

Comparing Akademi Militer, Indonesia (AKMIL) and Korea Military Academy (KMA) for Chulachomklao Royal Military Academy (CRMA) in Internal Leadership and Civic Education¹

Received: October 18, 2018

Revised: June 28, 2019

Accepted: July 5, 2019

บทความวิชาการ

Chanyapat Wiphatthanananthakul²

Abstract

The leader's personality, the behavior or attitudes of each cadet can be trained and cast with arising critical thinking, practicing and embracing his mind, body and soul since stepping into the military academy. To educate, train, and instruct cadets, every military organization with well structured systems has to apply, alter and adapt to internal and external factors where various alternations exist in the world. The attitude and behavioral system of Akademi Militer, Indonesia (AKMIL) were influenced by the Dutch and the Japanese. Some cadets studied at various US Army academies. Several US Army Academy curriculums were changed and applied by adapting to its factors; geography, demography and social conditions with some revolutions. Basic training courses of Korea Military Academy (KMA) cultivate democratic culture, military training systems strictly enforced on "The Cadet Honor Code" to and Academic Curriculum adapted to its external demands. These are at the significance points of AKMIL and KMA were interviewed and compared with for the Chulachomklao Royal Military Academy (CRMA) education and training development program. This paper would elaborate to formulate CRMA military development as adopting and attributing to AKMIL and KMA advantages.

Keywords: Leadership, Military, Academy

¹ This research was granted by the Thailand Research Fund (TRF) Year 2015

² Law and Social Sciences Division, Academic Department, Chulachomklao Royal Military Academy
E-mail: chanyapat.w@gmail.com

บทคัดย่อ

บุคลิกของผู้นำ พฤติกรรม หรือทัศนคติ ของนักเรียนนายร้อยแต่ละนายจะได้รับการฝึกและหล่อหลอมจากการคิดเชิงวิพากษ์ การฝึก และการสร้างร่างกาย จิตใจ และจิตวิญญาณ ตั้งแต่ก้าวเข้าสู่สถาบันการศึกษาทางทหารหน่วยงานทางทหารทุกหน่วยงานที่มีโครงสร้างของหน่วยงานที่ดีจะช่วยปรับเปลี่ยน และประยุกต์ปัจจัยภายในและปัจจัยภายนอกที่มีการเปลี่ยนแปลงอยู่เสมอในโลกใบนี้ เพื่อให้ให้ความรู้ให้การฝึก และให้การอบรมกับนักเรียนนายร้อยระบบการปรับทัศนคติและพฤติกรรมของโรงเรียนทหารอินโดนีเซียได้รับอิทธิพลมาจากประเทศเนเธอร์แลนด์และประเทศญี่ปุ่น และอดีตนักเรียนนายร้อยบางส่วนได้รับการศึกษาจากสถาบันการศึกษาทางทหารสหรัฐอเมริกา หลักสูตรการศึกษาของโรงเรียนทหารอินโดนีเซียได้ถูกปรับจากหลักสูตรที่มาจากหลายสถาบันการศึกษาทางทหารสหรัฐอเมริกา เพื่อให้เข้ากับปัจจัยของภูมิศาสตร์ ประชาชน และสังคมที่มีการปฏิวัติอยู่เรื่อยมาของประเทศ โรงเรียนนายร้อยเกาหลีเริ่มปลูกฝังวัฒนธรรมประชาธิปไตยตั้งแต่หลักสูตรการฝึกขั้นพื้นฐาน “ระบบเกียรติศักดิ์” ถูกบังคับใช้อย่างเข้มงวดในระบบการฝึกทางทหาร หลักสูตรการศึกษาได้มีการนำปัจจัยภายนอกมาปรับให้เข้ากับความต้องการต่างๆ ของประเทศ นัยต่าง ๆ ข้างต้นจึงเป็นที่มาของการสัมภาษณ์และเปรียบเทียบเพื่อเป็นแนวทางการพัฒนาหลักสูตรทางการศึกษาและการฝึกโรงเรียนนายร้อยพระจุลจอมเกล้า (ร.ร.จปร.) บทความชิ้นนี้ได้พิจารณาและปรับข้อดีต่างๆ ของโรงเรียนทหารอินโดนีเซีย และโรงเรียนทหารเกาหลีและนำเสนอการพัฒนาการทางทหารสำหรับ ร.ร.จปร.

