

Student Engagement in Military Education

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Abstract: Military education is one of the higher education in Indonesian academy setting. Student engagement in military education should be a major concern in the student learning process because it becomes an indicator of learning quality and as predictor in academic performance. Student engagement will prevent from negative behaviour and reduce burnout or disaffection conditions. This study used qualitative approach with a case study. The aim of this study was to explore engagement in Indonesian Naval Cadets and to draw what factors affect the cadet's engagement in military education. The informants of this study were Indonesian Naval Cadets in Bumimoro Surabaya, sampling techniques purposive sampling used to gain the informants and data analysis used thematic analysis by coding the results of interview transcripts that been made a verbatim. Eleven themes found in this research related to student engagement in Indonesian Naval Academy. The factors that influenced student engagement in military education consist of internal and external factors.

1 INTRODUCTION

Military education had a special formulation to define learning of its curriculum and different than other general higher education. Cadets are not only required to master knowledge and skills in their fields, but also to have leadership attributes associated with teamwork and excellent physical fitness (Blum, 2014). The educational and learning situation at the Naval Academy is identically with an orderly life and high discipline. Cadets studying at military institutions are required to stay in dormitories and participate in all learning activities for a period of 4 years. The first year is the basic education of the military in Military Academy and the next 3 years in Naval Academy.

Naval Academy is a military educational institution that symbolize the *total institution* system (Gottman in Prameswari, 2004). The definition of *total institution* is a place that limits social relations or interaction with the wider community. Total institutions have four characteristics: **first**, all aspects of life are led in the same place and are under the same source; **second**, every phase of the member's daily activity is led directly by an institution where all of whom are treated alike and are required to do the same thing; **third**, every daily activity is strictly scheduled and the entire series of activities is determined by an official formal system and rules;

fourth, the various activities carried out are united in one master plan designed to meet the official objectives of the institution.

The activities from waking up in the morning until the night are very hard and stressful. It made stressful conditions for cadets. The burdens and pressures felt during this education sometimes cause burnout or fatigue both physically and mentally which affected the learning process in the academy. Burnout and engagement indicate how a student functions well at school, while achievement strategies during college can predict burnout and engagement on future careers (Salmela-Aro, et al, 2009). If cadets felt burnout, it can lead to negative behaviors during the learning process such as lack of concentration, passive while in the classroom. Most of the lecturers or educators complained when they taught the Naval Cadets, because they showed disengaged behavior during the learning process especially in the classroom. Disengaged behaviors are shown such as lack of concentration, drowsiness even until someone falls asleep so that lecturers spend more time trying to wake up the cadets to concentrate more and pay attention to the lesson. The biggest problem felt by lecturers who teach cadets is to face less effective learning situations. This data was obtained based on the interviews cadet lecturers.

According to Wang and Halcombe (2010) students engaged with his school will perform better

than students who are not engaged with the school. Instead of students who are less involved with the school will be less likely to perform poorly and experience behavioral problems. The lack of students engagement can lead to problems experienced by students who are expelled from school and experiencing unemployment (work problems) because they are unable to complete their education. Student engagement also functions as a protective factor in the emergence of negative behaviors in students (Fredricks, et al., 2004).

Student engagement has a relation with two things, namely the development of individuals and institutions. With regard to the institutional level, policies issued by institutions play a major role in the efforts to increase student engagement (Kuh & Hu, 2001). In individual level, student engagement is a predictor of academic achievement (Wonglorsaichon, B., et al., 2014; Trowler, 2010) and this research supported by meta-analysis study conducted by Lei and Cui (2018) which shows that student engagement is positively correlated with academic achievement ($r_{OE} = 0.269$). Moreover, the three aspects of student engagement have a positive correlation with academic achievement; behavioral engagement ($r_{BE} = 0.350$), emotional engagement ($r_{EE} = 0.216$) and cognitive engagement ($r_{CE} = 0.245$).

