Analysis of Character Education Strategy, Personality, and Cadet Professionalism Through Preventive Punishments

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Abstract

Discipline and exemplary behavior must be practiced consistently or habitually to develop a character. Character education initiatives necessitate the use of technologies and media to be implemented. Rules, laws, conventions, and established ethics serve as the instrument. Cadets are members of a generation that expects excellent quality and performance. Cadets are critical in determining a nation's success since a developed nation has high-quality human resources, commendable character, and a solid and resilient mental attitude. The purpose of this research is to determine how the application of character education to the creation of personality and professionalism of cadets in carrying out education, as well as the options/views that may be formed in character education, personality, and professionalism of cadets. The descriptive method was applied in this study. The data was gathered through interviews, field notes, personal records, researcher notes or correspondence, and other supporting official documents. The findings of this study, in the form of character education components, explain 48,437% of the variation. Personality characteristics can account for 15.635% of the variation. The third element is professionalism, which has an average of 3,591 and a variance value of 38,129%. The fourth component, with a variation of 25,456%, is Preventive Punishment. The examination of numerous elements in defining cadets' character education approach, personality, and professionalism is concluded using regulations, suggestions, commands, prohibitions, and discipline.

Keywords: *Cadets; Character Education; Educational Strategy*

Introduction

The family is a child's initial learning environment, providing a firm foundation for adult character development. Intelligence growth is accompanied by the development of other mental qualities till adolescence. After maturity, intellect and personality behavior are relatively constant; this demonstrates that the best period to establish intelligence and character is from childhood to adolescence.

The primary objective of human education in general and for life is to develop personality potential in line with its nature and essence, that is, to optimize all elements of human nature (Amaliyah & Rahmat, 2021; Nasihudin & Hariyadin, 2021). Education that integrates character education with learning that optimizes the development of all child aspects (cognitive, physical, social-emotional, creative, and spiritual) must be implemented now (Ahmad et al., 2021; Badawi, 2019; Hadi, 2019).

Students must develop the ability to live in peace with people and other living things independently and make this planet a means for shared wealth and well-being. Character influences pupils' conduct, attitudes, and culture, finally forming a civilized society.

Discipline and exemplary behavior must be practiced consistently or consistently to develop a character. Character education is addressed through various policies and implementations by

central and regional government agencies (Mubin, 2020). The plan requires tools/media in the form of laws, regulations, conventions, and existing ethics to be implemented. Clear and stern guidelines are required when implementing punishment so students do not take it lightly. In formal, non-formal, and informal education, such norms will become the limit in exercising students' and educators' rights and duties (Fadilah et al., 2021).

Cadets are among the representatives of a generation that demands high quality and performance. Cadets are critical in determining a nation's success since a developed nation has high-quality human resources, commendable character, and a solid and resilient mental attitude. As a result, examining cadets' character education method, personality, and professionalism through preventative punishment is critical to address the complexities of the current dilemma.

The complexity of character or morality issues, such as the increased crime of violence, drug abuse, pornography, promiscuity, and unethical behavior, is the subject of research. In addition, a crisis of public confidence in the elite is getting worse.

The formulation of problems in this research includes how to apply character education to the formation of personality and professionalism of cadets in carrying out education, as well as the types of variables that most influence or contribute to the application of character education, personality, and professionalism of cadets.

The purpose of this research is to determine how the application of character education to the creation of personality and professionalism of cadets in carrying out education, as well as the options/views that may be formed in character education, personality, and professionalism of cadets.

The research gap lies in the need for more understanding of the effectiveness of character education in shaping the personality and professionalism of Taruna. While character education has been widely discussed and implemented in various educational settings, there needs to be more research specifically focusing on its impact on Taruna, who are undergoing a unique educational program.

The novelty lies in the specific context of Taruna and its educational program. While character education has been studied in general educational settings, this study focuses on applying it specifically to Taruna, who undergoes a rigorous training program to become future leaders in their respective fields. This unique context adds novelty to the research and provides insights into the effectiveness of character education in a specialized educational setting.

Literature Review and Research Focus

Education is often defined as the interplay of the components in accomplishing educational objectives. The purpose of the educational process is not just to improve students' intellectuality by providing as much knowledge as possible; education is also a process of giving pupils insight, comprehension, and appreciation for the practice they know. The ultimate goal of education is to alter students' views and behaviors from negative to positive, destructive to constructive, and harmful to noble character while also keeping the good character they already have.