คำสำคัญ: ผู้นำ, ทหาร, การศึกษา

Problems of Leadership

“Not by fitting to ride a horse on the day of the battle, Napoléon might have won at Waterloo. Not by being less successful in finding wine and dissolute companionship in early life, Alexander might have found new worlds to conquer.” To do so, in early life he, the cadet, should acquire habits of moderation in eating, drinking, working, and playing activities any one of which if carried to excess may impair his effectiveness as a leader. However, an ideal (of) leader with qualities beyond subaltern grades, a disciplined and orderly mind must be acquired professionally by thinking hard as body working (Taylor, 1977). Many competent, intelligent and reliable officers remain dull, unimaginative, and uninspiring which are incapable of stirring a pulse, raising a cheer, or moving a soldier toward the enemy. This is a fundamental and problematic aspect of leadership. The Success of leadership is reflected by indicators that can be determined based on the leader’s personality, the behavior or attitudes of the persons led by him, or the results of the organizational processes” (Rosenstiel, 2002). That means that, for one thing, it is difficult to determine the success of leadership and, for another thing, a certain effect can never be attributed to one specific form of leadership. However, the leader’s personality, the behavior or attitudes of each person can be trained and cast with arising critical thinking, practicing and embracing his mind, body and soul since stepping into the military academy.

An Education for Military Leadership in the 21st Century

Even in a world of change, some things never change. Society will always need educated and honorable men who are always needed to lead lives of meaning and usefulness to others. In a military academy, an undergraduate's experience is more complete and transformative than in an ordinary college or university, where it can provide and be more versatile in its applications than a military service academy affords. Military academies engineer a differentiated education. Its efficacy is by arousing the well trained, cast, practiced and embraced the mind, body and soul. These processes could lead him to become more professional in and for a military leadership role.

Military leadership is the process of influencing others to accomplish the mission by providing purpose, direction, and motivation. the Command is the authority a person in the military service lawfully exercises over subordinates by his rank and assignment or position. Military leadership is an art, a creative activity based on character, ability, and mental power; such as the meaning of leadership in German as "Führung" which means "command and control". Military Leadership from an organizational point of view is a social entity that permanently pursues a specific goal and has a formal structure that helps to focus the activities of the members of the goal pursued (Keller, 2014).

To educate, train, and instruct cadets, every military organization with well-structured systems has to apply, alter and adapt to internal and external factors where various alternations exist in the world. Akademi Militer, Indonesia (AKMIL) and Korea Military Academy (KMA) were interviewed and compared with the Chulachomklao Royal Military Academy (CRMA) education and training development program.

AKMIL's Leadership Development

AKMIL Overall, AKMIL was founded in 1945 by Major General Hartomo. In 1950, no adolescent scarified to be a soldier and some cadets were sent to the Netherland's Military Academy. At that time, the attitude and behavioral system of AKMIL were influenced by the Dutch and the Japanese. In 1957, some cadets studied at various US Army academies, and therefore several US Army Academy curriculums were changed and applied by adapting to Indonesia factors; geography, demography and social conditions with some revolutions. In 1998, with the "National Acts" for military operation for war and for peace time and in order for the military to support local and civilian government, the government changed military's doctrine through education and implementation of a new curriculum with the agreement of social and humanitarian rights information to instruct the cadets, which based on National and International factors, also at



civilian high school level. In 2009, The Indonesian Army and National High Education Ministry from civilian universities developed and combined the curriculum for AKMIL Certificate as a Diploma IV to a Bachelor Degree that was evaluated and changed every 2 years with a spread of 80% on military subjects and 20% on non-military subjects. In total, 156 credits for both academic and military credits were available within a 4 year studying period. Between 2011 and 2012, AKMIL improved a new curriculum system from teacher-based to student-centered learning, based on 2 way communication; that comprised of self-learning, small group discussion and physical activities. In 2015, AKMIL started to accept female cadets after following the Police Academy. AKMIL's vision is for "Professional Officers and that are loved by the People". AKMIL shapes up cadets to become disciplined, skilled, and quality personnel officers.