Trowler (2010) defines student engagement as the willingness and effort of students to participate effectively in school activities that contribute to their success. According to Fredricks, Blumenfeld & Paris (2004), student engagement is classified into behavioral engagement, emotional engagement, and cognitive engagement. Student attentiveness, completed tasks, participation in learning opportunities, and polite behavior are considered behavioral engagement (Wimpenny & Savin-Baden, 2013). Positive attitude toward school predicted participation in class and accomplishment school work (Green, et al., 2012). Emotional engagement includes the relationship of feelings or emotions to exciting and fun lessons and materials. Cognitive engagement is the willingness to understand the material and focus on the task (Fredricks, et al., 2004; Makur, Prahmana, & Gunur, 2019).

Therefore, student engagement needs to be improved in the learning process not only in general education but also in military education context. It had a significant impact on the learning outcomes and individual skills in adjusting to the existing situation. Engagement is needed for undergoing military education because it related with the students ability to face everyday difficulties, challenges and obstacles in academy. As studied under the name 'everyday

resilience' or 'academic buoyancy' (Martin & Marsh, 2009). They can handle the difficulties and solve the problems. It was about someone ability to coping the academic stressor, if it works will help student's ability to bounce back from setbacks and failures and allow them to constructively reengage with challenging academic tasks running into obstacles or problems. But if they can not handle the stressor and the situation so it will cause burnout which can trigger disaffection toward school and the worst will bring into dropout (Marks, 2000). So, engagement will be able to prevent the appearance of negative behavior and reduce burnout or disaffection conditions (Fredricks, et al., 2004; Schaufeli, et al., 2002).

The research about student engagement in the last eight decades has been primarily done in general education setting or at civilian institutions and is still rarely studied in the military setting especially in Indonesia so this research need to find out the information about student engagement in military context. The study in military setting about cadet engagement is rarely found. One of the research examined cadets engagement is conducted by Blum (2014) on United States of Air Forces Cadets (USAFA) using a mixed method approach. The study found a novel addition to the existing theoretical framework of student engagement for cadets at the United States Air Force Academy.

Cadet engagement has a significant role in military education because it will determine the final outcome of education, namely the quality of military officer graduates become prospective Officers who are Tanggap, Tanggon and Trengginas. The engagement felt in their education will greatly affect the job satisfaction of military members (Proyer, et al., 2012). The reason of this study conducted because student engagement is influential and contributes positively in the learning process, but there is no article found which discuss about engagement in military setting especially in Indonesia.

The aim of this qualitative study was to explore the overview of the engagement of Naval Cadets during military education. In addition, it also aims to explore the factors that affect the engagement of cadets. Identifying the overview of the cadets' engagement and the factors that affected the engagement is important to determine the strategy and interventions to increase student engagement in Naval Cadets.

2 METHOD

Researchers used a qualitative approach method with case study. A case study served as instruments to

understand issues better, develop or refine theories (Poerwandari, 2011). The case study were chosen to explain the cadet's engagement in the military education system and obtain more comprehensive understanding.

2.1 Data Collection and Analysis

The data collection technique used a semi-structured interviews using interview guides, but questions are open-ended and non-directive with the aim of getting participants to share their personal experiences (Willig, 2013). The purpose of the interview to explore the experience of participants/informants to the phenomenon studied, namely the experience of engagement of Naval Cadets. The data was collected by conducting semi-structured interviews with two cadets. Semi-structured interviews were used as data collection technique. The data analysis technique was thematic analysis, the themes in verbatim that fit the research objectives. It allowed the researchers to find patterns that unclear to others. Boyatzis (Poerwandari, 2011) stated that the pattern or theme showed as random order in the pile of available information. After the pattern discovery phase (seeing) was done, it was classified or encoded (seeing as) by label, definition, or description. In more detail, Poerwandari (2011) stated that thematic analysis was a coding process producing a list of themes, a complex theme or indicator model, qualifications usually associated with that theme or things between or a combination of those mentioned.

2.2 Informant of Studies

The informants were two naval cadets majoring in Maritime Defense Management (Operation Corps) and Maritime Financial and Logistics Management (Supply Corps). The sampling technique was the purposive sampling. The inclusion criteria included cadets who had achievements in academic and non-academic, aged between 19-23 years, involve in Cadets organizational (Menkortar), currently in the final semester (Level 4).

This study involved of two 4th-grader AAL cadets (final semester). The first informant was AGM, 21 years old from Papuans, an AAL cadet majoring in Maritime Defense Management, male, and currently in final year (Level 4). The second informant was SAM, 21 years old, Javanese female, an AAL cadet majoring in Maritime Financial and Logistics Management and currently in the final year. The cadets had four levels in the military education system, Level 1 to Level 4 because education was

taken within four years. Characteristics description of the informants showed in Table 1 (attached).

