

Strengthening National Defense: Quality Management in Indonesian Army (TNI AD) Curriculum Development

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ABSTRACT

This research aims to analyze and describe the curriculum development management policies in the Indonesian Army's Infantry Education Center and Cavalry Education Center to enhance the quality of education curricula. This research employs a qualitative approach, using management and quality theories as analytical instruments. The management functions, including planning, organizing, implementing, and monitoring, are phased out according to these theories. Data collection procedures involve interviews, document analysis, and observations. The research findings reveal key aspects of the planning phase that need optimization. The combination of critical thinking and experience can lead to wisdom. Comparative studies can be beneficial when positive elements can be applied within educational institutions. Based on the research results, it is recommended that an organization that functions as a quality assurance body within the Infantry Education Center and Cavalry Education Center be established. Continuous human resource quality enhancement is also suggested to improve curriculum quality development management. It is hoped that various challenges in education implementation can be overcome, ultimately achieving the effective and efficient development of curricula.

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1. INTRODUCTION

The enhancement of human resources (HR) in defense can be achieved through the education provided by the Indonesian National Armed Forces (TNI). This aligns with TNI's foundation in safeguarding the sovereignty of the Unitary State of the Republic of Indonesia (NKRI), as stated in the preamble to the 1945 Constitution: "to protect the entire Indonesian nation and the entirety of the Indonesian homeland." The Indonesian Army (TNI AD) is a component of the Indonesian National Armed Forces (TNI) (Sekretariat Negara Republik Indonesia, 2004). This necessitates that TNI AD enhances its professionalism, particularly in developing defense human resources, primarily through education. Consequently, it is expected to address various threats, disruptions, challenges, and obstacles that arise because of global changes, especially concerning issues related to defense and security on land (Sebastian, 2018).

In its tasks, the Doctrine Development, Education, and Training Command (Kodiklat) of the Indonesian Army (TNI AD) adheres to a vision and mission that must be incorporated into the education curriculum. The concept of Kodiklat TNI AD is to be a professional military education institution within the land forces, while its first mission is to be responsible for the development of doctrine for land force operations, which will serve as a reference throughout the training and operational cycles. Additionally, Kodiklat plays a role in fostering education management and enhancing the human resources capabilities of TNI AD soldiers who uphold the Sapta Marga spirit and adhere to the Education Trilogy: Responsive, Adaptable, and Resilient. Lastly, Kodiklat is also responsible for nurturing the management of TNI AD subordinate units to improve their operational capabilities and readiness. The TNI AD doctrine, known as "Kartika Eka Paksi," is a guiding principle to strengthen the convictions and determination of all TNI AD personnel and is based on philosophical and conceptual foundations to serve as a guideline for everyone (Markas Besar Angkatan Darat, 2001).

The role of curriculum development management in enhancing the quality of education by Kodiklat TNI AD is crucial, especially considering the proliferation of various issues in Indonesia, particularly those related to defense and security, which are becoming increasingly complex and dynamic (Setiawibawa, 2017). As emphasized by Nurmantyo, (2016), in today's highly competitive global arena, the destruction of a nation does not always occur through conventional warfare by enemy states. Still, it can also take the form of new, often covert methods of warfare whose presence is difficult to detect but can have equally devastating effects, and sometimes even more so, than conventional warfare methods.

However, both military education and general education face challenges in their utilization. These challenges occur both within TNI AD units and among the general population. One of the reasons for this is the increasing number of students in Indonesia. This has prompted educational institutions to adopt better foreign systems (transnational education), altering the public's perception of local education (Winarno, 2014). Therefore, TNI AD education requires changes to ensure its continued existence as an institution representing Indonesia nationally and internationally.

Such changes can be realized if TNI AD can effectively manage and enhance accountability and proportional responsibility in improving its personnel's education quality. This aligns with the White Paper on Indonesian (Pertahanan, 2015), which states, "military defense development is to develop personnel, organizations, material, and facilities according to the fundamental needs of the TNI." This is expected to address the demands of these changes by implementing its core tasks.