Harahap (2019) in his article stated that outlines the concepts of effective character education, namely:

a. Character education must promote core principles (ethical core values) as the foundation for the development of good character;
b. Character must be understood holistically, including thoughts, feelings, and conduct;
c. Effective character education necessitates a genuine and proactive approach that promotes core values at all stages of life;
d. Education must be a caring community;
e. Providing opportunities for students to perform moral actions;
f. Effective character education must be complemented by a meaningful and challenging academic curriculum that values all learners and assists them in achieving success;
g. Character education must improve students' motivation;

h. All education staff must create a learning and moral community in which everyone shares responsibility for continued character education and strives to achieve the same basic values that will serve as character education guidelines for students;
i. Character education implementation necessitates moral leadership from both educators and students;
j. Educational institutions must recruit parents and community people as full partners in character-building activities.
k. Character evaluation Education must also analyze the character of the educational setting, the function of the educational setting's employees as character educators, and how pupils demonstrate good character. Learning character qualities is not only cognitive but also involves internalization and application in students' daily lives in society.

Education emphasizes the link between students and teachers. Education is vital in preserving human existence at this time since humans cannot exist without it. The concept of education is separated into three components based on its scope: wide, limited, and narrow comprehension. In its broadest sense, education encompasses all learning activities in all situations and throughout life. A specific area, namely education, is a deliberate effort made by the family, community, and government through guidance, teaching, and training activities that take place in educational settings and outside educational settings for the rest of their lives to prepare students to play appropriate roles in various living environments in the future.

Education, according to Rahman et al. (2022) is a deliberate and planned effort to create a learning environment and learning process in which students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble character, and the skills required by themselves and society.

Law No. 20 of 2003 concerning Article 3 of the National Education System declares that the framework of teaching the nation's life is the national education role to nurture abilities and shape noble national character and culture. National education strives to help pupils realize their full potential as human beings who believe in and revere God Almighty, have a noble character, are healthy, informed, bright, creative, and self-sufficient, and grow into good and responsible citizens.

Hanifah et al. (2020) mentioned that character is a habit acquired by an individual that refers to a person's lifestyle and values that develop regularly and consistently and can become a pattern of one's behaviors.

In other words, excellent character education must include good information (moral knowing), good sentiments or loving good (moral feeling), and good behavior (moral action) in order to build the embodiment of students' cooperative behavior and attitudes.

The plan for establishing character education begins with the central government and goes down to the household level. Character education in educational settings is a component of education reform. Therefore, character education reform may be viewed as a tree with four major components: roots, stems, branches, and leaves. The intellectual underpinning of implementing character education is at the heart of the transformation, which the community must properly grasp—integrating Character Education with Learning in Educational Settings and Actors. The root of reform is a government mandate as the person in charge of managing national education. Character education goals and objectives must be explicit, open, and accountable. Character education management, educator empowerment, and education managers must all be enhanced in the reform branch. While the reform leaves incorporate students' parents and the community in character education implementation, it is also supported by culture and habits of life that benefit society and serve as role models for students' attitudes and conduct daily.

Character education may be successfully implemented at academic units/institutions with the participation of all residents, families, and community members. Character education in educational settings emphasizes the development of morals, aesthetic values, and noble character. However, the household is the first location where character formation and

education may occur. Furthermore, a person's personality is heavily influenced by the communal environment.

According to Tampubolon et al. (2021), incorporating character education into the learning process of all instructional resources is a frequently used paradigm. The idea that all educators are character educators is based on this approach. It implies that educators are living examples of students practicing the character traits they teach.

Punishment is a method of directing conduct to fit the appropriate behavior. Punishment is provided when someone exhibits unexpected conduct so that the person will not repeat his acts (Arzy, 2022; Fadilah & F, 2021; Novitasari, 2019).

Punishments can be grouped into four groups:

a. Physical punishment, for example, by pinching, slapping, hitting, and so on.

b. Punishment with unpleasant words or sentences, such as nagging, threats, criticism, satire, ridicule, etc.

c. Punishment with unpleasant physical stimuli, for example, pointing, glaring, scowling, etc.

d. Punishment is in the form of unpleasant activities, for example, being told to stand in front of the class, being kicked out of class, being seated next to the teacher, being told to write one sentence dozens or hundreds of times, and so on (Kompri et al., 2019).

