

the graduates as the candidates of a leader in the future by the strong leadership, understanding, attitude, and skill of marine in accordance with the context of Indonesia as an archipelago state. Referring to preliminary research findings from *Smantar Nala as described*, the authors were interested in investigating more deeply to answer four research objectives namely: (1) describing the marine leadership character as the special character of the graduates of multicultural boarding-school, (2) reconstructing the design of educational curriculum to result in the graduates that have marine leadership character through multicultural boarding-school system, and (3) describing the stages of cultivation of marine leadership character through multicultural boarding-school system.

METHOD

This research used a qualitative approach with the research method adopted Holistic–Single Case Design from Yin (2014). The research took the case of a Senior High School of Taruna Nala, East Java, Indonesia. That school was chosen due to the unique school system developed through the collaboration with the Indonesian navy (*TNI AL*) where the educational program was conducted through a boarding school system by accentuating the leadership character education combined with marine man concept developed by the expert team of *TNI AL*. This program was held to prepare the graduates as the future leader candidates prepared with strong leadership, understanding, attitude, and marine skill in accordance with the context of Indonesia as an archipelago county. The research was conducted for a year around 2017-2018. The authors became the key instrument during the research process. The procedure of data collection used an interactive model of Miles, Huberman, & Saldana (2014) that consists of four interactive stages consisting of the following steps: collecting data, displaying data, condensing data, and drawing conclusions. The informant (human data source) as the main source of research data consists of the School Principal, Vice Principals, Head of the Dormitory, Students, and Expert Staff and Caregivers of the *TNI AL*

that determined through purposive sampling and snowball sampling techniques.

The technique of data analysis used the techniques of the domain, taxonomy, componential and cultural theme analysis. These techniques were executed in the condensation stage. In the next step, in drawing the temporary conclusion until the final conclusion, the validity test of the data was carried out with four criteria: credibility (through prolonged engagement technique, persistent observation, triangulation of data source and triangulation of method and technique, and member check), transferability (through thick description), and dependability and conformability (both of them were undertaken by audit trail through intensive discussion with expert and focused group discussion with participant/informant).

RESULTS AND DISCUSSION

Results

Marine Leadership Character as Special Character of the Graduate of Multicultural Boarding-School

The key moment of renewing and organizational changing of school is pointing *TNI AL* as the educational partner for *Smantar Nala* done by the government of East Java Province. This condition gives a strong highlight in the educational design developed by the school. The initial thing to be formulated together is adjusting the school vision and many elements of derivational values and programs to realize the vision. The next excellence of the school after having a partnership with *TNI AL* is the content of the education of defending the country and maritime. This educational program places character education as the main thing. The main design of the school in the collaboration with *TNI AL* is prioritizing the leadership character education, combining with defending the country and maritime education. Hence, the basic idea of this school is determined to hold an educational program to result in a future leader with the vision of “realizing the graduates that are excellent, independent, competitive, and having character.”

Subsequently, character as one of the main menus of school vision is viewed as significant to be detailed and defined again. This case is necessary as the determinant of the school program and curriculum design needed to realize the school vision. The reformulation of the intended character also refers to its harmony to the context of the Indonesian nation as a multicultural archipelago state. Referring to the presentation of vision, as well as the substance of state and maritime defense education, the advisory guideline, and various emic data explained by the informants, the authors found that the special character that will be attached to the students is “marine leadership character.” This character means a character of a leader who is “responsive” (understanding the physical, socio-cultural, and maritime culture aspects as the part of the unity of Three Dimensions of Nusantara), “tough” (having an attitude, strong mentality, and the motivation to defend the country, believing in *Pancasila* as the ideology of the country, and willing to sacrifice for country and nation), and “agile” (the students have a healthy, strong, flexible physic for the defending the country in accordance with the nomothetic signs).

The Design of the Curriculum for Cultivating Marine Leadership Character through Multicultural Boarding-School System

After determining the profile of the ideal character in line to hold the program of character cultivation, the next step is designing the curriculum needed. The stage done includes planning, developing, implementing, and evaluating the curriculum. All those steps were carried out together with all organizational aspects. The design of the curriculum was completed before the new academic year comes with the expectation in order the character cultivation can be undertaken through the good and integrated education program. By the effort that has been done, the cultivation of marine leadership character was presented in the local curriculum together with the national curriculum determined by central government. The design of local curriculum as the determiner and main content to support the program of cultivation

of marine leadership character consisted of a curriculum of defending the country and curriculum of nationalism that becomes one of the school visions. Meanwhile, the curriculum of maritime was arranged as the side curriculum for the curriculum of defending the country and the school curriculum to develop boarding education strengthening the values of religiosity, independence, responsibility, sustainability, tolerance, social, good deeds, leadership, and honesty. The curriculum of maritime was designed to complement the goal of school curriculum by strengthening nationalism character and building a marine life with the high struggling. The expectation was the graduates having the vision to realize Indonesian sea that is rich in natural resources as a living space and struggling place for the Indonesian nation.

