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Exploring The Impact of Discipline Training at Yonif 328 Dirgahayu Military Barracks on Young Adults Behavioral Transformation: “A Qualitative Study”

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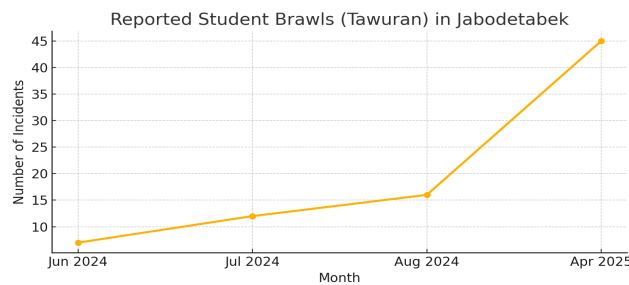
Abstract: This study explores the impact of discipline training conducted in a military barrack setting on young adults behavioral transformation in response to rising juvenile delinquency and weakening personal discipline among Indonesian youth, particularly in Depok, West Java. The program, implemented by Yonif Dirgahayu 328, incorporates physical training, national value reinforcement, and structured character development within a disciplined, regimented environment. Implementing a qualitative phenomenological approach, the study examines how this intervention shapes responsibility, leadership, and patriotism among young adults aged 13–15. Data were gathered through semi-structured interviews, focus group discussions, and participant observation involving students, parents, teachers, military instructors, and program coordinators. Thematic analysis identified notable behavioral changes such as improved time management, greater respect for authority, enhanced collaboration, and emotional regulation. Despite these gains, participants faced challenges in sustaining disciplined behavior post-program, particularly when returning to unsupportive home or school environments. The findings underscore the importance of sustained reinforcement from families and educational institutions to ensure long-term internalization of the values instilled during the training. While discipline in a military barrack presents a promising alternative for character education, its effectiveness relies on adaptive, collaborative support systems involving educators, caregivers, and policy stakeholders.

Keywords: Discipline In Military Barrack, Young Adults’ Behavior, Character Transformation, Yonif Dirgahayu 328, Qualitative Study.

INTRODUCTION

The increasing prevalence of juvenile delinquency, ranging from armed brawls and bullying to drug abuse, has placed the issue of discipline at the forefront of Indonesia’s child protection and character development agenda. Media outlets regularly report student clashes, particularly in the Jakarta metropolitan area (Jabodetabek). For instance, a large-scale brawl

erupted at Pasar Gembrong, East Jakarta, on January 1, 2024, and a similar incident in Kemang, Bogor Regency, claimed a student’s life on June 5, 2025. West Java, home to the largest school-age population in the country, has become the epicenter of such occurrences, underscoring the urgent need for systematic interventions to curb youth violence.



Source : Research Results

Figure 1. KPAI Annual Data on Youth Violence in Jabodetabek

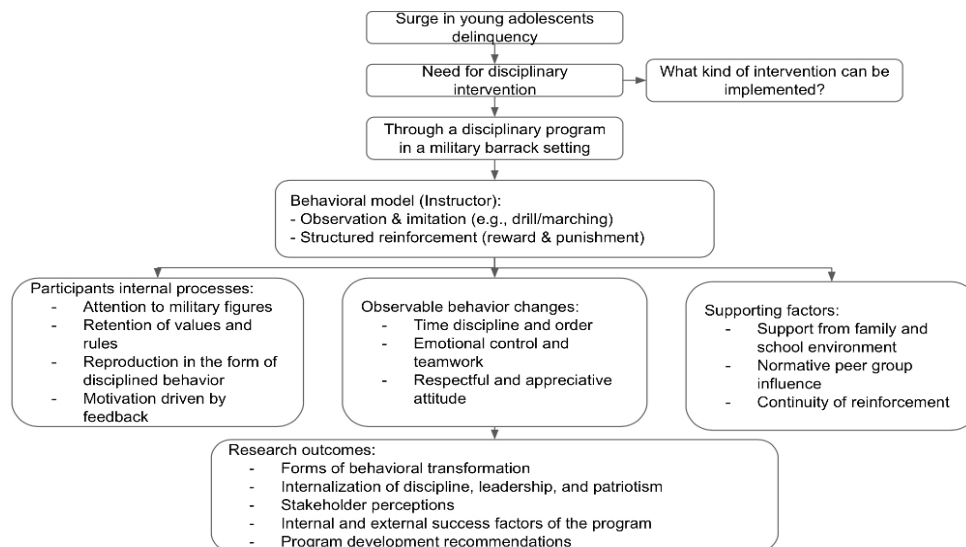
This surge in deviant behavior among young adults is inextricably linked to a multifaceted interplay of individual and social factors, including inadequate parental supervision, permissive school cultures, and digital media exposure that normalizes aggression. In response, local governments, educational institutions, and law enforcement continue to explore effective strategies beyond punitive measures. One nationally recognized model is the discipline training program conducted in military barracks, a short-term quarantine initiative facilitated by the Indonesian National Armed Forces (TNI), integrating physical training, civic education, and community service.