Table 1: Informant Data.

No	Name	Age	Tribe	Faculty
1	AGM	21 years old	Papuans	Maritime Defence Management
2	SAM	21 years old	Javanese	Maritime Financial and Logistics Management

According to achievement data obtained, the SAM informant received Bintang Tanggon Emas and Trengginas Perak during her education. Tanggon Emas was associated with personality assessment, while Trengginas was associated with fitness (Physical Fitness). Also, she was elected as the Company Commander of the IV Menkortar Battalion. The AGM informant received non-academic achievement, called the military pentathlon as the first winner at PIKTAR in 2019, and served as Danyon Taruna II of the AAL Regiment.

3 RESULTS AND DISCUSSION

This study concluded several major themes related to the engagement of AAL cadets in the military education system :

1. Willingness Following the Rules (Obedience)

During their education, AAL cadets seemed to show an element of obedience. This obedience and discipline were a consequence of military educational institutions. AAL used clear rules which compelled all residents to follow it. Those who committed violations would receive punishment from the educational institution. Therefore, AAL cadets never tried to violate and minimize mistakes by following the rules and given activities. It was one of the characteristics of student engagement developed by AAL cadets. AAL cadets also had a predetermined schedule, called Fixed Daily Orders (PHST). It was a guideline that regulates the daily activities of each cadet, from wake up to sleep.

"Never committed a violation and have leadership spirit, one of which has a position." (SAM)

"If we obey PHST and do not make mistakes, our education will be okay" (SAM)

".....then there is no violation and must dare to appear".(SAM)

"Permits are important, and if we just follow the rules, then we will be safe." (SAM)

".....we have to follow the rules and do not do much resentment..." (AGM)

2. Active Participation

Active participation and positive behavior during the learning process are shown by AGM and SAM informants in the interview excerpt as follows:

"Answers the Lecturer's questions and makes notes in the book about the points presented." (SAM)

"Write down what the lecturer said and then resume it." (SAM)

"Assignments while in class include permission, if it is easy...." (SAM)

"We have to be able to finish the powerpoint within 15, and I can finish it..." (SAM)

"I do my homework during class." (SAM)

"Currently, I am writing a thesis." (SAM)

"I focus on doing my thesis..." (SAM)

"Currently I am focusing on working on chapters I, II and III." (SAM)

"Currently working on a thesis, so I ..." (AGM)

"Besides, I try to focus on the material presented..." (AGM)

"Following the directions of instructors and lecturers, and trying to focus." (AGM)

"Concentrate on paying attention to the lecturer's explanation." (AGM)

"When I study, it usually takes time...." (AGM)

Both informants showed efforts to be involved in the learning process by concentrating, focus, and follow the instruction from the lecturer or instructor. Active class participation, such as asking or answering questions, showed that they were actively involved during the learning process. Active participation occurred during the learning process, discussing activities (giving opinions) and studying further material. Similar to Sudjana (2004) which stated that student engagement could be seen in their participation in (1) carried out tasks, (2) engaged in problem-solving, (3) asked other students or teachers if they did not understand the problems, (4) looked for necessary information, (5) carried out group discussions following the teacher's instructions.

These student activities focused more on student engagement in terms of behavior during the teaching and learning process.

3. Feeling or Emotion Felt

During the education process, both informants showed positive feelings or emotions towards the activities that they had followed.

"I have loved swimming since high school and joined the club in high school. Every day I practice every morning before going to school and so every day."(SAM)

"At AAL, I joined Yanus to swim because it suits my skill and interest."(SAM)

"Basically, I like to sail with a permit because I can go to new places, see new atmospheres and new people."(SAM)

"I feel delighted when I win a swimming competition, especially when competing with other countries."(SAM)

".....I enjoy learning foreign languages and I am fluent in English...."(SAM)

"....because I like to make a resume about a lesson."(SAM)

".....I deliberately took the extracurricular activities of the pentathlon, because I like to run and shoot..."(AGM)

".....I like the atmosphere while studying in the classroom..."(AGM)

AGM and SAM felt enjoyment doing activities they liked and matched their interests. Both informants showed positive feelings during the learning process. Also, AGM showed hatred and boredom when he listened to the lecturer's explanation which seemed monotonous (explaining the material in one direction).