The curriculum of defending the country and maritime cultivates all aspects of students' behaviors from the cognitive domain, affective domain, and psychomotor domain. The cognitive domain (responsive) is cultivated by the process of classical learning. The affective domain (tough) is cultivated by caring, and the psychomotor domain (agile) is cultivated by training. The development of the cognitive domain is conducted through the classical learning method containing the topics of defending the country, maritime, leadership, the mechanism of the ceremony, and ethics/public rule in the school. The development of the psychomotor domain is carried out via a training method containing the topics of physical comfort, physical skill, field creativity, the rule of marching, and *Genderang Suling* (the flute drum). Meanwhile, the development of affective aspect is undertaken through a caring method with the topics of self-introduction, character development, leadership development, team building, risk taking, and tradition development. The field of maritime is executed through maritime scout and visiting the coastal area. The combination of both curriculums is expected to become a guide of the cultivation of marine leadership character for the graduates of *SMANTAR NALA*. The general description of the combination of both curriculums is presented in Table 1 and Table 2.

Table 1. Curriculum Design The Design of the Curriculum for Cultivating Marine Leadership Character through Multicultural Boarding-School System in SMA Negeri Taruna Nala (the Curriculum of Defending the Country Perspective)

Ideological Context of Multiculturalism	Input	Process		Output
		Formal Curriculum	The Caring Stage as Hidden Curriculum	Target Domain of Marine Leadership Character
<p><i>Pancasila (Five Pillars) as National Ideology and Indonesian geographical conditions as maritime and archipelago country</i></p>	<p>NATIONAL CURRICULUM: K13 with Character Education Strengthening PROVINCIAL POLICY OF EAS JAVA: Senior High Schools collaboratively designed with military SMANTAR NALA Featured Program: Leadership Academy</p>	<p>Classical Learning: Subjects of Defending the Country (Nusantara Insight, National Defense), Leadership, the Mechanism of Ceremony, a General Guideline of School Life.</p>	<p>Grade X: Behavioural approach with doctrin and drill methods Grade XI: Cognitive approach with persuasive – dialogic methods Grade XII: Constructivistic approach with consultative – collegial methods</p>	<p>Cognitive Domain: “Responsive” (The student has the understanding of right and obligation as an Indonesian citizen as a unity formed by the integration of three dimensions of Nusantara namely aspect of the archipelago (geographical side), marine (resources), and maritime (activity).</p>
		<p>Advisory and Caring: Character Development (Self-Introduction, the Development of Personality) and Leadership (Team Building, Risk Taking, Leading the Organization, and Student’s Activity).</p>	<p>Grade X: Character building with “Among” methods Grade XI: Character development with “Among” method Grade XII: Character stabilization with “Among” method</p> <hr/> <p>“Among” method: <i>Ing Ngarso Sung Tulodho</i> (being a good example for students both in attitude and action in front), <i>Ing Madyo Mangun Karso</i> (participating and inspiring the students in the middle), and <i>Tut Wuri Handayani</i> (always watching and giving direction and encouragement behind).</p>	<p>Affective Domain: “Tough” (The student has the struggle to defend the country based on the values of (1) loving the homeland, (2) the awareness of nation and state, (3) believing in Pancasila as the ideology of the country, and (4) willing to sacrifice for the nation and state.</p>
		<p>Field Training: Physical Comfort, Physical Skill (Self-Defense), and Creativity in the Field (Marching, Marching Competition Using Stick, Flute Drum)</p>	<p>Grade X: Training and physical habituation Grade XI: Training and physical habituation Grade XII: Training and physical habituation</p>	<p>Psychomotor Domain: “Agile” (The student has the physical capacity and good and healthy body to defend the country in accordance with the nomothetic rules.</p>

Table 2. The Curriculum Design the Design of the Curriculum for Cultivating Marine Leadership Character through Multicultural Boarding-School System in SMA Negeri Taruna Nala (the Curriculum of Maritime Perspective)