The use of military-style discipline as a character-building approach is not a new discourse. Theoretically, it is rooted in several developmental psychology and sociology paradigms. Social Learning Theory (Bandura, 1977) posits that individuals adapt behavior through observation, imitation, and reinforcement. The presence of uniformed instructors and a standardized reward-punishment system creates a strong modeling environment. Social Control Theory (Hirschi, 1969) similarly explains how commitments to authority and collective norms reduce deviance behaviour; the hierarchical structure of the military barracks reinforces boundaries often blurred in everyday social environments of young adults.

The youth training model employed at Infantry Battalion 328/Dirgahayu can be analyzed through lenses such as transformational leadership, ecological systems theory, character education, and self-determination. This approach instills values of nationalism and discipline through both symbolic and physical activities. However, its long-term effectiveness hinges on whether these values are sustained within the family and school contexts. International analogues, such as boot camps in the United States, Canada, and Australia have demonstrated more positive outcomes when combined with psychological support and family involvement. In Indonesia, research on such interventions remains limited, especially qualitative studies that explore the lived experiences of young adults, parents, and teachers.

Based on this background, the present study is designed as a qualitative phenomenological investigation into behavioral transformation among young adults who have completed discipline training at Yonif 328/Dirgahayu. The research specifically examines the interactional dynamics within familial and educational environments. The theoretical framework integrates social learning theory, social control, transformational leadership, ecological systems theory, character education, self-determination, and reintegration theory, offering a multi-perspective lens to analyze both individual and structural change. The study emphasizes subjective meaning, power relations, and identity negotiation in students post-training, aligning its findings with national media reports on the escalation of juvenile delinquency in West Java.

The objectives of this research are to: 1) Identify and comprehensively describe the patterns of behavioral transformations in young adults following their participation in military-style discipline training at Yonif 328/Dirgahayu; 2) Explore the values of discipline, leadership, and patriotism instilled during the training process; 3) Analyze the perceptions of key stakeholders (young adults, parents, teachers, and trainers) regarding the program's effectiveness; 4) Identify both internal and external factors that influence the success or failure of value internalization after the completion of the programme; and 5) Formulate strategic recommendations for character education development through partnerships among military institutions, schools, and families systems.



Source : Research Results

Figure 2. Conceptual Framework

Transformational Leadership Theory (Bass & Avolio, 1994) asserts that leaders can inspire significant behavioral changes in subordinates by articulating a compelling vision, providing intellectual stimulation, and demonstrating individualized consideration. In the context of field training, this is often conveyed through slogans, chants, and nationalistic narratives that serve as catalysts for the internalization of transpersonal goals among participants.

Bronfenbrenner’s (1979) Ecological Systems Theory views young adults’ behavior as the outcome of layered interactions, from the microsystem (family, school), mesosystem, to macrosystem levels (public policy, national culture). When youth return home and to school after training, the sustainability of newly internalized discipline values greatly depends on the alignment between military norms and the cultural practices within these two key environments.

Character Education Theory (Lickona, 1991) further contributes to the conceptual foundation by emphasizing core moral virtues, such as integrity, respect, and responsibility, as essential to human development. In Indonesia, these principles have been institutionalized through the Ministry of Education and Culture’s Character Education Strengthening (PPK) Movement, which promotes five core values: religiosity, nationalism, integrity, independence, and mutual cooperation. Practices in military training programs, such as marching drills, patriotic chants, and community service are conceptually aligned with the values of nationalism and integrity. Nevertheless, developmental psychologists have warned that command-based, non-dialogical training may undermine young adults’ need for autonomy, as articulated in Self-Determination Theory (Deci & Ryan, 2000).

Following the quarantine phase, the adjustment process toward prosocial identity can also be interpreted through Reintegration Theory (Maruna, 2001), which emphasizes the

importance of constructing a positive future narrative and receiving meaningful support to maintain behavioral changes.