"But if the teacher only reads slides and is not communicative, it tends to be boring."(AGM)

"What I do not like about learning is if monotonous, lecturers only explain one direction" (AGM)

Emotional engagement relates to the personal feelings or emotions related to the way of teaching and the studied material. Emotional engagement consists of two continuums: individual positive and negative feelings or emotions during the learning process. Emotional disaffection is a mental condition or negative emotion, such as frustration, anger, sadness, boredom, tiredness, and feeling anxious in class; tend to avoid learning opportunities and have problems with teachers and classmates. The expressions of boredom were revealed in the in-depth interview process with the two informants.

"To overcome boredom,....." (SAM)

"Yes, yes, sleepiness is like a "curse" in class ... then the lecturer teaches like "lullaby". (SAM)

".....In one subject, and suddenly when I open my eyes, the lecturer has changed." (SAM)

"When I am bored, I like to talk..." (SAM)

".....uncommunicative, tends to be boring." (AGM)

"... quite bored, so I watch movies and play football to fill my spare time." (AGM)

"However, depending on the permitted activity, I will be sleepy if there are too many activities. When I fell asleep during class, I was allowed to go out and wash my face and drink water." (AGM)

In addition to the positive feelings or emotions expressed, both also feel negative emotions, one of which is related to boredom felt while undergoing education. Expressions of boredom and saturation are revealed in the in-depth interview process of both informants.

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4. How to Understand the Lesson

The method used by the informants to understand the material is expressed in the answers below:

"I quickly understand the given material." (SAM)

"My way.....is by making my notes according to my understanding." (SAM)

"Making bullet points from given material into my style or self-developed." (SAM)

"So far, I can still understand the lessons given." (SAM)

".....by asking questions from experts in the subject..... I need to repeat it for about one week before I can understand." (AGM)

"Ask the Lecturer if there is something I do not understand, try to study and understand the core of the lesson by making notes." (AGM)

"I am just writing down the points, and if I don't understand, I will ask the lecturers and seniors who are serving on the ship to get a more comprehensive understanding." (AGM)

The ways to understand the material showed cognitive engagement. Cognitive engagement explained more about the level of learning investment, such as the students became more purposeful and had a high level thinking when doing assignments.

5. Individual Motivation

Motivation is a drive from inside which moves the individual to take an action or behavior actively so that a person could be said as "engaged" in the learning process. This motivation consisted of intrinsic motivation from within themselves, and extrinsic motivation from external factors. Below were the expressions from AGM and SAM informants related to intrinsic motivation during learning.

"The first 2 months were a bit tough, but I looked back on my motivation, so I just followed it." (SAM)

"But because I signed up for this was because of my motivation....." (SAM)

"If there were difficulties, such as low motivation or lack of enthusiasm, yes... and I motivated myself that I want to become an officer, after being sworn in as a Lieutenant." (SAM)

"Being a soldier was already my choice...." (AGM)

"I tried to be the best...." (AGM)

In addition, the two informants also showed external motivation, such as parents, adults around them, and proudness to be a Navy officer. The SAM informant explained that he wanted to lighten his parents' burden and made his parents proud. Meanwhile, the AGM informant also said that he was inspired by his older brother and wanted to make his parents proud.

".....because I want to lighten the burden on my parents, my mother works as an MLM while my father has died." (SAM)

".....if there are difficulties such as low motivation or lack of enthusiasm, I remember my parents...." (SAM)

".....and I want to make my mother proud." (SAM)

"Inspiration comes from my older brother who is also an officer." (AGM)

"....and can make parents proud." (AGM)

For the two informants, internal and external motivation was the most substantial reason for them to preserve and be involved in education, which cannot be taken lightly. This motivation was vital for the engagement of a cadet because it strengthens individuals to survive in difficult situations and made individuals involved in military education.

6. Self Confidence

SAM had a confident with her own abilities especially with regard to physical abilities and belief with her ability. She also proved that she was able to develop herself and achieve achievements. In addition, she was brave to try new things outside her habit to prove that she is capable and it can increase her confidence.