Ideological Context of Multiculturalism	Input	Process		Output
		Formal Curriculum	The Caring Stage as Hidden Curriculum	Target Domain of Marine Leadership Character
<p><i>Pancasila (Five Pillars) as National Ideology and Indonesian geographical conditions as maritime and acrchipelago country</i></p>	<p>NATIONAL CURRICULUM: K13 with Character Education Strengthening PROVINCIAL POLICY OF EAS JAVA: Senior High Schools collaboratively designed with military SMANTAR NALA Featured Program: Leadership Academy</p>	<p>Classical Learning: Subject of Maritime</p>	<p>Grade X: Behavioural approach with doctrin and drill methods Grade XI: Cognitive approach with persuasive – dialogic methods Grade XII: Constructivistic approach with consultative – collegial methods</p>	<p>Cognitive Domain: “Responsive” (The student has the understanding of the geographical and natural condition of Indonesia as the unity formed by the integration of three dimensions of Nusantara namely aspect of the archipelago (geographical side), marine (natural resources), and maritime (activity)).</p>
		<p>Advisory and Caring: Developing the Marine Character (Caring the Struggling Mentality of Marine Youth, Marine Scout, and Visitation to Coastal Area).</p>	<p>Grade X: Character building with “Among” methods Grade XI: Character development with “Among” method Grade XII: Character stabilization with “Among” method</p>	<p>Affective Domain: “Tough” (The student has the attitude and strong mentality so that he/she can face all challenges and restrictions).</p>
		<p>Field Training: Physical Training (Swimming and Diving)</p>	<p>Grade X: Training and physical habituation Grade XI: Training and physical habituation Grade XII: Training and physical habituation</p>	<p>Psychomotor Domain: “Agile” (The student has the physical ability that is healthy, strong, and flexible through the skill of swimming and diving).</p>

The Stage of Cultivation of Marine Leadership Character through Multicultural Boarding-School System

The cultivation of marine leadership character is a gradual and integral process of attaching the values of special characters. The steps are undertaken since the formulation and determination of the intended character profile before designing the program of education and curriculum. It means that the stages of cultivation are always related to many processes of school management. The cultivation of character developed by the school seems to be appealing in the studentship management, personnel management, and school curriculum management. In line with the term "cultivation" used by the school, this character cultivation was designed through a structured design by adopting the theory of cultivation frequently applied in the agriculture field.

Based on the investigation done by the authors', there are six stages of cultivating the marine leadership character. Such phases include as follows:

1. Determining the goal, it is the step of formulating the type of plant that will be cultivated whether it is perennial, decorative plant, or the other type of plants. Related to character cultivation, in this phase, the formulation and determination of the character profile, intended to be built in an individual self, are done. This step results in the formulation and determination of "Marine Leadership Character" as the special character profile.
2. The seed selection, it is choosing/ selecting the variety of the seeds to get the excellent type of seed. The excellent seed will influence the quality of the planting result. If the seed is less good, the planting result will not fulfill the expectation. Related to the character cultivation, in this phase, the school designs the studentship management system expected to be able to be the media of recruitment, selection, and placement, and orientation of the student-candidate to obtain the excellent individuals who are ready to be attached with the formulated character values.
3. Land cultivation, it is all efforts oriented to conditioning the land to be fertile and ready to be planted. Associated to character cultivation, this stage is a process of designing a curriculum that supports the program of building the formulated and determined character values. This step emphasizes the creation of a positive situation and condition and the active role of all systems enabling the growth of character in an individual's self well.
4. Planting the seed, it is an activity of planting the selected seed on the planting media/land that has been well managed. In this step, many factors, that influence the quality of the plantation result such as pattern, technique, and the right way of planting, are identified. Associated to character cultivation, this stage is an activity of the curriculum implementation namely the step of attaching/internalizing the values into individuals that have been selected in the prepared environment (school and dormitory).
5. Maintenance of the plant, it is an activity-oriented to keep the planted seed growing well. After attaching/internalizing the values into an individual self, this stage focuses on the preventive effort to identify and minimize the negative factor that can negatively influence the students. This maintenance is carried out through (1) discipline zone, (2) punishment in front of public for junior student and the sanction in special area for senior student, and (3) House-Senate (Senate of students consisting of chairman and the vice of chairman of dormitory committee, Intra-School Student Organization, Student Consultative Assembly, Student Discipline Enforcement, Head of Boy (HOB), and Head of Girl (HOG) as the media of advocacy and conflict resolution between students independently where the Vice of Principal for Studentship Affair, Team of Caregiver, and the Chairman of Dormitory have the role as a facilitator and supervisor.
6. Fertilizing, it is the effort to make the plant growing well by giving an artificial and organic fertilizer to the cultivated land. This step functions to identify and utilize positive factors considered influencing the building of marine leadership character through the right method as well as the school cultural values. The process of fertilizing is undertaken by using the method of "Among" (Taking care) (*silih asah*/sharpening, *silih asih*/loving, and