Empirical studies on similar models in Indonesia remain sparse and predominantly quantitative, often limited to short-term assessments such as discipline scores or academic performance. Few studies have focused on Infantry Battalion 328/Dirgahayu, despite its frequent selection as a pilot site for local government youth training initiatives in West Java. Furthermore, there is limited research tracing how behavioral changes are translated into the home and school contexts, the two most influential social spheres for continued development. This lack of qualitative understanding regarding the subjective experiences of young adults, parental narratives, and teacher perceptions reveals a critical gap between policy rhetoric and empirical realities.

Internationally, similar approaches have been applied in educational and juvenile rehabilitation settings. In the United States and Canada, boot camp-style programs have been implemented as alternatives to conventional juvenile justice systems. Reviews show that programs focusing solely on physical discipline are less effective in reducing recidivism, while those incorporating psychological counseling and emotional guidance yield more positive outcomes. A U.S. Department of Justice study comparing boot camps with traditional correctional institutions found that programs with therapeutic components, combining physical training, psychological sessions, and character education, produced better social adaptation and reduced deviant behavior among young adults. Likewise, evaluations in Australia and New Zealand emphasized the importance of family support and community integration in sustaining character change.

In comparison, the military-style training program implemented at Yonif 328/Dirgahayu in West Java adopts a similar framework of physical and nationalistic value-based intervention. However, research within Indonesia must investigate how the program's modules are translated into the structures of formal education and local family systems. Accordingly, it contributes not only to national discourse but also enriches global discussions on the effectiveness of boot camps and character interventions for at-risk youth through military approaches.

METHOD

This study applies a qualitative approach with a phenomenological design, aiming to deeply explore the subjective experiences of young adults participating in a military-style discipline training program at Infantry Battalion 328/Dirgahayu, as well as the behavioral changes they undergo within their home and school environments. The phenomenological approach is selected because it allows the researcher to understand the meanings individuals assign to their direct lived experiences (Creswell, 2015).

Data collection techniques include semi-structured interviews, focus group discussions (FGDs), and participant observation. Interviews are used to elicit personal experiences and narratives of behavioral transformation from the students' perspectives. FGDs are conducted with youth groups to capture social dynamics and collective perceptions, while participant observation is carried out at both the training facility and schools to validate participant accounts through direct observation.

A total of 96 young adults aged 13–15 years participated in the discipline training program. A purposive sampling technique was employed to support data source triangulation (Sugiyono, 2018). The study's participants include 10 young adults, 10 parents, 4 teachers, 2 military trainers, 2 program coordinators, and 1 program initiator.

Data analysis is conducted inductively and thematically. The analytical process follows the stages outlined by Miles & Huberman (1994): data reduction, data display, verification, and conclusion drawing. To enhance transparency, reliability, and traceability of the analytical process, NVivo 15 software is utilized to support coding, categorization, and the identification

of major themes reflecting behavioral transformation, changes in social attitudes, and the challenges of implementing discipline-related values in daily life. The validity of the findings is ensured through source, technique, and time triangulation, strengthening the reliability and credibility of the results. The use of NVivo 15 accelerates data processing, increases analytical rigor in meaning construction, facilitates the development of consistent thematic categories, and reduces the risk of manual coding bias, thereby ensuring methodological and scientific accountability.

As part of the preliminary exploratory process in qualitative findings, the researcher used NVivo 15’s WordCloud visualization feature to map the most frequently occurring words across participant narratives. This WordCloud helped identify key terms that signal dominant topics in interviews, discussions, and observations. The font size in the visualization reflects word frequency, the larger the word, the more frequently it appears in the raw data. This visualization serves as a starting point for the development of key themes that are subsequently analyzed in greater depth within the context of young adults behavioral transformation after completing the discipline training program.

RESULTS AND DISCUSSION

Based on data analysis using NVivo 15 for the study titled “*Exploring the Impact of Discipline Training at Yonif 328 Dirgahayu Military Barracks on Young Adults’ Behavioral Transformation*”, five major themes consistently and significantly emerged from participant narratives, including those of young adults, parents, teachers, trainers, and the Governor of West Java. These themes form a coherent and interrelated sequence in explaining the process and impact of behavioral transformation: training, discipline, change, support, and environment. Below is an integrated explanation of each theme:



Source : Research Results
Figure 3. WordCloud

1. Training: The Foundation of Character Intervention

Training refers to the entire intervention process conducted within the military barracks, encompassing physical exercises, reinforcement of national values, and structured character development. The program is designed not as a form of punishment, but as an “investment in character,” emphasizing education and experiential learning through role modelling. Activities such as marching drills, nationalistic indoctrination, and routine regulation serve as key instruments in shaping young adults’ mental fortitude. Trainers act as role models of discipline, implementing a “learning by modelling” approach. The training environment is