"..... and dare to perform". (SAM)

"Here I try a lot of things, and be more confident." (SAM)

"I get (achievements) because the value of equality is good, I am strong in samapta activities." (SAM)

"My strength is good physicality, one of which is swimming ability." (SAM)

"I think my physique is very good. Alhamdulillah when education rarely got sick." (SAM)

Meanwhile, AGM informants have confidence in their abilities when interacting with others. She feels meaningful when given the opportunity to manage the abilities of others and empower others.

"....I have the ability to adapt easily to others." (AGM)

"I think I'm a good manager... A good manager is well aware of opportunities and dares to take risks." (AGM)

"I can also see the potential of others..." (AGM)

7. Achieving Achievement

Strong student engagement during the learning process significantly correlated with individual achievements in academic and non-academic fields. This theme was found in both informants.

"I won first place in the 2018 Piktar Swimming Competition, winning four medals (2 from individual numbers and 2 from group numbers." (SAM)

"My achievements include the Tanggon Gold Star and the Silver Trengginas." (SAM)

"....representing the swimming competition and my achievement is the gold medal in the 100 m breaststroke." (SAM)

".....so I often appointed as a representative if there are activities with cadets from other countries." (SAM)

"....then I was appointed as the representative who made the resume." (SAM)

"My achievement in the field of sports was the first winner of PIKTAR Pentathlon Branch 2019..." (AGM)

SAM had achievements in both academic and non-academic fields. Achievement in the academic field was related to personality assessment, such as Tanggon Emas. On the other hand, Trengginas is associated with fitness (Physical freshness). While the non-academic achievement was accomplished when he participated in an inter-matra swimming competition during the integration sports week. While non-academic achievements accomplished by AGM was the military pentathlon as the first winner at PIKTAR in 2019.

8. Actively Involved in Organization Activity

In addition to achievements related to academic and non-academic, the education system in AAL as a military educational institution that symbolizes *total institution* also focused on organization achievements. According to Persustar, the organization achievement was one indicator of the success of an AAL cadet and was one aspect of the assessment when determining the achievement of AAL cadets. If a cadet was trusted and had the opportunity to be elected as an officer of the cadet corps regiment, it showed that he had received a positive assessment and a form of appreciation given from educational institutions.

It was pride when an AAL cadet was trusted as an official and used a "tin" on his uniform. Below were the expression by AAL cadets about their organizational achievements.

"I joined the Menkortar organization, served as the company commander of the IV Menkortar battalion (Regiment Korps Taruna)." (SAM)

".....all cadets use cans (meaning they have a position)..." (SAM)

"I joined the Menkortar organization as Danyon (Battalion Commander) II AAL Regiment." (AGM)

Organizational achievement is one form of social engagement that determines the success of cadets in military education. One of the indicators used in determining the achievements of a cadet is the engagement of individuals in organizations or activities, such as had strategic positions in the Menkortar (cadet corps regiment).

9. Teaching Style of the Lectures

Teachers had a very important role in the learning process in military education. Teachers provided stimulation and a positive learning environment. It was very different from the education system in universities; in the adult learning process, the teacher's role as a facilitator and mediator. The learning model carried out was more focused on students (student-centered learning). Therefore, the way of teaching was also very influential on student engagement. If the teacher was able to present an interesting and interactive way of teaching, the class atmosphere became conducive, and there is a two-way interaction between the teachers and students.

"...because teacher is where we can get knowledge. The Teacher already understands the material beforehand permission, so there is no reason not to like the Teacher. However, if the Teacher only reads slides and is not communicative, it tends to be boring." (AGM)

"What's interesting is when the teacher uses PowerPoint in teaching and learning activities and gives quizzes." (SAM)

"The teacher does not talk in one direction. So if there is a quiz, it makes us think so we don't fall asleep." (SAM)

"If the teacher only the one who gives a lecture or in one direction way of learning, it is less interesting." (SAM)

"The lecturer doesn't use the two-way method...." (SAM)

"...because when teaching is interactive, we always ask the cadets questions when teaching so that it makes us think. The atmosphere during learning is more interactive because there was once a group for discussion." (AGM)

"But if the teacher only reads slides and is not communicative, it tends to be boring." (AGM)

"What I don't like when the learning is monotonous (meaning) Teachers only explain in one direction" (AGM)

Both informants said that they preferred interactive lecturers and used interesting learning media in order to engage the cadets actively in the

learning process. On the other hand, if a teacher was not able to present the material in an interesting way and the delivery method tends to be one-way direction (monotonous), the cadets got bored and less interested.

