

Education Leadership in The Establishment of The Nation's Reserve Components

Hikmat Zakky Almubaroq

Defense Management Department, Universitas Pertahanan Republik Indonesia, Bogor,
West Java, Indonesia
Email : zakkyauri94@gmail.com

DOI: <http://doi.org/10.33650/al-tanzim.v6i4.3765>

Received: 29 May 2022; Received in Revised Form 27 July 2022, Accepted: 21 August 2022, Available online: 19 September 2022

Abstract:

This study aims to analyze and understand educational leadership in shaping the nation's reserve component at the Defense University of the Republic of Indonesia. This research uses a qualitative case study, where the researcher uses interviews, observations, and documentation to obtain accurate data. The data analysis was carried out circularly, starting from data collection, presentation, reduction, and conclusions. The results of the study indicate that the national reserve component program at the Defense University of the Republic of Indonesia uses the involvement of educational leadership in totality which is carried out through; exemplary transformational leaders, leadership, builds self-confidence, futuristic leadership, strengthens the code of ethics of local wisdom. This research has implications for the importance of establishing the nation's reserve component through leadership education from an early age to be able to foster the enthusiasm of the entire academic community in involving its potential as a component of the nation's reserves that can assist the main component in strengthening the nation's defense.

Keywords: *Leadership, Exemplary, National Reserve Component*

Abstrak:

Penelitian ini bertujuan untuk menganalisis dan memahami tentang kepemimpinan pendidikan dalam membentuk komponen cadangan bangsa di Universitas Pertahanan Republik Indonesia. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus, di mana peneliti menggunakan interview, observasi dan dokumentasi untuk mendapatkan data yang akurat. Analisis datanya dilakukan secara sirkuler, yang dimulai dari pengumpulan data, penyajian data, reduksi data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa, program komponen cadangan bangsa di Universitas Pertahanan Republik Indonesia menggunakan keterlibatan kepemimpinan pendidikan secara totalitas yang dilakukan melalui; keteladanan pemimpin transformasional, kepemimpinan membangun rasa percaya diri, kepemimpinan futuristik, memperkuat kode etik kearifan lokal. Penelitian ini memberikan implikasi terhadap pentingnya pembentukan komponen cadangan bangsa melalui kepemimpinan pendidikan sejak dini, sehingga mampu menumbuhkan gairah seluruh civitas akademika dalam melibatkan potensinya sebagai komponen cadangan bangsa yang mampu membantu komponen utama dalam memperkuat pertahanan bangsa.

Kata Kunci: *Kepemimpinan, Keteladanan, Komponen Cadangan Bangsa*

Please cite this article in APA style as:

Almubaroq, H. Z. (2022). Education Leadership in The Establishment of The Nation's Reserve Components. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 6(4), 1219-1231.

INTRODUCTION

National defense is the responsibility of all resources owned by Indonesia, especially citizens who were prepared from the start in order to uphold state sovereignty, territorial integrity, and the safety of the entire nation from all threats (Nurhuda et al., 2021). The defense aspect is the main factor ensuring a country's existence. The inability of a country to defend itself against external and domestic threats means the country's failure to maintain its existence (Indrawan & Efriza, 2018).

Terrorist radicalism has become one of the threats that, in the last ten years, has become one of the most challenging tasks to overcome (Assa'idi, 2021; Arifin et al., 2021; Rahmat & Yahya, 2022). The threats to national defense are carried out to maintain and protect the state's sovereignty, the territorial integrity of the Unitary State of the Republic of Indonesia, and the safety of the entire nation. The entry of anti-Pancasila ideology indicates that terrorism radicalism must be the main focus of state defense and security programs and policies (Sinaga, 2021).

Understanding these typical threats requires a different approach. The Indonesian National Armed Forces (TNI) and the Indonesian National Police (Polri) will undoubtedly find it difficult if they have to face them alone without support from all parties, with all the limitations that exist (Ubayanto et al., 2020; Silalahi, 2021). For this reason, the formation of a reserve component is an element of non-military defense forces, which assists the main component of national defense (Hidayat, 2022). This component must be carried out to strengthen the national defense, which can falter at any time (Widorekno et al., 2021).