silih asuh/caring) and the three approaches of philosophical value adopted from Ki Hajar Dewantara (The Master of National Education of Indonesia) namely *Ing Ngarso Sung Tulodho* (being a good example for students both in attitude and action in front), *Ing Madyo Mangun Karso* (participating and

inspiring the students in the middle), and *Tut Wuri Handayani* (always watching and giving direction and encouragement behind).

The stages of cultivation and the correlation to school managements are presented in Figure 1 to clarify the explained finding.

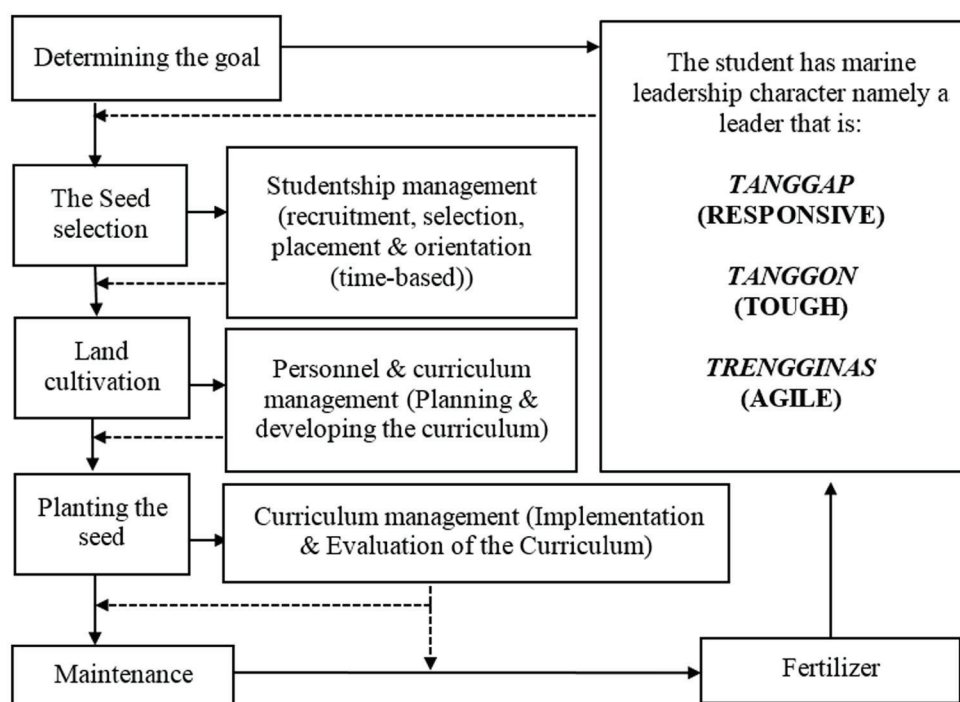


Figure 1. The Phases of Cultivation of Marine Leadership Character

Discussion

Character is a collection of values, styles, traits, characteristics that are special, unique and inherent in a person who underlies thoughts, attitudes, and behaviors that are displayed compactly as a marker as well as distinguishing his personality with others. Thus, the term character is closely related to one's personality (Ki Hadjar Dewantara in Tauchid, Soeratman, Sajaga, Lahade, Sendoro, Abdurchman, & Surjohadidjojo, 2013; Davidson, Lickona, & Khmelkof in Nucci, & Narvaez, 2014; Albertus, 2007; and General Director of Islamic Education of the Ministry of Religion Affairs of the