- structured yet humanistic, tailored to the psychological conditions of young adult participants.
2. **Discipline: The Core Value Instilled**
Discipline emerged as a dominant keyword in the word cloud and participant narratives. It is the principal outcome targeted through the training program. This includes time discipline (e.g., early rising, adherence to daily schedules), behavioral discipline (e.g., respecting teachers and parents), and emotional discipline (e.g., anger control, patience in conflict situations). Instructors cultivate discipline through strict rules, collective responsibility, and daily reflection. Discipline is not merely understood as rule compliance, but as self-regulation and personal initiative.
 3. **Change: Transformation of Attitudes and Behavior**
The term “change” in this context is transformational, encompassing cognitive, emotional, and behavioral aspects. Young adults exhibit improvements in personal responsibility, learning motivation, and social abilities such as collaboration and respectful communication. Parents and teachers observed that post-training, students became more obedient, emotionally open, and more aware of their social roles. While these changes were significant, they were not yet fully stable and remained vulnerable to environmental influences.
 4. **Support: The Key to Sustaining Transformation**
Support from parents, teachers, and institutions is essential for maintaining the outcomes of the training program after its conclusion. Without consistent reinforcement from the post-training environment, young adults face difficulties in upholding discipline. Teachers recommend follow-up mentoring and integration of training values into the school curriculum. Parents are encouraged to participate in pre-briefings and post-debriefings and to model disciplined behavior at home.
 5. **Environment: The Arena for Value Reintegration**
The home and school environments serve as critical testing grounds for the sustainability of training outcomes. When these environments are inconsistent, permissive, conflict-ridden, or unsupportive of new routines, young adults are likely to revert to previous behavioral patterns. Schools with lax rule enforcement pose challenges for students accustomed to the military training system. Therefore, cross-sectoral collaboration among families, schools, government, and the military is necessary to establish an ecosystem conducive to the reinforcement of disciplined character traits in youth.

The five themes outlined above constitute a continuous cycle of character development: beginning with training as the initial intervention, fostering discipline as the core value, leading to the desired behavioral transformation, requiring sustained support to uphold the outcomes, and ultimately depending on the surrounding environment to ensure long-term internalization of these values. If any single element within this cycle is weak, the overall transformation may be compromised or rendered unsustainable.

The West Java Governor’s Perspective on the Military Discipline Training Program for Students

According to direct interviews and a review of national media coverage, a comprehensive understanding was obtained regarding the West Java Governor’s perspective on the implementation of the military discipline training program for students, conducted in collaboration with the 328th Para Raider Infantry Battalion/Dirgahayu. The Governor emphasized that this program is part of a systematic effort to address the rising incidence of juvenile delinquency in West Java, a matter of serious concern for the provincial government.

a. Purpose of Program Launch

The Governor stated that the primary objective of launching the discipline training program is to instill core values of discipline, responsibility, and nationalism among students, particularly those identified as exhibiting deviant behavior or lacking discipline at school. He emphasized that the educational approach employed within the military setting is capable of shaping students' character and personality in a comprehensive manner, using methods that are firm yet pedagogically grounded. In his official statement to the media, the Governor affirmed that the program is “not a form of punishment, but an investment in character” for the youth of West Java.

b. Program Impact Evaluation

Based on reports from the Education Office and participating municipal/regency governments, the Governor noted a decline in deviant behavior and an increase in discipline and learning motivation among students who completed the program. Several schools reported improved attendance rates and greater student engagement in positive activities post-training. Nevertheless, he stressed the importance of conducting thorough, data-driven evaluations to ensure that the program's success is not merely symbolic but yields substantive and measurable impacts.

c. Alignment with Young Adults Developmental Needs

To ensure the program's compatibility with young adults' psychological and educational development, the local government has involved educational psychologists, school counsellors, and academics in designing the training curriculum. Emphasis has been placed on a holistic approach that extends beyond physical activities to encompass moral, social, and psychological dimensions. The training content has been adapted to promote autonomy, creativity, and individual responsibility among participants.

d. Strengthening Cross-Sector Collaboration

The Governor emphasized that the program's success relies heavily on synergy between local government, the Indonesian National Armed Forces (TNI), schools, relevant agencies, and the broader community. He advocated for the establishment of an intersectoral coordination forum to collaboratively design, implement, and periodically evaluate the program. Regular communication between regional leaders, military unit commanders, and school principals was also identified as critical for maintaining program continuity and ensuring the consistent transmission of its core values.

e. Long-Term Strategic Plans

In a direct interview, the Governor expressed plans to expand the program's reach to more municipalities across West Java and to initiate partnerships with additional military units. He is also considering integrating the program into the province's broader character education policy and developing a digital monitoring system to track long-term behavioral outcomes among participants. In response to input from civil society and education experts, the Governor committed to adjusting the curriculum and duration of training to remain aligned with child protection principles and humanistic education values.