The aims of the AKMIL education system are for the Soldier of Sapta Marga to be:

- 1) A Citizen of the Republic of Indonesia, which Bersendikan Pancasila;
- 2) We are Patriot Indonesia, supporter and defender of the State Ideology, who is responsible and knows no surrender;
- 3) We are Warrior Indonesia, who are devoted to God Almighty, and advocates honesty, truth and justice;
- 4) We are the Indonesian National Armed Forces, State and Nation is Bhayangkari Indonesia;
- 5) We are the Indonesian National Armed Forces, we uphold discipline, are submissive and obedient

to the leadership and uphold the attitude and honor;

- 6) We are Indonesian National Armed Forces, prioritizing heroism in the performance of our duty, and always ready to devote ourselves to the State and the Nation;
- 7) Our Indonesian National Armed Forces, loyal and keeping promises and the Soldier's Oath.

3 criteria that are emphasized on

- 1) Attitude Behavior 35%;
- 2) Science and Skill 40%;
- and 3) Physical Fitness 25%.

For Attitude Behavior: mental attitudes, mental ideology, and mental soldiers are implemented into the Soldier's oath "Sapta Marga". With this assessment, the cadets have their rights to report friends, juniors, and seniors. For Sciences and Skills: basic military knowledge, high intellectual, military and non-military lecture, and academic responsibilities are implemented. For Physical Fitness: physical ability, endurance, fitness, and training are prepared to be a good trainer for their unit, as an officer.

The academic section covers 6 departments:

- 1) Technical Administration;
- 2) Social and Languages;
- 3) Management Administration;
- 4) Mathematics Sciences and Technology;
- 5) Civil Engineering and
- 6) Mechanical and Electrical Engineering.

With the following subjects: Globalization, Political, International Law, Humanitarian Law, Psychology, Management, Operation, Economics, Logistic, Finance Administration, Organization Theory, and Organizational Behavior (Conflict Negotiation subject is taught by a civilian university

professor). Under the Educational Wing, AKMIL controls the curriculum, instructional packages, instructors, staff, cadets, instructional methods, instruction equipment, educational facilities, educational evaluation, and budgets. In the first year, cadets from the Army, Navy and Air Force are integrated and study together at “Central Indonesia Armed Forces Academy” for military academic, military training, military doctrine, and basic humanity and history education. Afterward, they choose their branch for their career path, for them to study at the right and for a straight major in their field. For example, the cadets who choose Infantry, Armored Forces and Field Artillery study Defense Management. For Administration and Support, study Defense Administrative. For Army Engineer, Ordnance and Army Aviation, study Defense Engineer. For Engineering and Topography, study Defense Electrical Engineering. For Air Defense Artillery and Army Artillery, study Civil Engineering. During the fourth year, cadets study Special Forces in readiness to serve on their unit.

In the classroom, cadets are expected to stand up or do pushups by themselves, if they feel sleepy or when they have fallen asleep. This responsibility is taught by their seniors. During Social Sciences classes, cadets are separated into 3 or 4 groups for discussion times. Science classes are taught by using PowerPoint and whiteboard. There are only 2 chances to take each subject’s examination; otherwise, the cadets will have to repeat the class. There has been no cheating at

AKMIL for many years since one of the cadets was expelled. English, is the only foreign language taught. History and Social Economic of Indonesia have been studied since high school. Politics of Indonesia are studied continuously. Global Politics are taught during the third year. International politics are learned during discussion and seminar classroom sessions. Humanitarian Law, Military Law, and International Law are taught to all cadets. Their Research Subject is taken during the second year and their Research Coordination Subject is taken in the fourth year class. Cadets are expected to begin their research project on a general topic about Indonesia at AKMIL. For Research Coordination Subject: the Army, Navy, Air Force, and Police Academy cadets will be coordinated with civilian university students, people, and local governments on an island to practice communications and research together. This will allow them to understand what skills they will need when they become a platoon leader in the Army. The topics are about tolerance, social society problems, flooding, health, and well-fair. For Engineering majors the cadets coordinate with civilians and utilize laboratories at the university in Jakarta and Yogyakarta. Following this, they will present their papers.