State defense, in this case, is helpful as the primary teaching material given to members of the state defense reserve component. Defending the state is not a method of solving problems using militaristic methods, such as military education. However, defending the country raises awareness to every human being that amid an increasingly borderless world, nationalism and love for the homeland must still be prioritized (Supriyono et al., 2020). Thus, state defense must be part of the teaching materials given to reserve components because their task is to face threats that cannot be handled only through military (physical) strength alone (Rusfiana, 2021).

Many big countries have involved a reserve component in strengthening national defense by requiring students to be drafted into the military, as well as the discourse of the Indonesian government wanting to have a reserve component among the youth. One of the government policies, especially in the scope of national defense, is to form a Reserve Component that comes from the recruitment of civil society and can be applied to students so that they have a fighting spirit in defending the State (Revelationdi et al., 2022). Of course, several universities enthusiastically welcomed this discourse, including the Defense University of the Republic of Indonesia.

The importance of reserve components in strengthening the nation's defense is very urgent and needed in building an understanding that young people love and have a sense of belonging to the nation. Many studies on

reserve components can contribute to the country, especially among youth (students); this research was carried out by Widorekno et al. (2021), who said that the reserve component is one component that can support the main component. Even now, the government, especially the defense ministry, is preparing to open a reserve component program. Then it was also emphasized by Hidayat (2022), who stated that the reserve component is somewhat crucial in strengthening a country's defense posture.

Furthermore, Roringkon et al. (2022) stated that the reserve component is a support component that has been fostered to be carried out using a systematic transfer to support the strength of the main component that can help strengthen the existing strength. The reserve component is only limited to basic military training for citizens who have passed the administrative selection and competency selection to be further organized in order to maintain preparedness if at any time it is needed for the interests of the defense and security of the Indonesian state (Susdarwono, 2020).

Seeing the importance of reserve components in assisting the main components, the state is guerrilla to form a defense system. At this time, the minister of defense is promoting the formation of reserve components in a universal defense and security system that involves all components of the nation. At the same time, Indonesia is in a period of demographic bonus. This bonus must be honed and trained so that it does not become a demographic disaster, especially among youth (students). With this, reliable educational leadership is needed in forming a new system among students, which, of course, can positively lead their fighting spirit with the right honing.

However, not all students have a fighting spirit with a strong spirit of defending the country, and not all students want to be a reserve component that is expected by the state; of course, this is the duty of all parties educators in responding to this. Based on the results of observations made at the Defense University of the Republic of Indonesia by conducting interviews with several students, only a few students had a high fighting spirit; the rest were primarily ignorant students.

In addressing these problems, the Defense University of the Republic of Indonesia involves reliable and competent educational leadership in fostering the organization, especially developing reserve components among students. Because the involvement of reliable leaders can motivate young people (students) to be more nationalist, love the nation more, and care more about unity in the existing diversity. This departs from the research results of Fauzi & Muali (2018), which say that reliable leadership is considered capable of answering inequality through a reliable leadership frame. Reliable leadership is something that every organizational leader should have in overcoming problems. Furthermore, Fazira & Mirani (2019) emphasized that the expertise of leaders in directing their members will create the effectiveness of their leadership because morale, comfort, security, quality of work, and the level of achievement of an organization are influenced by a leader. This is also what the Universitas Pertahanan Republik Indonesia needs to anticipate and resolve problems.

The presentations from several researchers explained the importance of educational leadership in creating the effectiveness of promoted programs, such as printing the generation of spare components. Through the formation of a reserve component, it is hoped that later it will also participate in bringing back the souls of patriotism, especially in the millennial generation. Departing from the above, the researchers are interested in reviewing the educational leadership associated with the components of the nation's reserves. This study aims to analyze how educational leadership forms the components of the nation's reserves, especially in universities.

RESEARCH METHODS

This research is a qualitative research type of case study. The focus comprehensively describes the role, supporting factors, and efforts to form the nation's reserve component. This descriptive research aims to make a systematic, factual, and accurate description, picture, or painting of the facts, properties, and relationships between the investigated phenomena in the form of language and text in a specific natural context and using various natural methods.