This research is intriguing as it has identified the dominant factors, policies, and efforts in curriculum development management that support the success of educational quality at the Cavalry Training Center and Infantry Training Center. This study makes theoretical contributions by generating generalizations, principles, and arguments about implementing quality in education. As for practical benefits, the research findings provide valuable contributions as input and evaluation material in enhancing education delivery. It also serves as a reference for future researchers who will delve into studies on education within Kodiklat TNI AD units.

2. METHODS

In this research, the researcher employed a qualitative approach. Qualitative research is a research method grounded in post-positivism and is used to investigate natural conditions where the researcher serves as the key instrument. A sampling of data sources is purposeful, data collection techniques involve triangulation, data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning over generalization. Qualitative research is based on a holistic natural background, positions humans as the research instrument, conducts data analysis inductively, prioritizes the process over the results, and the research findings are agreed upon by the researcher and the research subjects (Sugiyono, 2009).

The methods to be used are survey and descriptive qualitative methods. The method is based on logic in that the data obtained and the research results follow reason, not out of one's mind. And

research that is corroborated by researcher experience data both directly and indirectly. Data collection techniques using interview techniques, observation, and document studies.

Table 1. Stages of Curriculum Preparation According to Interview Results

| Stages | Curriculum Preparation Steps |
|----------------|---|
| Planning | 1 The Army Branch Center and Kodiklat plan the type of education needed then propose it to the Kasad to determine the curriculum. |
| | 2 Program results and budgets form a curriculum working group that can be implemented after it is ratified. |
| Preparation | 1 Kodiklat and Branch Centers prepare curriculum drafting working groups according to the budget of the Indonesian Army. |
| | 2 The curriculum drafting team coordinates with the Technical Power Field and related Educational Institutions. |
| Implementation | 1 Curriculum preparation stage |
| | 2 Curriculum organization |
| Closure | 1 The working group carried out theoretical tests. |
| | 2 The working group makes theoretical test minutes on the curriculum. |
| | 3 Curriculum attestation and ready for distribution |

In preparing the curriculum by the Indonesian Army Training and Training Agency, the interview method can be divided into a series of stages, as described in Table 1. At the planning stage, the initial step involves the Branch Center and Kodiklat TNI AD, which designs various types and educational programs to meet the organization's needs. They proposed this plan to Kasad, who then determined the academic curriculum that would be integrated into the TNI AD program and budget. The second phase involves the results of work programs and budgets by the Indonesian Army Training and Branch Centers, forming a special working group to compile the curriculum. The curriculum can be operationalized after obtaining approval. In the preparation stage, by the program and budget of the Indonesian Army, Kodiklat and Branch Centers prepare personnel who form a working group for curriculum preparation. This curriculum drafting team is responsible for coordinating with the Field of Technical Power, which acts as a material coach in educational institutions related to the implementation of education. The curriculum is prepared according to a pre-designed plan during the implementation stage.

3. FINDINGS AND DISCUSSION

Management is everything related to expertise in planning, executing, and overseeing the effective and efficient utilization of resources to achieve a desired goal. The opinions expressed by several experts fundamentally revolve around it being a process of planning and implementing activities to achieve an organization's objectives by working collaboratively with others and utilizing available resources. Stoner offers various perspectives on the definition of management, as cited by Wijayanti, (2008). Management is a process involving planning, organizing, controlling, and leading multiple efforts by members of an organization. According to Terry (1986), the management process begins with planning, organizing, implementing, and monitoring. Management is a distinctive process consisting of planning, organizing, motivating, and controlling or supervising activities conducted to determine and achieve the organization's goals by utilizing human and other resources, as described by Freeze & Raschke (2007).