Both Academic and Military subjects are needed in the Army. The curriculum is changed by The Chief of Army, the Alumni’s experiences, and International Globalization, especially, Social Sciences subjects such as ‘Leadership in Military’ at the Platoon leader level, to communicate



well with society. These Leadership subjects are prepared to step by step from high school, Central Indonesia Armed Forces Academy, AKMIL, Officer Basic Course, Officer Advanced Course, Commander Staff College for their future career to serve the Army. For example, if the Army's weapon changed from M16 to SS1 type, the curriculum will also change. Changes are coordinated together to comment and recommend the changes of the curriculum as a whole. For Military Training, from the first to second year cadets, AKMIL develops personal knowledge and physical fitness, through the Guidance and Counseling methods of 'how to live as a soldier.' The military training can only be ordered by command and which is physical training with no physical contact allowed. During the first 3 months the cadets have no academic classes. After that period, they are trained in both physical and academic studies.

Female cadets live in different barracks from male cadets. All the training and activities are the same as male cadets, however, some criteria are slightly different. They can work as a pilot or in the communication branch. Dating between male and female cadets is not allowed. There is no wifi in the barracks, only in the library and mobile phones are not allowed in the Academy. The end stage of cultivating cadets is for them to serve as a platoon leader. Cadets have to manage their time and are responsible for their academic and military training. They have to wash and iron their clothes and uniforms.

Also, with 500 different tribes in the country, cadets are trained under immense pressure and efforts to be able to cope with and respond to normal and crises.

AKMIL's Organization, each Academic Dean usually holds his position between 1.5-2 years. However, the curriculum is revised and developed from time by time by curriculum staff and heads of each department during the academic term. The Civilian Servants (10%) and Civilian Officers (60%) become instructors at AKMIL. Professional instructors as rotating professors; ranking from Captain to Lt. Col. (30%)-who are the best officers in the Army-applied to teach and instruct cadets on how to live and become a 'Professional Officer' for 2-3 years. The rotating professors will also be promoted in the Army and become Commander Staff College and then be positioned at each Unit in the Army, but most of them will spend their soldier's life at AKMIL. However, at the Cadet Regiment Unit, captains commanding the 2nd, 3rd, and 4th year cadets, also teach Academic subjects to cadets. Instructors have no academic ranking of Assistant, Associate, or Professor, However, each instructor needs to do their research as a Degree or Position is not important as the quality of research, and improvements in their teaching methods. Female instructors used to hold the position of the Head of Department of Languages and hold the rank of a Colonel.

KMA's Leadership Development

KMA Overall, KMA was founded in 1946 with a 2-year curriculum and later converted to 4-year in 1950. In 1998, female cadets were admitted. There is no military preparatory school in Korean. All cadets graduated from high school at an age of 17-21 years old. KMA trains the cadets based on 3 motives: Wisdom and Creativity, Integrity, and Courage with the motto of "Future of KMA, Future of Korea".

In 2016, 62 Professors were holding civilian posts out of the 30 Professors, 20 Associate Professors, 70 Assistant Professors, and 4 Civilian professors throughout the 15 academic departments that hold Dual Degrees-Bachelor of Science and Bachelor in Military Science. The cost of educating each cadet is US\$ 200,000 over 4 year. The average size of each class is 15 cadets, but the maximum number is 20. Between 10-15% of cadets dropped out without having to repay any fees. This will then leave the majority of the cadets with the ability and competency to graduate. Most of them drop out because of their inability to accept the military system, rather than academic factors. After graduation, all male cadets have to serve in the army for a set period time.