This research was conducted at the Universitas Pertahanan Republik Indonesia, Bogor, West Java. This study explicitly describes educational leadership in creating a nation's component generation that can assist the main component in strengthening national defense. Researchers conducted interviews with the university's academic community of leaders, lecturers, and students to obtain valid data. Observations are carried out by directly observing field conditions related to the studied theme and documenting several activities and important related data.

The data analysis technique is carried out circularly concerning the opinion of Milles and Huberman, namely the overall data collection obtained from the field. The presentation and reduction of some data are carried out and end with the conclusion of the research, where the last activity is the findings of this study.

RESULTS AND DISCUSSION

Exemplary Transformational Leaders

The example of a leader in all aspects is also significant. Exemplary can be interpreted by setting an excellent example in all aspects (Manan, 2017). An exemplary leader can set an excellent example in all areas, such as discipline, attitude, etc., and should be easy, as the leader provides an example to follow.

Transformational leadership is defined as leadership that involves a change in the organization (as opposed to leadership designed to maintain the status quo) (Pratama & Elistia, 2020). This leadership is also defined as leadership that can motivate subordinates to perform at a higher level, exert more significant effort, and show a high commitment that is considered to be beyond their interests at that time (Pasolong, 2021). By innovating in educational leadership, the leader will get the phenomenon of change which, of course, can affect the quality and quality of existing education.

The example of transformational leaders inspires their subordinates to put aside their interests for the organization's good, and they can have a tremendous influence on their subordinates. This example is carried out by the rector or leader at the University of Defense of the Republic of Indonesia to further strengthen the nation's defense by innovating to create reserve components.

As expressed by the Chancellor as a leader in this institution, he said that leaders must be able to motivate those they lead to work hard in predetermined directions. "How to Motivate our employees is important because if you do not maintain the motivation and work orientation of your subordinates, you can be disoriented and demotivated." As leaders, we try to set a good example that can be imitated by our subordinates, even more so as an example for students.

Susilo Adi Purwanto, one of the leaders at the University, emphasized that by providing examples of transformational leaders by appreciating the hard work of the security apparatus in maintaining state security through various efforts. The task of students or youth is to maintain security by remaining creative and innovative in filtering any information, especially on the issue of radicalism.

Lutfi Adin as a lecturer at this University, also emphasized that every lecturer always tries to provide positive stimulation and motivation; it is an essential task for lecturers to provide examples that can be followed, especially in the sense of nationalism and love for the homeland, of course, this indirectly forms a more positive student personality and form a reserve component character that can be developed in further directions. That is why exemplary is the primary and most important educational tool because the transfer process is closely tied to the association between educators and students.

Then it was also expressed by Aris Sarjito, a lecturer, who said that the main task of children's education is to lay the foundation for moral education and outlook on life. Educators who are always role models, the quality of the process of adopting and absorbing everything that comes from educators is also substantial. This university's lecturers must set a good example for students. Based on the agreement, an internal meeting led by the Chancellor to form a reserve component is applied by example by all educators so that students can imitate and imitate educators (Almubaroq, 2021).

Idealist Influence

Idealized influence (charisma). Charismatic leaders can strongly influence members at the Defense University of the Republic of Indonesia so that members also have the same ideology and have a solid emotional bond with their leaders (Sumadi & Ratri, 2020). This can be seen from the behavior of the entire academic community at the university, where they all have strong and high obedience to their superiors, both lecturers and leaders. Researchers draw a common thread that these attitudes and behaviors are formed from an early age to become a positive organizational culture that can become a distinctive feature of the organization.

Idealized influence is carried out by leaders who have strong beliefs, high commitment, have a clear vision and mission, are diligent, hardworking

and militant, consistent, able to show significant, big and noble ideas, and can transmit them to members of educational organizations, able to influence and create strong emotions of members of educational organizations, providing insight and awareness of the mission, generating pride, and growing trust in members of educational organizations (Hakim, 2018).