Given the high enthusiasm among parents and students voluntarily registering for the program, there are plans to institutionalize it as a regular, fee-based initiative offered during school holidays. The program has thus far been deemed successful and has received broad support, suggesting that future funding need not rely solely on national or regional budgets. As an alternative, the Governor is proposing a cross-subsidization scheme, in which students from more affluent families would contribute financially, while those from underprivileged backgrounds would participate free of charge. This model is expected to strengthen the program's sustainability while preserving the principle of social equity.

Overall, the Governor views the program as a strategic initiative for cultivating a resilient, disciplined, and patriotic generation. He affirms that young adults character development requires a collaborative approach that is responsive to evolving social dynamics.

Participants' Perceptions of the Military Discipline Training Program at Yonif 328/Dirgahayu

Based on interviews and direct observations with several student participants, a comprehensive understanding was obtained regarding young adults' perceptions of their experiences in the military discipline training program at the 328th Para Raider Infantry Battalion/Dirgahayu. The findings reflect the emotional, cognitive, and behavioral dimensions encountered by participants during and after the completion of the training.

a. Emotional Experiences at the Onset of the Program

The majority of participants reported experiencing psychological shock and anxiety upon their initial entry into the military barrack. Several expressed feelings of fear, nervousness, and stress due to the unfamiliar environment marked by strict rules and constant instruction. One participant from Depok noted, "*At first I felt like I was being punished, but over time I realized the intentions were good.*" These initial fears typically subsided by the third or fourth day, as participants became more familiar with the instructors, daily routines, and group dynamics.

b. Behavioral Transformation Post-Training

Most participants indicated observable positive behavioral changes both at home and at school. They reported increased punctuality, such as maintaining regular sleep schedules and timely prayer routines, greater responsibility toward schoolwork, initiative in helping with household chores, and more harmonious family interactions. Interviewees stated they became "*more diligent in waking up early,*" "*more respectful toward parents and elders,*" and "*less reactive when criticized by teachers.*" These changes were also noticed by teachers and parents, though the extent varied depending on the participant's social context.

c. Adoption of New Habits

Frequently cited new habits included waking up earlier, making the bed, maintaining personal hygiene, and managing study time independently. Some participants also mentioned developing more respectful and formal communication patterns with parents and teachers. As one student shared, "*Now I'm used to greeting my parents before speaking.*"

d. Changes in Attitudes Toward Parents and Peers

Significant transformation was observed in interpersonal relationships. Within the family, participants became more respectful, took initiative in household tasks, and demonstrated greater adherence to home rules. With peers, they exhibited increased patience in resolving conflicts, greater openness, and more active contributions to group collaboration. Additionally, many participants showed increased initiative in leading group discussions.

e. Challenges in Sustaining Discipline

Despite these positive developments, participants faced various challenges in applying military-style discipline to their everyday environments. Key obstacles included unsupportive home settings, such as inconsistent parental role modelling, and peer pressure from friends who perceived the changes as "acting like military personnel" or "being uncool." Some participants struggled to maintain morning routines due to a lack of family support or misalignment with school schedules.

f. Impressions and Reflections on the Program

Overall, participants expressed positive impressions and a sense of pride in completing the program. They viewed the experience as distinct from conventional schooling, one that built mental and physical resilience and was rooted in practice rather than theory. Although many

initially resisted the idea of military-style training, they later reported feeling more confident, motivated to change, and open to longer or more advanced forms of the program.

g. **Willingness to Recommend the Program**

The majority of participants expressed an intention to share their experiences and recommend the program to peers, especially to those facing disciplinary issues, lacking academic motivation, or experiencing challenges at home or in their social environment.

From the participants' perspective, the military discipline training program at Yonif 328/Dirgahayu provided an intense, transformative experience that fostered new behavioral patterns. While challenges remain in translating these gains into their everyday settings, most participants demonstrated a positive response and internalized the program's core values. These findings underscore the importance of continued support from families and schools to ensure the sustainability of training outcomes.