The Academic Curriculum is changed by external demands, on a regular basis: 1) Changes every 3 years by the Defense Ministry which focuses on the demand of the army, for the cadets becoming leaders in the army; 2) Changes from society advances and social factors, as they are required to cope and make decision upon recent issues. The curriculum is also controlled by the

Education Ministry with prior approval of the Superintendent and the Chief of the Army. However, some minor changes can be done within KMA. 60% of the curriculum is a required course and 40% is the selective course for the cadet's major. Each cadet must deliberate 15-20 pages on their thesis. For the humanity classes, each section covers, 50% fundamental discussion (is a fundamental), 25% presentation and 25% lecture. Some humanity classes limit the lecture time to 15 minutes. Major Hee-Yong Yang suggests that teaching Military Ethics is to embody the cadets with mindsets in balancing the aptitude of citizenship and military. This is done by criticizing the dictatorship and each democratic period which has been taught since high school, because of the huge changes in democracy during 1987. Most of the history books were written and commented on by the government, to change the citizen's mindset about democracy and human rights. There is a Leadership Department at KMA, to focus on how to be a leader in the future. Also, in the Military Strategy subject, it emphasises on the political and ethics topics.

With everyday physical training in the late afternoon, some cadets are exhausted in class. Therefore, they freshen themselves up or sometimes on the professor's order stand next to him on the stage, and write notes on the blackboard. 40% of female cadets study Social Sciences and 60% study Engineering. For male cadets, there is a 50-50 split between Social Sciences and Engineering. Only 5% of cadets choose to change from Engineering to Humanities.



Military training and education focus on the long perspectives of senior officers' experiences and foster expert professional soldiers, emphasizes on the military training as much as its education. The goal of the training is to equip cadets with the basic knowledge, qualities of military experts, and cultivate leadership. These can embrace their mental and physical abilities to respond to normal and crises.

KMA separates each semester into one summer semester for military training and two academic semesters for academic education, to balance military training and academic sections. However, there is a physical training period of 2 hours a day after the afternoon class. For the first year cadet, there are basic training courses of 4 weeks to cultivate the democratic and responsibility of Korean citizens as Rats. With the hard training, homework and assignment of the 1st year cadet are less than the 2nd, 3rd, and 4th year cadets. Between 8-10 pm, all cadets have to work on homework and reading. Playing games and surfing on the internet is not allowed. Military training system between cadets can only be ordered between superiors and juniors in each leadership company but are not allowed after 8 pm. Also, the company leaders or superiors keep an eye on and advise the juniors on what the Do's and Don'ts are.

"The Cadet Honor Code" from West Point was adapted to KMA as well. A formalized statement is "a cadet will not lie, cheat, steal, or tolerate those who do". This social protocol system

can shape up the standard ethics expected of cadets. With the writ from the Court and gender equality in the society, KMA started to accept female cadets in 1998 with 10% of all cadets. Military training between male and female cadets is of an identical standard with some little differences to the physical criteria. Sexual relationships are not allowed but they can date each other if they are in a different company. They live in separate rooms but together within the barrack with male cadets. Female officers are allowed to deploy to the field and the hostile border area of the two Koreans. However, they are not permitted in the red zone with North Korea. They can become not only an army pilot but one in the Navy and Air Force. However, the highest rank of the female officer can obtain is Lieutenant Colonel, but the Korean Army is in the process of promoting female officers to be Colonel soon. The Korean military organization is in a very high pyramid organization structure. There are only 6 four-star General. Most military units are located outside of Seoul to protect against any staging of revolutions developing. The similarity to all military organizations, they have their own oral and written statements which are concrete and focused on its mission and vision of its own country and military dimensions. In the following, some examples will be given to show how the leadership and leaders are characterized in the command regulations of (the) CRMA and how they are described as they should ideally be.