Republic of Indonesia in Mulyasa, 2011). In the implementation, it was found that character education is education of value. On the other hand, education of value is an education to form a character (Arweck & Nesbitt, 2004; Thompson, 2002; Katilmis et al., 2011; Benninga, Berkowitz, Kuehn, & Smith, 2013; Susiastik, 2018), in which it is in accordance with the dimension of moral process offered by Lickona (2004). Such a thing happens since basically, a value is a core component of a human's character (Al-Ani, 2014). In an organization, value has a significant role as a foundation to change, formulate, and develop organizational culture through applied

value system that usually refers to the habit, norm, and administrative ritual (Al-Ani, 2014). Later, the value will influence the commitment of the organization (Finegan, 2000; Marginson, 2009). *Smantar Nala* seemed to understand deeply that the main value of a character profile that would be achieved as a learning outcome should be specifically formulated and have a clear bargaining position to the stakeholders. Therefore, the character becomes an important feature in the school vision formulation. If it is seen from the perspective of business process, the development of vision is the part of a strategy formulation as well as including the development of a mission, strategy goal, and strategic development (Papulová, 2014). Vision has a principal role in determining the position of the organization to the profile and market of organizations (Chun & Davies, 2001) and differentiator from the other organizations (Henry, 2008). The vision describes the concrete commitment to the customers, employees, and investors and aligns them with business practice (Waddock & Smith, 2000).

Generally, each school basically ends at the application of character education. However, the ideas of character profile as offered by every school have some differences. Generally, some research on leadership character could identify various values considered representing leadership character (Russell & Stone, 2002; Iliés et al., 2005; Shamir & Eilam, 2005; Peus et al., 2010; Fry & Cohen, 2009; Thompson et al., 2008). It is also the same with the unlimited number of character education. However, the authors had not found the previous literature that specifically studied school-based character education stating that “marine life” as the mainstream of leadership character. Hence, marine leadership character can be concluded as specific, particular, indigenous character formulated as a concrete expectation and answer to the profile of senior high school graduates needed to encounter the challenge of Indonesia as a multicultural archipelago state.

Viewed from the aspect of the curriculum in second findings, the goal of education is developing the learner’s potential (Erwenta, Agung, & Sunardi, 2018) from the aspect of intellectual (the way of thinking), spiritual and emotional (heart controlling), physical

(sport), and attitude and creativity (feeling and willingness management) (Menteri Pendidikan Nasional RI, 2010). According to Iyer (2103), in the 21st century today, a school should recognize the significance of the integration of value-based education with the school curriculum to promote a high-quality education and positive school environment. In line with that case, Solomon, Watson, & Battistich (2001) stated that the integration of character education to academic curriculum could be one of the strategies of effective character education. The development of curriculum includes planning, developing, implementing, and evaluating the curriculum as well as the involvement of personnel, processes and procedures in it (Ornstein & Hunkins, 2009).

Integration of the values of marine leadership character is the realization of the new curriculum as the consequence of the collaboration between *Smantar Nala* and *TNI AL*. Regarding that case, there are three things that can be a consideration to determine whether a new curriculum is effective in creating a generation that has a character. First is learning many implications of people’s desire especially for the revision of the curriculum and generally for education renewing. The second is examining the various weaknesses in the curriculum today that has also created many weaknesses for this nation. The third is learning the value source that will be developed in arranging the new curriculum (Widiasto, 2004). Many pieces of research also showed that the failure in reaching the goal of the curriculum could happen when the design of the curriculum cannot accommodate the students’ different characteristics (Aguado, Ballesteros, & Malik, 2010; Terra & Bromley, 2012). This case is really understood so that although the marine leadership character has been firmly defined as the determiner of the graduate, the design of the curriculum is developed in such a way by integrating the values of marine leadership character integrally. Many programs of character building are then distributed through some activities that accommodate the development of the intellectual, emotional, and physical of students. As presented in Table 1, two fields to fulfill the need of marine leadership character are divided into three education locus namely teaching, training, and caring. In line with that case, Solomon et al. (2001) stated that the

integration of character education to academic curriculum could be one of the strategies of effective character education.

Based on further analysis, it can be understood that the fourth, the fifth, and the sixth stage of cultivation are designed integrally and comprehensively in many dimensions of the school curriculum, especially the curriculum of defending the country and curriculum of maritime. The determination of the goal as the first step that later directs the next phases of cultivation as well as becomes the arrangement base for any kinds of school management shows that the management process uses Management by Objective (MbO) approach. The fourth to sixth stages are carried out through caring so that internalization of character values can work intensively, in the school environment and habituation at the student dormitory. Another important element in the internalization of character values is the habituation process. The habituation of school cultural values that contains character values such as religiosity, honesty, togetherness, simplicity, and discipline holds a significant role in habituating character education (Arifin, Bafadal, Imron, & Sonhadji, 2017). Regarding this case, the optimal habituation process could be realized when character education is performed through a boarding-school system. This pattern has proven its effectiveness as the best practice carried out at SMA Taruna Nusantara Magelang which also implements a semi-military boarding School system (Sukendar et al., 2019).