"The most favorite teacher was those who have broad knowledge and give updates about current news outside AAL." (SAM)

"For example, the teacher told us, "Today there is an election for this candidate, so he tells about the current situation outside AAL." (SAM)

"So it's not just discussing lessons, I'm pleased so we can keep up with the latest news...." (SAM)

"The teacher that I like the most....because when he taught interactively, he always asks the cadets questions while teaching so that it makes us think. The atmosphere during learning is more interactive because there was once a group for discussion." (AGM)

The lecturers most favored by SAM and AGM informants are those who have broad knowledge and experience that can be shared with the cadets so that they gain an understanding of the tasks that will be faced after deployed as an officer. In addition, it did not only discuss lessons but also provided information on the current news in the community because the cadets cannot access it.

10. Peers and Senior Support

According to a SAM informant, the support of peers was related to assistance in understanding the material taught in the Maritime Logistics Financial Management Department (Supply Corps). Sometimes during class, he lacked concentration and felt left out of the explanation. The most active and prominent friend in the class was a reference to ask questions for SAM informants and helped him understand the material.

"The most active person is F, who always asks questions and he really stands out in class." (SAM)

"When I fall asleep, I usually ask him about the points taught by the lecturer." (SAM)

For AGM informants, the support of classmates (lichting) and seniors were very important to understand the difficult material. He did not hesitate to ask about material that was not understood and the benefits of the material learned were related to the field of assignment on the ship.

".....I will ask the lecturers and seniors who serve on the ship to get a more comprehensive understanding." (AGM)
"...by asking a senior who is a subject expert..... I need to repeat it again for about 1 week before I can understand." (AGM)
"....and asked about the usefulness of the material presented." (AGM)

This support from seniors was related to the mentoring function carried out by senior cadets to junior cadets related to character building and also a form of support when junior cadets experienced difficulties both in terms of subject matter and adjustment while undergoing the education. The seniors guided and took care of their younger siblings, in this case, the Junior cadets, as a responsibility. This relationship was very intense and strong until the assignment after being sworn in as a military officer. In addition to seniors, AGM informants also received support from classmates who were willing to help them understand the difficult material. Also, materials or lessons that are useful in further service or assignments would be more useful.

11. The Subject Matter

Subject matter also affected student engagement in the learning process. The SAM informant explained that the subjects he liked the most were subjects related to applications that facilitated during assignments, while the subjects he least liked were related to the concept of numeracy.

"I'm not fast at counting, and I think math is the most difficult..." (SAM)
"... the biltus lesson is the less interesting one because as I said at the beginning, my weakness is counting." (SAM)
"The SILTA prosrus which related to members' salaries is interesting....what make it interesting is there is an application and the practice." (SAM)
"Besides, I prefer lessons that related to memorizing theory like....." (SAM)

The subjects preferred by SAM informants related to memorizing practical matters and concepts. Meanwhile, AGM preferred lessons related to developing technology and its relation to service on the ship. According to him, the lessons that were considered difficult are related to navigation and it took some time to understand it.

"The most interesting lesson is the sewaco, because it talks about technology that is always evolving....." (AGM)

"The most interesting lessons are tactical maneuvers and tactical communication because it was the basics of driving a ship and role as a training officer." (AGM)
"For lessons that feel easy, navigation is very important because it is very important to master and is often applied." (AGM)
"None of Lessons are less interesting because all sciences have different levels of difficulty; it is very interesting to master them." (AGM)

The results of this qualitative study found that the description of student engagement of both informants showed active participation in the classroom, the presence of feelings or emotions felt both positive and negative, in addition to involving the thought process to understand the material or lessons given. Engagement is a multidimensional construct (Fredricks, et al., 2004, 2012; Trowler, 2010; Reeve, 2012). According to Fredricks, et al (2004) engagement involves three dimensions namely behavioral engagement, emotional engagement and cognitive engagement. A person is said to be "engaged" in the learning process if he feels happy and has positive feelings towards his learning process, and shows active behavior during class such as asking and focus to the lecturer's explanation. Besides that he also sought to understand the material by taking notes or asking others to gain a comprehensive understanding. Engagement refers to the extent of a student's active involvement in a learning process, he would involve assessment of his concentration, attention and effort (behavioural engagement), the presence of task-facilitating emotions such as interest, positive feeling and the absence of task-withdrawing emotions such as distress (emotional engagement), his usage of sophisticated rather than superficial learning strategies (cognitive engagement) (Reeve, 2012).