Meanwhile, according to White et al, (2018) management encompasses the entire group effort process, whether in the scope of government, public or private, civilian or military, large or small. According to Gie, (2000), management is the overall process of coordination in every collaborative effort of a group of people to achieve specific goals. Management is the complete collaboration process between two or more people based on rationality to achieve goals (Rohman, 2012; Tarigan et al., 2020).

3.1. Findings

3.1.1. Dominant Factors in Curriculum Quality Development Management

According to the Director of Doctrine, several dominant factors impacting education at Kodiklat TNI AD have been identified. These factors can arise within the education center's environment and external influences. Additionally, there are factors associated with the learners themselves. According to the education center staff in the Kodiklat TNI AD hierarchy, the dominant factors influencing curriculum quality development include:

Dominant factors at the education center include not all educational personnel capable of curriculum development as expected. While some have qualifications as military instructors, their numbers are limited. As a result, the products created in curriculum quality development give the impression of repetitive education. The methods from the received educational materials do not provide sufficient motivation for learning. Furthermore, there is also a dominant factor on the part of the education center, which is a time-related issue. Synchronizing the curriculum development process with the opening of education can be challenging, so sometimes education has already commenced, but the curriculum is not yet available.

A dominant factor frequently encountered by the education center is the limitation of necessary references. Given the increasing technological advancements, there is a need for new concerns related to these developments. Not only are there limitations in the quantity, but the quality of references provided by instructors or trainers specializing in the subject matter has yet to be adequately fulfilled.

3.1.2. Curriculum Quality Development Management Policy

In observing the curriculum quality development management process, the quality of personnel plays a pivotal role in producing the expected curriculum. It has become an organizational norm that personnel strive to demonstrate competence in their tasks. As previously understood, quality is inherently linked to self-esteem, so high-quality human resources will compete to showcase their strengths. Therefore, Kodiklat TNI AD consistently implements incentive mechanisms for educators and educational personnel.

Organizational changes within TNI AD are efforts to adapt to the increasingly dynamic environment, aiming to enhance the units' capabilities in fulfilling their national defense roles, duties, and functions. In line with this thinking, the policy regarding assessing the need for organizational formation and changes aims to achieve a professional, effective, efficient, and modern (PEEM) organization, enabling it to carry out its tasks and functions more optimally. The success in preparing TNI AD units that are Professional, Effective, Efficient, and Modern (PEEM) is fundamentally determined through an integrated and integrative development cycle of TNI AD functions, particularly in Doctrine, Education, and Training. However, various issues from field development efforts indicate suboptimal and unsynchronized implementation of Doctrine, Education, and Training within TNI AD.

The curriculum has been elaborated at the operational level, which is active and known within the Kodiklat TNI AD as the Educational Control Instrument, abbreviated as Katdaldik Operational Level. Information obtained in an interview with the Commandant of the Education Center explains that the Katdaldik Operational Level consists of instructional programs (Projar), educational calendars (Kaldik), detailed lesson frameworks (RPT), weekly schedules (Jadming), and teaching preparations (Siapjar). Implementing curriculum-related management policies by Kodiklat TNI AD includes curriculum development or revision. The stages involved are planning, preparation, execution, and conclusion.

In the planning stage, a curriculum is developed, beginning with curriculum planning. Kodiklat TNI AD, in collaboration with the Branch Centers, formulates a plan regarding the types and forms of education to be conducted. This is done to fulfill the capabilities of soldiers according to the organization's needs, and it is subsequently proposed to the Chief of Staff of TNI AD. Based on these

proposals, the Chief of Staff of TNI AD determines the curriculum to be developed and incorporates it into the work program and budget of TNI AD. Following the work program and budget issued by the Chief of Staff of TNI AD, Kodiklat TNI AD and the Branch Centers established a Curriculum Development Working Group. Once the curriculum developed by the working group is approved, it is then implemented in the following fiscal year. Consequently, the Education Center is expected to have sufficient time to prepare other necessary educational components.