As for the latest findings, the results of interview and documentary study showed that marine leadership character education was conducted with a systematic design using terminology of "cultivation." This term is different from the use of cultivation in the theory of communication from Gerbner and his friends conceptualized in the 1960s and 1970s as explained by Saefuddin & Venus (2007). It is also different from many kinds of research presenting the character cultivation in their titles such as from the research conducted by Wartin (2012); Arifin, Bafadal, Imron, & Sonhadji (2017). If in those studies the term "cultivation" is associated to the diction to cover the substance, the term "cultivation" is definitely an operational language used in the field by the

school to describe the process of internalizing the values of marine leadership characters as an integral part of studentship management. From the aspect of the stages of cultivation of marine leadership character, the approach of human resources management by objective (MbO) is appealing. As presented in Figure 2, the cultivation process is started by determining the goal and ended by fertilizing until forming the profile of students/graduates that have marine leadership characters namely *Tanggap/responsive*, *Tanggon/tough*, and *Trengginas/agile*. Such patterns are unique and different so that they become the strong characteristics of the design of character cultivation in *Smantar Nala*. From the perspective of School-Based Management (SBM), the cultivation of character is the realization of delegating the authority of school management in doing many innovations of management in accordance with the context of school locality. As explained by Fattah (2004), SBM is a constitution of the educational reform that is basically, the school has the highest responsibility, authority, and accountability in improving the performance in the school to be an excellent school (Lazwardi, 2018).

In Indonesia, SBM relies on: (1) the Law Number 20 of 2003 on the National Education System, article 51, verse 1 (Undang-Undang RI 2003 No. 20), (2) the Law Number 25 of 2000 on the program of National development 2000-2004 in Chapter VII of the Program of Education Development especially based on the school and society (Undang-Undang RI 2000 No. 25), (3) the Decision of the Minister of National Education Number 044 of 2002 on the Formation of Education Committee and School Committee (Kepmendiknas RI 2002 N0. 044), (4) the Decision of the Minister of National Education Number 087 of 2004 on the Standard of School Accreditation (Permendiknas RI 2004 No. 087), especially related to school-based management. Based on such cases, the schools in Indonesia with the delegation of authority compete to make innovation in many aspects of school management as done with the design of cultivation integrated with studentship management so that the school could perform a different model from the other schools. Some studies also proved that the operationalization of SBM in many school managerial activities could

impact on the repair in the learning and teaching environment and the students' better learning achievement (Bandur, 2012; Bandur, 2018).

CONCLUSION

As the multicultural boarding-school in a maritime and archipelagic country, Smantar Nala developed the concept: "marine leadership character" as special character of the school graduate. Marine leadership character is a character concept that is internalized for high school students from the results of civil-military cooperation (Indonesian Navy/TNI AL), consisting of profiles of future leaders who are *Tanggap* (Responsive), *Tanggon* (Tough) and *Trengginas* (Agile).

To make the educational program of marine leadership character runs effectively, arranging and developing the educational curriculum was done to guide the attachment of the values of marine leadership character that consists of two elements namely the Curriculum of Defending the Country and Curriculum of Maritime. Both of them includes (1) teaching program for cognitive domain oriented to the responsive value carried out through classical learning in the class, (2) training program for psychomotor domain oriented to agile value undertaken via physical exercise by swimming and diving, and (3) guiding program through caring and advisory in the school dormitory where the system is designed and presented specifically in the form of advisory guideline.

In the last stage, the character education of marine leadership is executed through the process of character cultivation consisting of six phases: (1) determining the goal, (2) selecting the seed, (3) cultivating the land, (4) planting, (5) maintaining, and (6) fertilizing. The six steps are started since the coming of the new students, having the synergy, and are integrated with the studentship management process (cultivating the land, planting the seed, maintaining and fertilizing). All stages are conducted using the management by the Objective approach where the marine leadership character becomes the goal.

The findings of this research showed that through initiative and productive collaboration between institutions, school-based character education management enables the combination of process to reach the goal of national education (national curriculum) and accommodates the

local context (local curriculum) that becomes the characteristic of the school. This case implicates that in the future, the school should ensure that the standard operating procedure followed by the complex and measured indicators can be fulfilled in every stage of cultivation of marine leadership character integrated with studentship management and the other school managerial aspects.

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