This is expressed by Yusuf Ali, who said that the vision and mission of this university could be realized when the entire academic community unites to achieve it together. Of course, our innovative leaders have a high commitment to achieving the desired target. Likewise, with their followers, they must show a militant attitude and high commitment to their respective duties and responsibilities.

Through this behavior, the leader positions himself as an ideal figure who can be a role model for his followers, trusted, respected, and able to make the best decisions for his organization (Bakhtiar, 2019). Lutfi Adin said that leaders applied this leadership style at the Defense University of Indonesia. The leader's expertise in approaching their subordinates, both lecturers and students, makes them very close to the leader and able to follow the vision and mission agreed upon together. Globally, this leadership can bring awareness to followers, namely lecturers and students, by bringing up constructive ideas, synergistic, responsible relationships or relationships, educational concerns, shared goals, and moral values. This condition raises an implication for members of educational organizations on the importance of achieving collective rather than individual goals (Wah, 2019; Almubaroq, 2021).

This kind of transformational leader can change subordinates' perception of their work environment so that subordinates are highly committed to their duties. A leadership style that dares to take risks and acts consistently in completing its duties and responsibilities so that it can be relied on to do the right thing and shows high standards of ethical and moral behavior (Musdalifah et al., 2020).

Inspirational Motivation

Transformational leaders are inspiring leaders. His ability to communicate and apply the vision in daily activities makes members interested and more motivated to achieve goals. Inspirational motivation is carried out to inspire and motivate the behavior of educational organizations to achieve unimaginable possibilities, inviting members of educational organizations to view threats as opportunities for learning and achievement. Therefore, leaders can create educational and organizational systems that inspire and motivate, one such behavior is a challenge for educational organizations to achieve higher standards, or transformational leaders create a culture of daring to be wrong because mistakes are the beginning of a learning experience. This means that the dynamics of the reality of educational organizations can be balanced with constructive-solutional movements by the transformational leaders themselves.

Transformational leader behavior that inspires, motivates, and modifies the behavior of the components of educational organizations to achieve unimaginable possibilities, invites components of educational organizations to view threats as opportunities for learning and achievement. Thus

transformational leaders try to identify all the phenomena that exist in educational organizations with broad bodies, minds, and emotions. This behavior is implied in all components of an educational organization in an inspirational way with high ideas or ideas as motivation (Musdalifah et al., 2020).

As stated by Yusuf Ali, motivation within the scope of nationalism is always encouraged by the leader/rector at every opportunity. A high sense of love for the homeland instills morals and ethics in all institution components. Motivating students to be more competent in facing the challenges of the times and constantly innovating in instilling state defense to give students a fighting spirit in forming a solid reserve component.

Transformational leaders behave in ways that motivate and inspire those around them by providing meaning and challenge to work (Mastur et al., 2022). The team spirit is aroused, and enthusiasm and optimism will be displayed. Thus, leaders get followers actively involved with intense communication patterns and show commitment to shared goals and visions (Bakhtiar, 2019).

Intellectual Stimulation

Intellectual stimulation is a form of behavior in the form of efforts to increase followers' awareness of self and organizational problems and to influence them to view these problems from a new perspective to achieve organizational goals, increase intelligence, rationality, and specific problem-solving. This dimension also implies that an exemplary transformational leader must be able to act as a grower of creative ideas to give birth to innovation, as well as a creative problem solver to give birth to solutions to various problems that arise in educational organizations.

Based on an interview with one of the students at the Defense University of the Republic of Indonesia who said that the leader always carried out positive stimulation by looking at the nation's problems positively and looking at them from a different perspective, for example, when scarce fuels were the leaders gave a view with the pollution reduction sought by the government to overcome global warming, this makes us have an open mind from the inequality of the fuel problem. Leaders exemplify critical thinking in problem-solving to make students more critical in responding to negative issues.

This shows that the transformational leader is a mentor. Leaders serve their members by assisting them in improving their abilities and meeting their needs. His leadership attitude and behavior are based on developing science, and intellectually he can translate it into productive performance. Intellectual stimulation implemented at the Defense University of the Republic of Indonesia indicates that leaders encourage their followers to be innovative and creative in new ways to develop higher education for the better. Followers gather new ideas and creative solutions, including solving problems and finding solutions.