There are two forms of punishments:

● Preventive punishment ensures that a violation does not occur and is administered before the offense happens.

● Repressive punishment is a punishment given out in response to a violation. The consequence is administered following an offense or mistake.

The researcher use character education theory as the primary foundation for interpreting the outcomes of this study. Character education theory is an educational strategy that tries to instill moral and ethical principles in people to become decent and responsible citizens.

Furthermore, while interpreting research data, researchers employ personality theory. Personality theory examines the constant and distinctive qualities and patterns of individual behavior. Personality theory is used in this study to investigate how character education affects the formation of personality in cadets.

In examining research findings, researchers frequently employ the principle of professionalism. Professionalism theory covers the attitudes, actions, and competencies required for professional obligations. The principle of professionalism is used in this study to explore how character education might impact cadets' professionalism in carrying out education.

Method

The study takes a descriptive approach. Interview scripts, field notes, personal records, notes, and other supporting official papers were used to collect data. Using a qualitative method allows researchers to characterize instances involving the application of preventative punishment to cadet character education, personality, and professionalism. The researchers employed descriptive approaches to match the situation with the prevalent hypothesis. Researchers analyzed two places in this study, BP2IP Sorong and PIP Semarang, which might help researchers collect accurate data.

The data collecting approach is integrated, the data analysis is deductive, and the findings of qualitative research stress meaning rather than generalization. This study was conducted at the Maritime Science Polytechnic (PIP) Semarang and the Shipping Science Education and

Training Center (BP2IP) Sorong. The time frame for this research begins with the preliminary research time plan and ends with the writing of the research report. The researchers conducted semi-structured interviews. Conducting interviews and asking questions based on the respondents' situation in the real interview setting. In addition, the documentation approach is utilized to trace holistic data. Observations are also done to document behavior, advancements, and so forth.

Data analysis techniques include data reduction, which consists of sorting out the main things related to the research problem, summarizing the field notes, and then arranging them systematically to provide a clearer picture and make it easier to trace back if data is required at any time; classification, in which the researcher divides everything into pieces that have commonalities in order to expedite the analytical process and avoid confusion with others; synthesis of facts such that it is readily understood and not confused; and build a workable hypothesis.

Participation Data

The researchers studied two locations, *BP2IP* Sorong and *PIP* Semarang, which might help researchers collect accurate data. The data-gathering approach is integrated, data analysis is deductive, and qualitative research findings emphasize meaning rather than generalization.

This study was conducted at Semarang's Maritime Science Polytechnic *(PIP)* and Sorong's Shipping Science Education and Training Center *(BP2IP)*. The period for this investigation began with the preliminary timetable and ended with creating the research report. This study's researchers functioned as data collectors and active instruments in field data-gathering procedures. Before entering the study field with its responsibility as a data collector, the researcher does "Validation" related to research preparedness as an instrument. Validation of researchers as research instruments includes qualitative research methodology validation, understanding, and mastery of the thing studied.

Purposive sampling was used to choose the study participants to incorporate the attributes the researcher sought in the responders. This approach aims to get precise information regarding the role of character education in cadet discipline. Secondary data can also be found in periodicals, bulletins, organizational papers, theses, survey findings, historical studies, etc. Researchers use secondary data to reinforce conclusions and supplement information gathered from direct interviews.

Data Analysis

The researcher performed in-depth interviews with the support of the primary interview guide. Then the questions were produced together or after the informants had replied, resulting in interactive interviews between the researchers and the informants. Interviews were done while being recorded in order to corroborate the data gathered.