Motivation refers to the underlying sources of energy, purpose and durability, whereas engagement refers to the their visible manifestation. Engagement as the outward manifestation of motivation (Skinner, Kinderman, Connell, & Wellborn, 2009). There is a strong motivation within the Cadets to engage in all activities and learn materials or knowledge that are useful for achieving his ultimate goal as a military officer. In addition to mastering certain materials and skills, strong motivation also increases confidence in completing the tasks given. Each informant had a particular reason for attending military education and becoming Naval Cadets.

The reasoning is related to the reason from within his/her and outside his/her such as wanting to make his/her parents happy or inspired by the adults around

his/her. This is in accordance with the results of research conducted by Blum (2014) one of the themes found related to the engagement of Cadets in undergoing education at the Air Force Academy is the individual motivation which drive them to actively engaged in each activity. In addition to the motivation that encourages the individual to be actively involved in the learning process, the informant also shows a strong self-confidence that he or she is able to achieve the target or goal that has been set. Strong motivation and confidence support individual efforts to achieve achievements. When individuals feel confident that they are able to complete a given task, they become more involved in the learning process. Engagement represents a direct pathway to learning (Skinner & Pitzer, 2012). Once engagement occurs while learning, powerful learning outcomes often follow it (National Research Council & Institute of Medicine, 2004).

Student engagement was related to the academic and non-academic achievement of Naval cadets during their education and prevented students from boredom. Also, it prevented negative behavior such as skipping class or committing violations that ultimately lead to expulsion from educational institutions for not fulfilling the academic requirements set and not complying with special regulations for Taruna (Persustar).

Compliance was clearly seen in the engagement of cadets during education, so it was one thing that differentiated from general education. It was a characteristic developed by the cadets in identifying themselves with the rules set by educational institutions as Total Institutions. Compliance is about following written and unwritten rules of behavior in classroom, obeying all the norms and school rule. Social engagement refers to the extent to which a student follows written classroom rules of behavior, for example, coming to school and class on time, interacting appropriately with teachers and peers, and not exhibiting antisocial behaviors such as withdrawing from participation in learning activities or disrupting the work of other student. While a high degree of social engagement may facilitate greater learning, a low degree of social engagement usually interferes with learning, that is, it serves to moderate the connection between academic engagement and achievement (Jeremy & Kayla, 2012).

According to National Research Council and Institute of Medicine (2004) social engagement lacks a significant relationship to predict student engagement in learning. But in Naval Academy there is any differences, because the cadet engagement in AAL was not only related to the learning process in

the classroom but also active participation in activities provided by educational institutions. Organizational achievements as a form of social engagement also influenced the success of Naval Cadets during their education. It will make Naval Cadets got more credit point from the institution in order to gain academic achievement and positive support from the environment. Social engagement had a positive contribution to enrich their competence as leader which can manage and empower his team or subordinate. This condition in line with statement of Dunleavy and Milton (2009) that student engagement concept including two key dimensions which are social engagement and academic engagement. Social engagement is commonly defined as a combination of students' sense of belonging at school, their acceptance of the goals of schooling, feelings of being connected to and accepted by peers, and experiences of relationships with adults who "show an interest in them as individuals" (National Research Council, 2004). The definition of academic engagement is an active participation in the requirements for school success.

According to Juhary (2015) military education is a concept used to educate future leaders who have character and intellectuality with the aim of having academic and military abilities. Schunk and Nielson (2002) said that military education is a concept used to educate future leaders who have character and intellectuality with the aim of having academic and military abilities. A unique characteristic in military education relates to an individual's willingness to attend military education and have a fairly high adaptability in the face of stressful situations, and are ready to become military officers. In addition, instructors are not only educators in the classroom but they are also administrators or tactical leaders which had a specific position and it is recommended that the instructor also come from military personnel. Educators come from different backgrounds with the goal of providing varied and diverse experiences that can be shared with students.