Individualized Considerations

Individual consideration displayed in the leadership system at the Defense University of the Republic of Indonesia is seen in the behavior of leaders who often reflect, think, and continue to identify the needs of their

employees, recognize their employees, delegate their authority, give attention, foster, guide, and train followers specifically and personally, in order to achieve the goals set by the university, providing support, raising and providing experiences about self-development of its followers (Jabbar & Hussin, 2019).

Lukman Yudho Prakoso said that what was done by the leadership provided personal and valuable experience to the entire community here in encouraging all parties to be even more enthusiastic in implementing the tri dharma of higher education, intensifying and instilling a positive influence on prospective reserve components. Leaders also made special attention to focusing more on lecturers and students to be more enthusiastic in proclaiming the strengthening of reserve components so that they could foster awareness in students.

This shows that the leader's behavior encourages members to take new approaches to existing problems through critical thinking. Applying a transformational leadership model supported by character and skills will simultaneously affect the personal development and productivity of each component of the organization (Samsu et al., 2021).

Leadership Builds Confidence

Self-confidence is one of the most important aspects of personality in human life. Confident individuals believe in their abilities and have realistic expectations; even when the individual's expectations do not materialize, individuals remain positive and can accept them (Perdana, 2019). Leadership that builds self-confidence can give him strong confidence to do or take action (Zaman et al., 2022). People who are not confident have a negative self-concept and lack confidence in their abilities because they often close themselves off.

The leadership displayed by the Defense University of the Republic of Indonesia in building reserve components is carried out with high confidence to achieve the desired target. With self-confidence, the fighting spirit to defend the country grows, and the desired sense of nationalism grows. The self-confidence emphasized by the leader will be able to respect others because he believes that other people also have abilities like himself. Meanwhile, individuals who lack self-confidence will have difficulty establishing relationships with others, are less responsible, always compare themselves, and are pessimistic.

As a lecturer at the university, Agus Sudarya said that the backup component program built with a strong sense of self-confidence could add strength to the foundation that had been built. At this university, the quality of service is also improved, which is closely related to student self-confidence, namely guidance and counseling. With quality guidance and counseling, student confidence will inevitably be excellent. If the quality of counseling services meets their expectations, students will feel confident in carrying out their activities.

The statement above shows that the excellent service shown in the leadership system in higher education will be able to build the confidence of the entire academic community and increase their confidence, thus providing freedom of expression and expressing opinions, especially in the reserve

component program conducted by students.

Self-confidence is an assessment of himself positively about his competence or ability to face various obstacles, challenges, or situations to stem various bad or negative influences from conditions of uncertainty so that he can quickly achieve success and success without relying on other parties. All activities can be accounted for by the community based on his knowledge optimally and maximally (Sulfemi, 2020).

Futuristic Leadership

Futuristic leadership is leadership that looks at the future and the achievements to be achieved. Leadership is a person's ability to influence others to work together according to a plan to achieve predetermined goals. Thus leadership plays a vital role in management; it can even be stated that leadership is the core of management (Gintings, 2008).

According to Yusuf Ali, the expected leader in achieving goals at the Defense University of the Republic of Indonesia is a transformative leader or future leader who is innovative, creative, courageous, religious, and responsible. Of course, it is not enough just to be equipped with the knowledge, but also a way of thinking. The way of thinking that must constantly be introduced and accustomed to by our leaders is a way of thinking to adapt in the future, namely analytical, critical, and creative.

The leaders show careful calculation and courage/strong determination at this university to achieve the program's objectives. Namely, the reserve component is reflected in the implementations outlined in the curriculum. The Chancellor or leader not only pays attention to the practicality of forming reserve components, but the leader prioritizes the process by strengthening the foundation by fostering a high sense of nationalism.

The role of the leader is huge in forming an innovative organization, and this role is difficult to replace by others. This is because to form an innovative organization; the most important thing is not to find as many creative people as possible to be employed in the organization. The most important thing is to create a process and environment that can help birth as many creative ideas as possible to realize the target of a better future.