3.2. Discussion

3.2.1. Dominant Factors in Curriculum Development Management

In their explanation during the interview conducted in the Infantry Education Center, the educational operations staff emphasized that a crucial aspect carefully planned for in every educational implementation is the Educational Control Instrument. At the curriculum level, this is also called the operational-level curriculum or the Educational Program (AP). This instrument governs and details several critical aspects of educational execution, including the topics taught to students, categorized according to their respective subjects. Furthermore, the objectives of each topic are outlined as guidelines for achievement. The lesson content for each topic is also included in this instrument, along with a breakdown of the time frame for education, which is detailed through both practical and theoretical methods in the classroom. Additionally, the Educational Program specifies each subject's categorization as essential, necessary, or beneficial. References used in teaching each subject topic are also described in this instrument.

According to the research interviewee, several dominant factors have been identified in explaining the implementation of curriculum quality development in education, which undoubtedly have consequences for providing education within *Kodiklat* TNI AD and at the education centers. These factors can also arise within the education center's environment and external influences. Additionally, there are factors associated with the learners themselves.

Therefore, motivating educators and educational personnel should continue to be a priority. In *Kodiklat* TNI AD, limitations in improving quality are still being faced due to the limited number of personnel and the allocation of teaching staff. On the other hand, education continues to be conducted, even with lecturers having to take on multiple roles in delivering content. The quantity of material assigned to lecturers has not yet been standardized. Efforts made so far have not led to standardization but are still the result of benchmarking studies from abroad. Therefore, *Kodiklat* TNI AD should consider initiating educational standardization. This effort is an integral part of curriculum quality development. Standardization across all education centers provides a standard benchmark for education centers within the *Kodiklat* TNI AD hierarchy in implementing the learning process. Standardization applies not only to the curriculum but also to the teaching staff. This is intended to ensure that educators in the education centers throughout the organization possess the same capabilities.

3.2.2. Curriculum Quality Development Management Policy

Planning involves setting targets to be achieved in the future. Planning entails defining actions and assessing various resources and methods (Nudin et al., 2023). In line with the research focus on curriculum quality development, the research has been interpreted to include management stages, efforts, and challenges encountered in the field. Related to the research focus, educational management, particularly concerning the curriculum, interviews and literature reviews have been conducted, along with direct observations at the research site, *Kodiklat* TNI AD, and its implementing units. Data related to curriculum-related management has been obtained from the research findings. Subsequently, the researcher can systematically explain the conclusions, starting from planning, organizing, implementing, monitoring, and evaluating. The management process has been implemented and is

ongoing to the present day; therefore, the obtained data is limited to 2016-2017 following data limitations.

The explanation about planning has shown that the curriculum quality development management planning conducted by Kodiklat TNI AD is not yet comprehensive. The existing planning is not systematically coordinated with educational institutions within the Kodiklat TNI AD hierarchy. On the one hand, its implementation involves other agencies from within and outside the country. The one-sided formulation of plans has resulted in education centers not fully understanding the planning process precisely. Although personnel have generally been involved in the curriculum development working groups to support these activities, the planning created has determined the objectives of the education programs. However, neither the user units nor the education centers that implement the education programs themselves have fully understood the goal-setting process within the curriculum because the education centers only serve as implementers in the curriculum, as explained above. This certainly affects the measurement of how far the expected objectives can be achieved and perceived by the user units. The planning described by the education center staff is not implicitly linked to the vision and mission of the education institution or the overall concept of TNI AD. Thus, the relationship between the planned curriculum quality development program and the idea of TNI AD has not been accommodated and incorporated into the education curriculum.

Thus, it can be confirmed that the Infantry Education Center deeply understands the objectives of curriculum development and enhancement programs. The Cavalry Education Center has also expressed the same sentiment. Furthermore, in terms of organization, the staff of Kodiklat TNI AD also appreciates the efforts made to improve the quality of educators and educational personnel within the education centers in nurturing educators and academic personnel in their respective environments, enabling them to have insights into how to develop and revise the curriculum as part of curriculum quality development. As for the explanation, the programs implemented by the education centers align with *Kodiklat* TNI AD, and many other activities are conducted jointly with the education centers within its hierarchy. Given that Kodiklat TNI AD also shares the same responsibility of mentoring educators and educational personnel in all education centers. The internal programs conducted by the education centers remind all that *Kodiklat* TNI AD and its hierarchy will improve the curriculum and enhance the quality of education.