Instructors' Perspectives on the Military Discipline Training Program at Yonif 328/Dirgahayu

Findings from direct interviews with instructors at the 328th Para Raider Infantry Battalion/Dirgahayu revealed their pedagogical approaches, observations of participant dynamics, and the technical and cultural challenges encountered in the implementation of the military discipline training program for students. Instructors emphasized that the program's success is highly dependent on the chosen training methods, the quality of interaction between instructors and participants, and the strategies used to adapt to the diverse characteristics of young adult learners.

a. **Core Methods of Discipline Training**

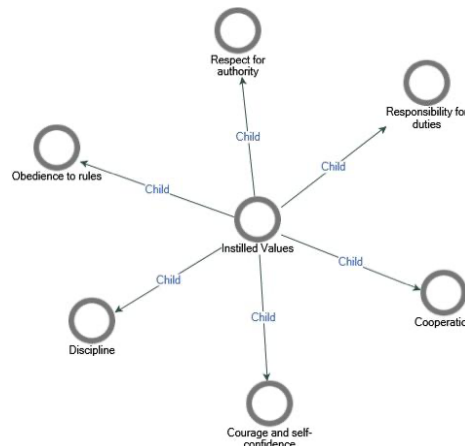
According to the instructors, the approach employed in this program draws on foundational military training methods, which have been pedagogically adapted for school-aged youth. These methods include light physical exercises, marching drills, strict daily routines, the introduction of national values, and the cultivation of time discipline and collective responsibility. The instructors also utilized a "learning by modelling" approach, whereby they served as role models exemplifying integrity, discipline, and measured assertiveness.

b. **Student Responses During Training**

In general, instructors observed that students' initial reactions during the early days of training were marked by resistance, complaints, and discomfort, especially in response to limited personal freedom and rigid schedules. However, by the third to fifth day, most participants began to display signs of positive adjustment, such as initiating early wake-up routines, improving personal tidiness, and developing teamwork skills. One instructor noted that students who were initially silent and withdrawn became key motivators by the second week of training.

c. **Significant Impacts on Student Behavior**

Based on informal observation and ongoing evaluation during the program, instructors identified the most significant behavioral changes as increased punctuality, improved compliance with instructions, and heightened awareness of individual roles within group settings. Some participants also demonstrated progress in emotional regulation and courteous behavior toward both peers and instructors.



Source : Research Results
Figure 4. Core Value Instilled

d. Strategy for Sustainable Value Internalization

The figure above illustrates the structure of values emphasized throughout the training program. Values such as discipline, responsibility, rule compliance, respect for authority, cooperation, courage, and self-confidence emerged as the most frequently coded nodes within participants’ narrative excerpts. Instructors emphasized that the methods employed were tailored to the developmental stage of the young adult participants, focusing not merely on physical conditioning but on mental and character formation. An empathetic approach, such as offering emotional support, building trust, and constructively addressing mistakes, proved effective in fostering participants’ self-confidence and openness.

Instructors acknowledged that character development cannot be fully achieved within the confines of the barracks. Accordingly, they employed strategies such as daily reflections, repeated small-task assignments, and group dialogues to support participants in internalizing the values and translating them into real-life practice. Furthermore, participants were asked to write personal commitment statements at the end of the program as a symbolic reminder of the values to be upheld at home and in school settings.

e. Challenges in Training Students from Diverse Backgrounds

One of the primary challenges faced by instructors was the diversity in participants’ backgrounds including differences in socioeconomic status, personality traits, and baseline levels of discipline. Some students entered the program with prior trauma or came from family environments that did not reinforce positive behavioral change. To address these challenges, instructors adopted a differentiated approach, adjusting their communication styles, providing extra attention to participants exhibiting high resistance, and leveraging more cooperative students to generate positive peer influence within the group.

From the instructors' perspective, the success of the military discipline training program at Yonif 328 depends not only on the training system itself but also on the instructors’ ability to foster emotional connection, manage group dynamics, and adapt military methods within a youth development framework. The values of discipline instilled during the program hold significant potential to be carried beyond the confines of the barracks, provided there is sustained support from the participants’ families and schools.

Parental Reflections within the Family Environment

Interviews with the parents of participants in the military discipline training program at the 328th Para Raider Infantry Battalion/Dirgahayu provided valuable insights into the program’s impact from a family perspective. Their views reflect perceptions of their children’s

behavioral changes, shifts in relational dynamics following the training, and the challenges of maintaining the continuity of disciplinary values within the home environment.

a. Behavioral Changes Observed in Children Post-Training

The majority of parents reported noticeable positive changes in their children's behavior following participation in the program. The most frequently cited improvements included punctuality, independence, and respectful conduct. One mother, identified as Participant OT-4, remarked, "My child now wakes up early on his own; I no longer have to wake him up repeatedly like before." Parents also noted reduced defiance and increased responsibility, particularly in completing schoolwork and assisting with household chores.