The results of observations of researchers in the field show that the futuristic leadership displayed by the leaders at the Defense University of the Republic of Indonesia can become a motivator for the entire academic community, both educators, education staff, and students, to be more innovative and creative in spurring their enthusiasm to grow volunteerism into a reserve component that tough people who can help the nation sincerely and sincerely.

University is an ivory tower where the formation of intellectuals is expected to be the birthplace of future leaders who are superior in cognitive and mental maturity. This is to the four goals of the idealism of higher education. First, the objective emphasizes the ability to compete for job opportunities. Education will focus on acquiring specific skills and knowledge to excel in their field. Second, the goal emphasizes a humanistic orientation. Education helps develop reasoning skills so that they can be held accountable

for their statements of beliefs and actions. Third, the habit of systematically studying what is being done and starting to conduct limited studies is the basis for forming one's own opinion. The fourth goal is to answer social, economic, and justice challenges (Poernomo, 2020)

Strengthening the Code of Ethics of Local Wisdom

The code of ethics for local wisdom is a way of human intelligence possessed by certain ethnic groups obtained through community experience. This means that local wisdom is understood as a result of specific communities through their experiences and not necessarily experienced by other communities. These values will be very firmly attached to specific communities, and these values have gone through a long journey of time throughout the existence of that society (Muhammad et al., 2021).

Lutfi Adin revealed that by strengthening students' understanding of the code of ethics, local wisdom would open up students' understanding of the culture in Indonesia so that the sense of care, love, and sense of belonging to the nation is higher. This opens up more opportunities for students to be motivated to become part of the nation's reserve component.

The local wisdom possessed by the village community can affect the success of village development if it is used optimally. Priyatna (2017) states that local wisdom is a life value system inherited by ancestors in the form of religion, culture, or customs in the form of oral in the social system of society. Subiyakto & Mutiani (2019) said that local wisdom is interpreted as positive values that grow and develop amid society.

Each community has different local wisdom. Local wisdom is built and grown from the view of life and values that guide the community in carrying out their lives. Therefore, local wisdom is a form of culture (Saddhono et al., 2020; Amaliyah et al., 2022). Local wisdom is the values that apply in the social order, the truth of which is a guide in daily behavior (way of life) (Ramdiah et al., 2020). Local wisdom is usually taught from generation to generation and passed down from generation to generation, starting from the family to the community. Local wisdom can be realized in the form of objects (tangible) and intangible (intangible), for example, language, literature, arts, ceremonies, customs, kris, and so on (Iswatiningsih, 2019).

Using the code of ethics of local wisdom in promoting the components of the nation's reserves can foster student enthusiasm, and with this, it also makes it easier for leaders to modify programs with local wisdom to achieve more accurate goals.

CONCLUSION

A university must have enough human resources (HR) to face the future and need to develop human resources so they can excel, especially in understanding the importance of Indonesia's defense as technology advances and threats lurk. With competent leaders and educators in a university, the quality of education implemented for students will be more advanced. The educational leadership applied at the Defense University of the Republic of Indonesia in forming the nation's reserve component is very appropriate. The

involvement of leaders in motivating and supporting the reserve component program can grow new seeds that voluntarily want to be part of the reserve component to strengthen the nation's resilience.

The role of the leader in the formation of the reserve component at the University of Defense of the Republic of Indonesia is generally seen to be bearing fruit with the student's enthusiasm to participate in being part of the reserve component of the nation. By seeing significant progress, this program can foster students' interest in involving themselves in the reserve component promoted by the government, especially at the defense university of the Indonesian republic. However, this program certainly cannot be generalized to all universities. Because based on different characteristics and characteristics of the environment. Therefore, the researcher hopes there will be further researchers who can study and analyze the same case but with different and more complex characteristics.

ACKNOWLEDGMENT

The author would like to thank all parties involved in this research. Especially to the Rector of the Republic of Indonesia Defense University, Vice Admiral Prof. Dr. Ir. Amarulla Octavian, M.Sc., DESD., ASEAN Eng., and The Dean of Defense Management Faculty of The Republik of Indonesia Defense University, Major General Dr. Ir. Susilo Adi Purwantoro S.E., M.Eng.Sc, CIQnR., CIQaR., IPU, CIPA., ASEAN.Eng. thank you for all the help that has been given.