According to the lecturer serving at the Education Center of Kodiklat TNI AD, the implementation of curriculum operation is heavily influenced by instructional tools and aids. This is because the materials provided need to be supported by such equipment. Still, the condition of this equipment has not kept up with technological advancements as expected in educational goals, which can hinder the achievement of educational objectives. Similarly, the quality and quantity of human resources will undoubtedly impact the curriculum's operational implementation if not in line with standards. The education process dramatically relies on facilities and infrastructure. However, facilities and infrastructure will experience a decline in quality over time. Since goods are received from the seller, they will undergo a decrease in both quality and quantity (Lestari et al., 2015). If facilities and infrastructure are no longer feasible, they must be replaced with more suitable facilities and infrastructure (Ridwanulloh et al., 2023). The management of facilities and infrastructure involves the overall provision of educational facilities and infrastructure, which is a deliberately planned and earnestly pursued process, as well as the continuous development of educational objects to keep them ready for use in the teaching and learning process, to make it more effective and efficient in helping achieve the established educational objectives (Suban & Ilham, 2023).

From the research findings, it can be concluded that curriculum management in the implementation has been conducted in line with curriculum development guidelines. The planning process carried out by the Education Center begins with submitting an education plan that will be held in the upcoming year. Based on this, Kodiklat will include that type of education in the work plan and budget. Subsequently, after approval from the Indonesian National Army (TNI AD), the next step is to establish education in the Indonesian National Army's work program. In its implementation, this is

accomplished by issuing directives or guidelines as a form of policy-level curriculum to ensure that education planning is carried out. This process will continue until the commencement of education.

3.2.3. Education Center in managing curriculum quality improvement

Effective learning is a measure of the success of the learning process, so several factors, such as the availability of learning resources, high motivation for learning, student activities, smooth network access, task results, sufficient materials, and supportive locations, are aspects that need to be considered (Rajab et al., 2023). Additionally, "Management is one of the skills needed in managing a program. The focus of the problem in this study is the program's planning, implementation, and evaluation," as stated in (Rahmawati et al., 2023).

One crucial aspect of implementing information and communication technology is the procurement, installation, and configuration of the necessary software and hardware to support data and information management within TNI AD environment. By facilitating the implementation of information and communication technology within the TNI AD, DisinfoLahtad can help enhance the efficiency and effectiveness of data and information management, expedite decision-making processes, and improve the TNI AD's capabilities in executing operational and administrative tasks (Mutaqin et al., 2023).

During the interview with the instructors at the Infantry Education Center, it was mentioned that efforts have been made to improve the education delivery to make it more comprehensive. These efforts include contributing to developing educational programs that represent the policy-level curriculum. Suggestions encompass the types of education required by infantry units as the end-users of the graduates' outcomes. Additionally, recommendations were made regarding the operational-level curriculum, including the Core Learning Plan and Educational Events. These input suggestions have been given; however, the situation in the field during education delivery may sometimes differ or remain the same as before. This is because of limitations in other aspects of management, such as planning. This stage requires sufficient time, but the gap between the determination of the education to be carried out and its actual commencement is minimal. As a result, efforts to improve the operational-level curriculum have not been fully maximized by the Education Center.

From the human resources perspective, the Education Center has also enhanced its quality through formal education attended by instructors, various training activities, and informal mentoring provided to newcomers by experienced instructors. This is intended to ensure a shared understanding in education delivery. Additionally, education planners are willing to continuously update the curriculum to align with technological advancements and tactics applied by the end-user units of the graduates. This ensures synchronization between the educational institution and the end users. The Education Center has also conducted benchmarking studies abroad regarding human resource quality. This program aims to ensure that the education cycle performed by the Education Center remains on par with other countries. Given that the quality of soldiers is a benchmark of a nation's defense strength.