Student engagement was a continuum, maleable and dynamic depending on the social context (Schlechty, 2002). Sometimes individuals would felt excited and actively involved in learning activities, but in certain conditions, they would experience boredom, so they were not "engaged" in the learning process. It could be seen from the dimensions of behavioral engagement and emotional engagement, which stand out in Naval cadet engagement. Surely, military education institution was expected to stimulate and create a conducive learning environment for the cadets. According to Zepke, et al

(2010) central of engagement depends on what teachers and students do together in learning process which is called transactional engagement. Student and teacher engage with each others. Mearns et al. (2007) if the teacher is perceived to be approachable, well prepared and sensitive to student needs, students are committed to work harder, get more out of the session and are more willing to express their own opinion.

The influential factors of student engagement include internal factors, which were related to individual motivation and self confidence, and external factors, which were related to the role of teachers, classmates/seniors support, and subject matter. The motivation of the cadets was very influential on their engagement in education, both intrinsic and extrinsic motivation (Zepke, et al., 2010). Student motivation as expressed by the three needs proposed by Self Determination Theory (SDT): autonomy, competence and relatedness (Deci & Ryan, 2000). If the social context fulfilled the individual needs, so it made the students engaged with the learning process. But in contrary if the social context inhibited the individual needs, it will make the students disengaged with the learning process.

This is in line with Fredricks, et al (2004) about factors that affect student engagement, namely external factors consisting of school level, class context, and task characteristics. The context of the class relates to teacher/lecturer support and peer acceptance. While internal factors in the form of individual psychological needs include need for autonomy, need for competence and need for relatedness and this relates to student motivation. If the environment is able to meet the psychological needs of the individual, it will increase student engagement.

Engagement in the expanded definitions, is not simply a measure of how involved students are in their learning but also an indication of how involving institutions are for their students (Axelson & Flick, 2011). The institution and teaching staff should provide positive stimulation and supporting environment for Naval cadets to increase their engagement because student engagement is a significant factor to reach academic achievement and preventing from drop out. According to Blum (2014) the factors that influence cadet engagement in military education are academic challenges and supporting campus environment. In addition, another factor that most influences learning outcomes is meaningful educational experience. These three factors represent aspects of the campus environment

related to leadership policies in military educational institutions.

The cadets also need support from their social context such as teacher support and peers support. The expected support from lecturer is an interactive way of teaching, providing positive feedback and meaningful learning. The preferred material for the cadets is if the lesson related to the assignment as a Naval Officer. The support from peers is needed, because a positive acceptance of the individual will make cadets more engaged and attached to the educational institution. Peer-to-peer interaction is another dimension of student engagement. Students who experienced lower peer-to-peer interaction encounter were more likely those who were socially rejected and withdrawn, and who exhibited rebellious behavior in school (Pianta, et al., 2012). On the other hand, peers may contribute to students' academic engagement by establishing an atmosphere of belongingness and promoting relationship with classmates and teachers in class (Woolley, Kol & Bowen, 2009). In addition, support from seniors in the form of mentoring is also done by senior cadets to junior cadets to guide and help their juniors, and this is certainly not obtained in general education. Senior cadets must encourage and nurture their juniors to adapt with the learning situation in Naval Academy.

4 CONCLUSION

This study showed that engagement in military education is needed for the cadets, not only for completing the academic task but also for work out with stressful condition in military education setting. Engagement in military context had the difference with general education because there are several characteristic such as obedience, function of senior cadets support (mentoring) and social engagement as one of the predictor for cadets reach academic achievement. Engagement is energy for action, and it will drive cadets to invest their time and energy in educationally purposeful activities and the effort institutions devote to using effective educational practices.

Several limitations in this research should be considered including the size sample and involving cadets who had lower engagement or disengagement. For the next research should consider about issue of disengagement in military education in order to get the explanation about the description of disengagement during military education and what factors are influential. This data will comprehend the exploration of cadet engagement. It will help the

cadets and institution to understand about the problem in military education especially about engagement or disengagement.

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