REFERENCES

- Almubaroq, Z. (2021). *Kepemimpinan Pendidikan: Pasca Adaptasi Kebiasaan Baru dalam Mendukung Ketahanan Nasional*. Sidoarjo: CV. Media Jaya Abadi.
- Amaliyah, A., Rahman, F., & Maryam, S. (2022). Enhancement School Competitiveness Through A Literacy Culture Based on Local Wisdom. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(3), 2325–2333. <https://doi.org/10.31004/obsesi.v6i3.2094>
- Fauzi, A., & Muali, C. (2018). Menelusuri Jejak dan Kiprah Kiai Mohammad Hasan Genggong; Dalam Membangun Kepemimpinan Spritual-Transformatif. *Jurnal Islam Nusantara*, 2(1), 17-31. <https://doi.org/10.33852/journalin.v2i1.56>
- Fazira, Y., & Mirani, R. (2019). Pengaruh Kepemimpinan terhadap Kinerja Pegawai pada Dinas Perpustakaan dan Kearsipan Kota Dumai. *Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan*, 4(1), 76–83. <https://doi.org/10.31851/jmksp.v4i1.2477>
- Gintings, A., & Si, M. (2010). *Esensi Praktis Belajar & Pembelajaran: Disiapkan untuk Pendidikan Profesi dan Sertifikasi Guru-Dosen*. Bandung: Humaniora Utama Press.

- Hakim, D. M. (2018). Pengaruh Kepemimpinan Transformatif terhadap Organisasi Pendidikan. *Vicratina: Jurnal Pendidikan Islam*, 3(1), 123–136.
- Hidayat, F. (2022). Urgensi Kebijakan Rekrutmen Aparatur Sipil Negara dalam Komponen Cadangan. *Jurnal Kebijakan Pemerintahan*, 5(1), 29–38.
- Indrawan, R. M. J., & Efriza. (2018). Membangun Komponen Cadangan Berbasis Kemampuan Bela Negara Sebagai Kekuatan Pertahanan Indonesia Menghadapi Ancaman Nir-Militer. *Jurnal Pertahanan & Bela Negara*, 8(2), 21–40. <https://doi.org/10.33172/jpbh.v8i2.395>
- Iswatiningsih, D. (2019). Penguatan Pendidikan Karakter Berbasis Nilai-Nilai Kearifan Lokal di Sekolah. *Jurnal Satwika*, 3(2), 155. <https://doi.org/10.22219/satwika.vol3.no2.155-164>
- Manan, S. (2017). Pembinaan Akhlak Mulia melalui Keteladanan dan Pembiasaan. *Jurnal Pendidikan Agama Islam -Ta'lim*, 15(1), 49–65.
- Muhammad, A. R., Suhaimi, S., Zulfikar, T., Sulaiman, S., & Masrizal, M. (2021). Integration of Character Education based on Local Culture through Online Learning in Madrasah Aliyah. *Cypriot Journal of Educational Sciences*, 16(6), 3293–3304. <https://doi.org/10.18844/cjes.v16i6.6559>
- Nurhuda, N., Widjayanto, J., & Prakoso, L. Y. (2021). Strategi Mencegah Munculnya Ekses Negatif paska Pembentukan Komponen Cadangan di Indonesia. *Jurnal Inovasi Penelitian*, 1(11), 2523–2536.
- Pasolong, H. (2021). *Kepemimpinan Birokrasi*. Bandung: Alfabeta.
- Perdana, F. J. (2019). Pentingnya Kepercayaan Diri dan Motivasi Sosial dalam Keaktifan Mengikuti Proses Kegiatan Belajar *Jurnal Edueksos*, 8(2), 70–87. <https://doi.org/10.24235/edueksos.v8i2.5342>
- Poernomo, B. (2020). Peran Perguruan Tinggi dalam Menyiapkan Pemimpin Masa Depan menghadapi Era VUCA. *Prosiding Seminar Stiami*, 7(2), 70–80. <https://doi.org/10.1016/j.ndteint.2017.12.003>
- Pratama, G., & Elistia. (2020). Analisis Motivasi Kerja, Kepemimpinan Transformasional dan Budaya Organisasi terhadap Kinerja Karyawan Dimediasi Kepuasan Kerja pada Angkatan Kerja Generasi Z. *Jurnal Ekonomi: Journal of Economic*, 11(2), 144–152. <https://doi.org/10.47007/jeko.v11i2.3503>
- Priyatna, M. (2017). Pendidikan Karakter Berbasis Kearifan Lokal. *Edukasi Islami: Jurnal Pendidikan Islam*, 5(10), 1311–1336. <https://doi.org/10.30868/ei.v5i10.6>
- Ramdiah, S., Abidinsyah, A., Royani, M., Husamah, H., & Fauzi, A. (2020). South Kalimantan Local Wisdom-based Biology Learning Model. *European Journal of Educational Research*, 9(2), 639–653. <https://doi.org/10.12973/eu-jer.9.2.639>
- Roringkon, D. L., Sarjito, A., & Saragih, H. J. R. (2022). Kesiapan Kapasitas Pengelolaan Komponen Cadangan Matra Darat Guna Memperkuat Komponen Utama TNI. *Manajemen Pertahanan*, 8(1), 84–107.
- Rusfiana, Y. (2021). Aktualisasi Sistem Pertahanan Rakyat Semesta (SISHANTA) dan Dinamika Potensi Ancaman. *Jurnal Moderat*, 7(3), 483–492.