3.2.4. Planning a curriculum quality development program

The submission of curriculum quality improvement program planning, implemented in the form of curriculum development and revision, should accompany a written plan on how the program will be executed. This is an organizational behavior that should be carried out. According to (Thoha & Setiawan, (2021), organizational behavior begins with the behavior of individuals within the organization. Coordination without thorough planning reflects unprofessional individual behavior. Therefore, this is necessary to ensure that relevant parties within the Kodiklat TNI AD and educational centers understand the program's vision for curriculum quality enhancement. Terry & Rue, (2010) defines management as a process or framework. Thus, Kodiklat TNI AD can base its curriculum quality improvement planning on the previously submitted proposal. This ensures the program is carried out efficiently and effectively to achieve better graduate outcomes. Therefore, planning requires the

interconnection of other elements, such as administrative program development. The relationship between the planning and administration functions is to provide time and space for implementing parties and recipients of activities to adapt and determine their responses to the plans developed by *Kodiklat* TNI AD. Likewise, for *Kodiklat* TNI AD, the responses received from educational centers serve as the basis for completing subsequent programs. This ensures that the maturity of the curriculum quality improvement planning process can be achieved. Quality, as a part of overall quality, is related to education, where curriculum development requires quality as its guideline. According to Pieters and Austin in (Sallis, 2012), 'quality is related to self-esteem and enthusiasm.' Human resources with the expected competencies will have a different motivation level than others.

The planning prepared for curriculum development is not only intended to anticipate and predict changes during the curriculum implementation phase. Clear instructions for field implementers must be included in the plan. According to Terry (2006), human resources is a critical aspect of management. In management, people are the operators who contribute to achieving organizational goals. Therefore, detailed guidance and directions will provide positive support for the human resources of the curriculum development team in structuring curriculum planning within the *Kodiklat* TNI AD environment.

The planning developed for curriculum development is not only to anticipate and predict changes during the curriculum implementation phase. Clear instructions for field implementers must be included in the plan. According to Terry (Terry, 2006), human resources is a crucial management aspect. They consider that in control, humans are the operators for achieving organizational goals. Therefore, detailed guidance and directions will provide positive support for the human resources of the curriculum development team in organizing curriculum planning in the *Kodiklat* TNI AD environment.

In addition to the educational roadmap, it is also necessary to be supported by an academic strategic plan. This way, curriculum development management becomes directed according to the program. Based on the program, as previously explained, it includes objectives for easier supervision. Therefore, the phases of the curriculum development plan of *Kodiklat* TNI AD should be as transparent as possible in its objectives and included in the established roadmap. This will serve as a control tool for achieving the desired educational goals. The importance of control as a form of supervision is a benchmark for *Kodiklat* TNI AD regarding curriculum development. Furthermore, it can also be used as an evaluation tool to assess how the curriculum aligns with the dynamic needs of the quality of learners. Fundamentally, the determinant of educational success is the resulting graduates' professionalism when deployed in operational units.

Terry & Rue (2010) states a "plan is a document used as a scheme to achieve objectives." Plans typically include resource allocation, schedules, and other crucial actions. Programs can be categorized based on scope, time frame, specificity, and frequency of use. However, delays often occur in the context that concerns educators in educational institutions regarding curriculum planning. Additionally, even new curricula are approved just before the start of the educational program. Indeed, this is not in line with the theory stating that the time frame is an important aspect that education planners should be vigilant about. Delays indicate that the planning aspect has not been well implemented.