The following stage is to conduct observations. This finding is being utilized for a systematic study on how preventative punishment tactics influence the personality and professionalism of cadets. This strategy aims to keep track of things like behaviors, advancements, etc.
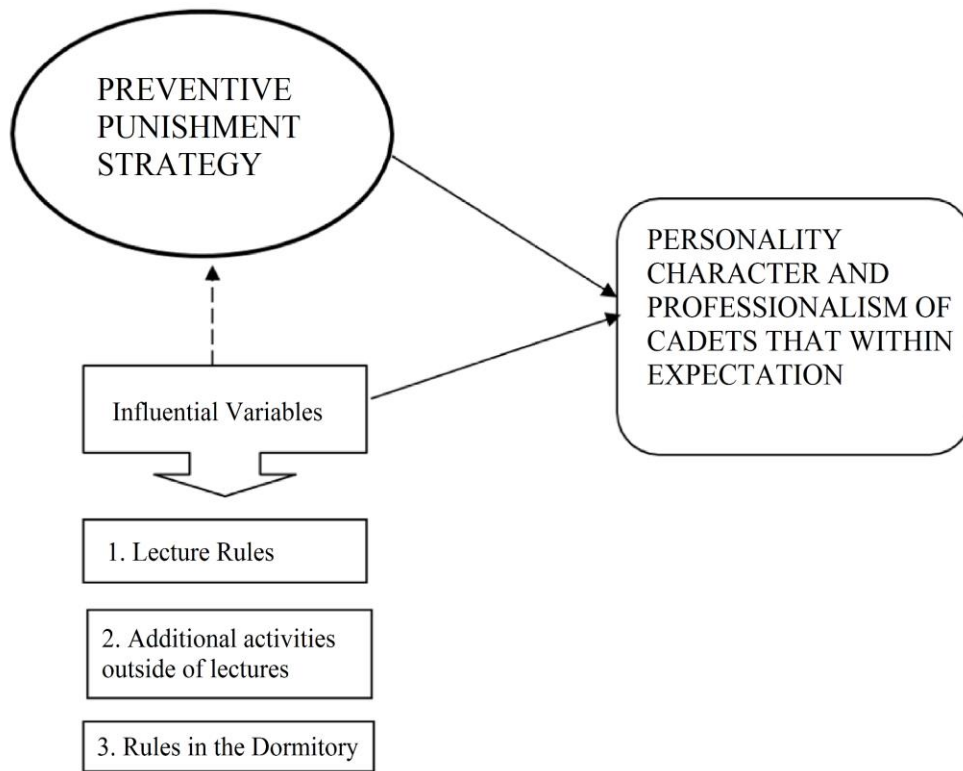
Figure 1. Preventive Punishment Strategy

Results and Discussion

Descriptive Analysis

The graphic below depicts an overview of respondent data collection, and descriptive analysis is performed as follows:
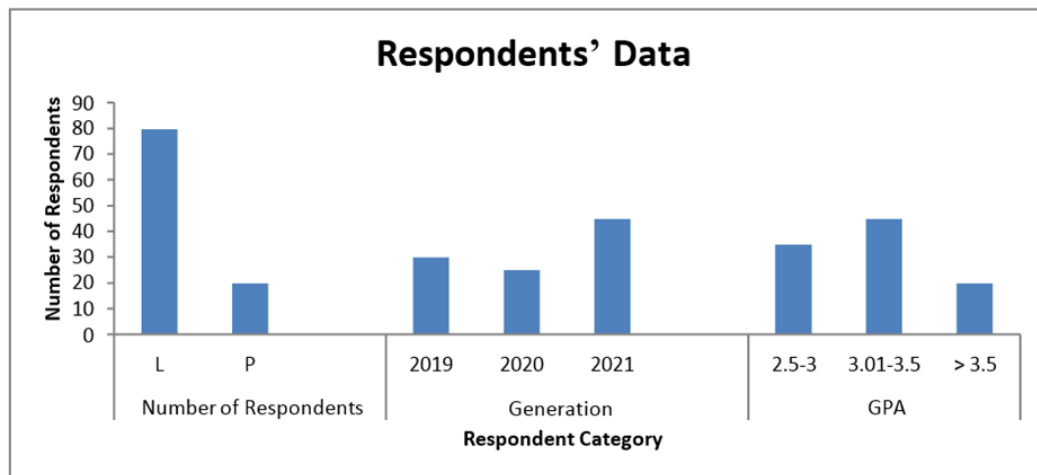

Figure 2. Respondent Data Diagram

According to the graphic above, male respondents' data are more significant than females' data, based on the dominant number of respondents in 2021 and the respondent's GPA value at the time of data collection, and the respondent with the most data has a GPA of 3.01-3.5.

Factor Analysis

The following factor analysis approach is utilized through preventative punishment to discover the characteristics that impact cadets' character education strategy, personality, and professionalism.