- Saddhono, K., Ridwan, M., Suherman, A., Anwar, K., & Putri, N. Q. H. (2020). The Development of Interactive E-book of Teaching Indonesian for Speaker of Other Language (TISOL) Containing Local Wisdom with Scientific-Thematic Approach. *Journal of Physics: Conference Series*, 1573, 12002. <https://doi.org/10.1088/1742-6596/1573/1/012002>
- Sinaga, Y. T. (2021). Komponen Cadangan sebagai Wujud Bela Negara dan Strategi dalam Menangkal Ancaman Radikalisme-Terrorisme di Indonesia. *Jurnal Pancasila Dan Bela Negara*, 1(2), 49–58. <https://doi.org/10.31315/jpbn.v1i2.5513>
- Subiyakto, B., & Mutiani, M. (2019). Internalisasi Nilai Pendidikan Melalui Aktivitas Masyarakat sebagai Sumber Belajar Ilmu Pengetahuan Sosial. *Khazanah: Jurnal Studi Islam Dan Humaniora*, 17(1), 137–166. <https://doi.org/10.18592/khazanah.v17i1.2885>
- Sulfemi, W. B. (2020). Pengaruh Rasa Percaya Diri dan Gaya Kepemimpinan Kepala Sekolah terhadap Kinerja Guru di Kecamatan Ciampea Kabupaten Bogor. *Nidomul Haq: Jurnal Manajemen Pendidikan Islam*, 5(2), 157–179. <https://doi.org/10.31538/ndh.v5i2.557>
- Susdarwono, E. T. (2020). Analisis Terhadap Wajib Militer dan Relevansinya dengan Rancangan Undang-Undang Komponen Cadangan. *Khatulistiwa Law Review*, 1(2), 130–147. <https://doi.org/10.24260/klr.v1i2.86>
- Widorekno, R. A., Widorekno, R. A., & Supriyadi. (2021). Implementasi Nilai-nilai Bela Negara dalam Menghadapi Ancaman Non Militer (Covid-19). *Nusantara: Jurnal Ilmu Pengetahuan Sosial*, 8(4), 786–792.
- Zaman, U., Florez-Perez, L., Abbasi, S., Nawaz, S., Farías, P., & Pradana, M. (2022). A Stitch in Time Saves Nine: Nexus between Critical Delay Factors, Leadership Self-Efficacy, and Transnational Mega Construction Project Success. *Sustainability (Switzerland)*, 14(4), 1–19. <https://doi.org/10.3390/su14042091>