Therefore, the organization must implement its plans accurately and foster unit interaction. This helps create effective teamwork in curriculum planning. Handoko (1995) states, "The organization's goals are statements about conditions or situations that do not exist now but are intended to be achieved through organizational activities." Therefore, the organizing body responsible for curriculum preparation should understand that what they are doing is for future activities, not just the present. Consequently, the organizational mindset should not perceive their actions solely for the present moment. Therefore, an organization's planning capacity requires a broad perspective of corporate principles.

According to Kabeyi, (2019), organizing involves assigning individuals according to their abilities to achieve the organization's goals. This phase aligns with what Kodiklat TNI AD has implemented by creating an organizational structure for the curriculum development workgroup based on the abilities and expertise within the *Kodiklat* TNI AD unit. In terms of management aspects, it has been explained that organizing using a functional organization involves aligning human resources, tasks, and resources within the organizational structure. Consequently, this forms a unified organizational behavior in curriculum development that can achieve overall quality. Furthermore, organizational behavior is a means of interconnection involving various aspects of human behavior within an organization or a specific group. The elements it generates influence the organization of individuals, and conversely, the factors it causes can influence individuals within the organization. Thus, the curriculum development workgroup organization and revision or curriculum development processes can become more effective.

This research focuses on the development management policies in the Indonesian Army's Infantry Education Center and Cavalry Education Center, specifically in the context of curriculum quality. The research questions that guide this study include: What are the dominant factors, policies, and efforts in curriculum development management that support the success of educational quality at the Cavalry Training Center and Infantry Training Center? How does implementing curriculum quality development in education impact education provision within Kodiklat TNI AD and at the education centers? What are the limitations in improving quality due to the limited number of personnel and the allocation of teaching staff? How can standardization across all education centers be achieved to provide a standard benchmark for education centers within the Kodiklat TNI AD hierarchy in implementing the learning process?

Therefore, the organization planned by *Kodiklat* TNI AD in the form of the curriculum development workgroup is considered appropriate. An organization's management aspect should also be linked to utilizing other resources in the curriculum quality development program. When forming workgroups, involving human resources from other institutions or fields is necessary to make the organization appear more comprehensive.

Through the discussion outlined above, dominant factors in curriculum quality improvement management must be given due attention to serving as an evaluation basis for establishing a good curriculum. Interaction within curriculum improvement management between planners, implementers, and evaluators must be continually developed to create synergy in their tasks. Standardization of education components, including the curriculum, has been established. These standards should be adhered to achieve the desired curriculum quality. This synchronization occurs when planning based on previous evaluations is consistently applied. The key is to ensure sufficient planning time so that the implementation of the curriculum, especially at the operational level, can align with the planned objectives. Proficiency in curriculum development tasks cannot be separated from the quality of human resources. A sense of pride in the study as a noble endeavor is yet to be cultivated, and the perspective that curriculum development is just a routine task should be eliminated to emphasize the seriousness of the work.

4. CONCLUSION

The study concludes that curriculum development management in the TNI AD Training and Education Command (*Kodiklat* TNI AD) has followed the stages of management functions, supported by policies aimed at improving the quality of education at the Training Centers. However, the implementation of character values is still dominated by physical and physiological importance, and the quality of human resources in curriculum development needs improvement. The research also suggests that the organization planned by *Kodiklat* TNI AD in the form of the curriculum development workgroup is considered appropriate. It emphasizes the need for interaction between planners, implementers, and evaluators within curriculum improvement management to create synergy in their tasks. The study also points out the need to standardize education components, including the

curriculum, to achieve the desired curriculum quality. This research has some limitations in quality improvement due to the limited number of personnel and allocation of teaching staff. The quantity of material provided to lecturers has not been standardized, and the efforts made so far have not led to standardization but are still the results of benchmarking studies from abroad. For future research, it is recommended to extend the data collection period to provide a more comprehensive understanding of the curriculum development management policies. It would also be beneficial to explore strategies for overcoming the limitations in human resources and the allocation of teaching staff. Further research could also focus on developing a standardized curriculum and teaching materials to enhance the quality of education.

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