b. Impact on Parent-Child Relationships

Many parents shared that communication with their children had become more open and warm after the program. The children were reportedly more appreciative and receptive to parental advice. Several parents observed that the training made their children "more aware of the parents' role" and more sensitive to household rules. One mother, Participant OT-5, shared, "My child used to be quiet, but now engages more actively with the family."

c. Support for the Program

Almost all interviewed parents expressed strong support for the program, viewing it as a crucial intervention amid the current discipline crisis among young adults. They believed that without such experiences, today's youth would lack motivation and self-discipline. Nonetheless, some participants, such as OT-3 and OT-10, emphasized, "We hope the program includes more psychological and educational components, not just physical training and discipline."

d. Challenges in Maintaining Consistency at Home

Parents highlighted a major challenge in sustaining the discipline and routines introduced during training, particularly when their own schedules limited their ability to supervise their children continuously. External influences, such as peers who had not undergone similar training, were also cited as obstacles. Participants OT-1, OT-2, and OT-9 mentioned, "We also realize that other family members' roles can hinder our efforts to maintain our children's discipline."

e. The Role of the Family Environment in Supporting Transformation

Parents agreed that the family environment plays a central role in determining the success or failure of behavioral transformation post-training. Emotional support, consistent rule enforcement, and open communication were considered critical to ensuring that the values taught in the military training were sustained at home. In contrast, permissive, conflict-ridden, or unstable family environments tended to hinder the application of these values.

From the parents' perspective, the discipline training program at Yonif 328 Military Barracks is regarded as an effective initiative for shaping positive youth behavior. However, the sustainability of its impact relies heavily on the family's active role in fostering a supportive environment, modelling appropriate behavior, and applying consistent discipline. Parents are not merely beneficiaries of the program, but essential partners in preserving and reinforcing their children's behavioral transformation.

Observations from Educators in the School Environment

Interviews with educators who teach students participating in the military discipline training program at Yonif 328/Dirgahayu Military Barracks revealed various insights regarding changes in student behavior, academic responsibility, and adaptation challenges following the training. Teachers play a critical role in monitoring post-program transformation, as they engage directly with students within the context of formal education.

a. Observed Behavioral Changes

Most teachers reported noticeable positive behavioral changes among students who had participated in the discipline training program, particularly in terms of punctuality, orderliness, and respect for school regulations. These students arrived on time more consistently, were less frequently absent or tardy, and demonstrated improved classroom conduct. A school counsellor noted that a previously rule-violating student had begun to exhibit greater self-regulation.

b. Impact on Academic Performance and Classroom Conduct

Teachers generally observed improved classroom attitudes such as increased focus, seriousness, and willingness to follow instructions. However, academic performance outcomes varied, largely depending on each student's background. While the program appeared to strengthen study habits and attitudes toward learning, direct academic gains were not uniformly evident.

c. Changes in Social Interaction at School

Teachers also observed enhanced peer and teacher interactions. Students became more respectful, patient during conflicts, and cooperative in group settings. Some previously withdrawn or aggressive students began displaying leadership qualities and served as positive role models for their peers.

d. Post-Training Adaptation Challenges

Despite the improvements, some students experienced difficulties readjusting to the more flexible school environment. Feelings of frustration arose when encountering peers who had not undergone training and did not adhere to similar behavioral standards. This occasionally led to withdrawal or discomfort, which teachers interpreted as part of a transitional phase requiring additional support.

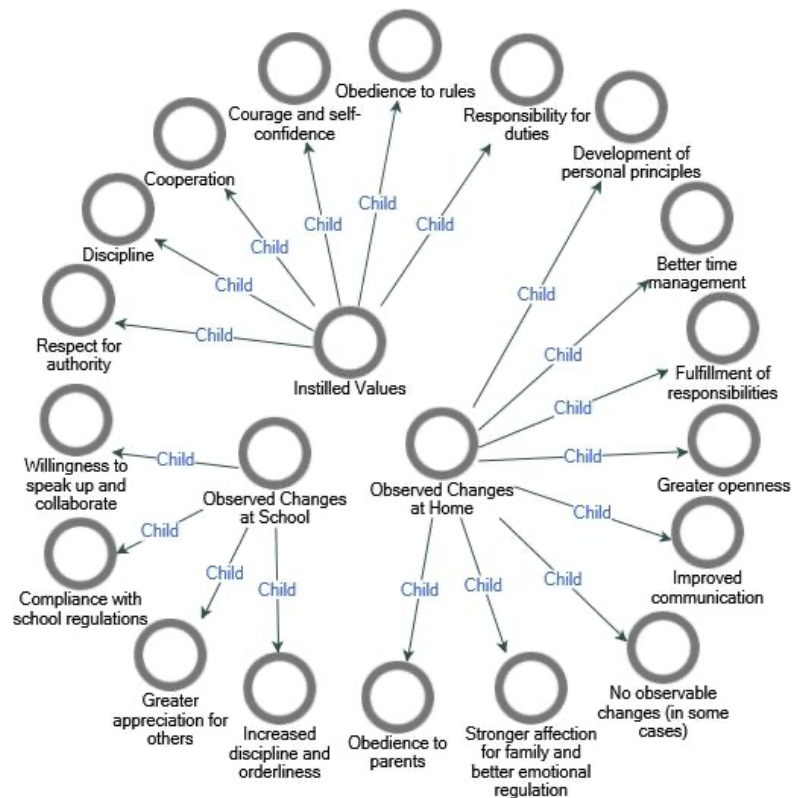
e. School Support for Sustaining Behavioral Transformation