What's the next step for CRMA's Leadership Development Program

First and foremost, according to military regulations, military command is: “an art, a creative activity based on character, ability, and mental power. Its tenets cannot be described exhaustively. It is neither compatible with formulas nor with rigid regulations, but every military leader has to be guided by clear principles.” (BMVg 2007: No. 1003) The regulations, thus, declare the leader to be an artist of character. With the Royal guidance of Somdet Phra Paramindr Maha Chulalongkorn congratulating (to) cadets on 26 December 1909 as follows

“...Military Leadership, to be successful, it has to be controlled by Superiors appropriately. Even though we have many soldiers, without those superiors on the battlefield, those soldiers would not be able to defeat the enemy. Commissioned officers with knowledge and intelligence are necessary for commanding in normal situations and leading to the Victory...Those commissioned officers, You, could not be trained from any other places, must be trained from a Military Academy. As a consequence, you must try to persevere Excellency in studying your own major and prepare to perform in the most important function. Serving King as celebrating the blessings is to protect our freedom of our homeland...”

CRMA also adapted West Point's military and education curriculum, however, as time passed by, the introduction to the cadets was not effectively or seriously enforced. This paper

would elaborate to formulate CRMA military development as adopting and attributing AKMIL and KMA advantages. With Military Personnel Act by BMVg (1956) which stated that “Superiors are that personnel who are authorized to issue orders to other military personnel. They are appointed by a statutory regulation based on their position, rank, a special directive, or their declaration”. CRMA cadets must learn and become aware of the process to be trained and infused with arising critical thinking, practicing and embracing the cadet's mindset, body and soul by CRMA.

Not every Military Academy, but almost virtually all Military Academies in the world adhered to the European and the United States Military Academy curriculum as all nations continuing battling with wars or revolutions. Likewise, initiating the consequences of the weapon industry is determined and alternated by the defense innovations of responding to each tactical technique and strategy of a war of each Nation. Therefore, education management for Military Leadership in Military Academy should compose of 1) Educational Wing with Social Sciences, Sciences, and Engineering; 2) Military Wing with Martial Arts and Historical Battles and 3) Military Leadership with Physical Fitness. Not only leading military units into the battlefield but conquering subordinates with commanding effectively is an essential trait. Educational curriculum of each military academy has to adapt to its own internal and external factors; Knowledge and Ability of its Army staff such as: a professor



in military academy; the military acceptance with the country's regime; economic conditions; and external threats from other countries with cooperation, both from the bottom-up or the top-down from instructors; Academic Department; Cadet Regiment; Superintendent; Chief of the Army; Ministry of Defence; and Alumni's experiences.

Conclusion

Many competent, intelligent, and reliable officers remain dull, unimaginative, and uninspiring which are incapable of stirring a pulse, raising a cheer, or moving a soldier toward the enemy. This is a fundamental and problematic aspect of leadership. It is difficult to determine the success of leadership, however, in a military academy, an undergraduate's experience is more complete and transformative than in an ordinary college or university, where it can provide and be more versatile in its applications than a military service academy affords. Military academies engineer a differentiated education. Its efficacy is by arousing the well trained, cast, practiced and embraced the mind, body and soul. These processes could lead him to become more professional in and for a military leadership role.

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well with society. These Leadership subjects are prepared to step by step from high school, Central Indonesia Armed Forces Academy, AKMIL, Officer Basic Course, Officer Advanced Course, Commander Staff College for their future career to serve the Army. KMA's academic curriculum is changed by external demands; the demand of the army, from society and society factors, "The Cadet Honor Code" from West Point was adapted to KMA as well.

CRMA's academic curriculum also adapted from West Point's military and education curriculum, however, as time passed by, the introduction to the cadets was not effectively or seriously enforced. Education management for Military Leadership in Military Academy should compose of: 1) Educational Wing with Social Sciences, Sciences, and Engineering; 2) Military Wing with Martial Arts and Historical Battles and 3) Military Leadership with Physical Fitness. Educational curriculum of each military academy has to adapt to its own internal and external factors; Knowledge and Ability of its Army staff such as: a professor in military academy; the military acceptance with the country's regime; economic conditions; and external threats from other countries with cooperation, both from the bottom-up or the top-down from instructors; Academic Department; Cadet Regiment; Superintendent; Chief of the Army; Ministry of Defence; and Alumni's experiences.

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