Table 1. KMO and Bartlett's Test Results

KMO *Measure of Sampling Adequacy*	0.824
Sig.	0.000

The findings imply that the data will be used for the subsequent factor analysis. The test hypothesis is as follows, based on the results:

a. Hypothesis

   H0 : The amount of data is sufficient to be factored

   H1 : The amount of data is not enough to be factored

b. Significance level α = 0.05

c. The critical area rejects H0 if the P-value < α

d. Teste results, P-value = 0.824

e. Conclusion, H0 rejected because the test results are worth 0.824 > 0.05

f. Conclusion, based on the KMO test with a significance level of 0.05, it shows that the data is rejected because the *P-value* is greater than α, which means that the amount of data can be factored.

Table 2. Variable Interpretation Results

Variable	Factor	*Eigen* Values	Loading Factor	% Variance	Cumulative
X1			0.389		
X2			0.701		
X3			0.609		
X4			0.762		
X5			0.812		
X6			0.864		
X7			0.547		
X8			0.615		
X9	Character Education	5.687	0.579	48.437	46.735
X10			0.365		
X11			0.472		
X12			0.684		
X13			0.439		
X14			0.518		
X15			0.467		
X16			0.536		
X17			0.478		

Variable	Factor	*Eigen* Values	Loading Factor	% Variance	Cumulative
X18			0.875		
X19			0.764		
X20			0.832		
X21			0.375		
X22			0.751		
X23	Personality		0.767		
X24		2.204	0.749	15.635	29.431
X25			0.738		
X26			0.815		
X27			0.389		
X28			0.823		
X29	Professionalism	3.591	0.615	38.129	36.735
X30			0.813		
X31			0.832		
X32			0.861		
X33			0.857		
X34			0.485		
X35			0.396		
X36	Preventive Punishment		0.643	25.456	46.735
X37			0.657		

From these results can be explained as follows:

a.   Factor 1: Character Education

The character education component explains 48.437% of the variation. According to the loading value, the variable having the most significant effect on this component is the X18 variable, which acts with discipline and according to current regulations. The loading factor is 0.875. It has anything to do with disciplinary action. The first component indicates that cadets have a positive attitude toward the regulations. They are deferential to the current regulations.

b.   Factor 2: Personality

Personality characteristics can explain 15.635% of the variation variety. Variable X23 has the most significant effect on personality variables as measured by the loading value. It refers to operating with a complete feeling of responsibility in this circumstance. Every person's feeling of responsibility evolves and develops in tandem with their physio-psychosocial development.

c.   Factor 3: Professionalism

The third component is professionalism, with an eigenvalue of 3,591 and a variance value of 38.129%. The professionalism factor may explain the difference of 38.129%. A cadet has a professional approach toward all of the assigned duties.

d.   Factor 4: Preventive Punishment

The fourth aspect in consideration of tactics for character education, personality, and professionalism of cadets is Preventive Punishment. The variance for this component is 25.456%. Variable X39 with the statement, "College supervision makes me more obedient to the rules."

Several issues must be addressed before addressing this research. First, this research examines how character education may help cadets develop their personalities and professionalism. The study's findings indicate that character education is essential in forming cadets' personalities and professionalism.

Second, this study investigates which variables most influence or contribute to implementing character education, personality, and professionalism in cadets. According to the study's findings, the professionalism component substantially impacts cadets' application of character education, personality, and professionalism. The most significant elements are a serious approach toward tasks and conviction in the outcomes obtained.

This study reveals that character education is crucial in forming cadets' personalities and professionalism. Professionalism characteristics and preventative punishment measures also influence character education implementation. These findings contribute to the development of character education in educational institutions and may be used as a reference for future character education policy decisions.

Conclusion

Several elements are considered in establishing cadets' character education method, personality, and professionalism, with preventative punishment implemented through rules, recommendations, orders, prohibitions, and discipline. When these rules and regulations are applied, preventative steps are taken to ensure that pupils do not conduct behaviors that breach the bounds of religious, social, and cultural standards.

Variable X18 in the character education component has an enormous impact, especially in behaving in discipline and according to established laws. X23 is the variable with the most significant effect on personality characteristics. It refers to operating with a complete feeling of responsibility in this circumstance. The most significant variable on the professionalism factor is X32, which states, "I am serious in carrying out my duties and confident in the results I achieve." Furthermore, variable X39, with the statement, "Supervision at the college makes me more obedient to the rules," has the biggest effect or contribution to the component of preventative punishment.

Acknowledgement

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