Teachers emphasized that long-term behavioral transformation hinges on sustained institutional support. Suggested measures included:

- Regular counseling for post-training students.
- More consistent enforcement of school rules.
- Empowering trained students as class leaders or student council representatives.
- Continuation of character education programs aligned with the values instilled during military-based training.

From the educators' perspective, the discipline training program at Yonif 328/Dirgahayu significantly influenced students' discipline, social interaction, and sense of responsibility. However, ensuring the continuity of these changes requires the school to serve as a sustained environment for character development through supportive and consistent educational strategies.

As a result of thematic coding using NVivo 15, the visual below maps the continuity between the core values instilled through the military discipline training program and the observable behavioral changes in both family and school environments. This visualization illustrates how foundational values, such as discipline, responsibility, rule compliance, respect for authority, cooperation, courage, and self-confidence, contribute to a wide range of behavioral transformations within the two principal spheres of young adult life: the home and the school.



Source : Research Results

Figure 5. The Influence of Instilled Values on Behavioral Changes at Home and in School

At home, the changes observed include improved communication (more open and expressive), enhanced time discipline, increased obedience toward parents, better emotional regulation, and the development of a stronger sense of personal responsibility. In the school setting, transformations are reflected in rule adherence, cooperative behavior, willingness to speak in public, and heightened appreciation for norms and order.

It is important to note that while most participants exhibited positive changes, a minor category indicated “no change,” highlighting the diversity of individual responses to the training process. This finding underscores that behavioral transformation is a dynamic and context-dependent process, shaped by a variety of internal and external factors.

CONCLUSION

This study aimed to describe and analyze the behavioral transformation of young adults following their participation in the military discipline training program at the Yonif 328/Dirgahayu barracks, with particular attention to its impact on their behavior at home and in school. Employing a qualitative approach with a phenomenological design, the research offers significant insights into how core values, discipline, responsibility, and nationalism, instilled through military-based interventions, influence comprehensive changes in students’ attitudes and behaviors.

Overall, the findings indicate that the program successfully facilitated substantial behavioral transformation among participants. From the students’ perspective, they reported improvements in discipline, responsibility, teamwork, and more respectful communication with teachers, parents, and peers. Emotionally, while initial experiences were marked by fear and psychological shock, most participants later expressed pride and motivation upon completing the program.

Parents observed positive behavioral changes at home, such as increased independence, obedience, and open communication. Nevertheless, they acknowledged challenges in

maintaining consistency due to environmental influences and limited supervisory time. They emphasized the need for sustained emotional support and exemplary behavior at home to reinforce the program's values.

Instructors identified the program's effectiveness as rooted in pedagogically adapted military methods, including modelling by example and daily reflection. They highlighted the importance of building emotional rapport with participants and tailoring approaches to diverse social and psychological backgrounds.

Teachers reported positive impacts on student behavior, especially in areas of discipline, learning attitudes, and social interaction. However, some students struggled to adjust upon returning to the relatively less structured school environment. Educators thus recommended greater policy consistency and follow-up character education to sustain the transformation.

From the perspective of the West Java Provincial Government, particularly in Depok City, the program is regarded as a strategic response to rising youth delinquency. The Governor affirmed the initiative as a form of character investment, not punishment, and expressed plans to expand and integrate the program into broader character education policy.

In conclusion, the discipline training program at Yonif 328/Dirgahayu demonstrates strong potential to shape positive young adults' behavior. However, the sustainability of its impact hinges on cross-sectoral collaboration among families, schools, and government institutions. This study underscores the importance of collaborative, contextual, and continuous character education interventions to cultivate a resilient, ethical, and nationally minded young generation.

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