

Discipline or Pressure? Examining the Effectiveness of the KDM Military Barracks in Developing Students' Learning Motivation

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Abstract

The phenomenon of juvenile delinquency in West Java, Indonesia, has triggered a unique policy response from Governor Dedi Mulyadi, namely a rehabilitation program through military barracks for students involved in deviant behavior. This article aims to analyze the effectiveness of this approach in developing students' learning motivation, utilizing a theoretical review based on Self-Determination Theory, Attribution Theory, and Self-Efficacy Theory. The study was conducted employing a qualitative-descriptive method with narrative and reflective analysis of secondary data, encompassing media reports, public policies, and educational psychology literature. The findings indicate that although the military barracks program may yield short-term behavioral changes, its long-term success heavily relies on the integration of reflective strategies, psychological support, and social reintegration. If managed sensitively and sustainably, military barracks have the potential to serve as an initial step in building students' intrinsic motivation and positive character. However, without fulfilling basic psychological needs such as autonomy and relatedness, this approach risks creating counterproductive pressure on students' learning and emotional well-being.

Keywords: learning motivation, military barracks, juvenile delinquency, educational psychology, reflective approach, West Java, Indonesia

1. Introduction

The phenomenon of juvenile delinquency in West Java has become a serious concern in recent years. Although data from the Central Bureau of Statistics (BPS) indicates a decline in the number of cases from 12,345 in 2020 to 10,890 in 2022, this figure still reflects a significant challenge within the educational and social spheres (Kemen PPPA, 2025). Common forms of delinquency include bullying, drug abuse, brawls, motorcycle gangs, and truancy (Antaranews, 2025). In response to this situation, the Governor of West Java, Dedi Mulyadi, initiated a rehabilitation program for troubled students utilizing a military barracks approach (Kompas, 2025b).

This program aims to instill the values of discipline, responsibility, and integrity in students considered "deviant" or who have lost direction in their education (Kompas, 2025b). While this approach has garnered public support a survey by Indikator Politik Indonesia noted that 92% of respondents support the policy (CNN Indonesia, 2025) it has also drawn criticism from various parties. The Indonesian Child Protection Commission (KPAI), for instance, has highlighted potential violations of children's rights during its implementation (Kompas, 2025a).

In the realm of education, learning motivation is a crucial factor that heavily influences students' academic success. Various efforts have been made to enhance this motivation, including innovative approaches such as the one implemented by Kang Dedi Mulyadi (KDM) through the military barracks program. This program seeks to integrate the strict discipline typically enforced in the military with formal education, with the hope of boosting students' learning motivation. However, the ensuing question is whether this approach functions more as constructive discipline or rather as detrimental pressure?

According to research by Bai et al. (2022), there is a significant relationship between physical exercise and students' academic adaptation, where regular physical activity can foster a stronger enthusiasm for learning. In this context, the KDM military barracks program—which integrates physical and mental components—often succeeds in building an environment that supports students' emotional and cognitive development. The physical facilities and disciplined routines within the barracks are expected to assist students in developing self-management skills, which concurrently enhance their learning motivation.

Nevertheless, it is undeniable that there are inherent risks associated with this approach, particularly regarding the level of pressure perceived by the students. Although the study by Ahern et al. (2015) focuses on the challenges of veterans returning from military duty rather than students in military barracks, the insights regarding the difficulties in finding structure and purpose in life can reflect the challenges students might face if the pressure is not managed properly. If left unmanaged, the applied discipline can act as pressure, leading to high stress levels that could negatively impact their mental health and learning motivation.

Striking a balance between discipline and emotional support is vital in this process. Further research is necessary to explore how the environmental conditions in the barracks can affect both the physical and mental well-being of the students. In this analysis, the key to improving learning motivation within the KDM military barracks lies in the ability to manage strict discipline without compromising the students' emotional well-being. This program must be designed not only to encourage discipline but also to provide space for students' exploration, creativity, and self-development. This is essential to ensure that educational goals are not solely focused on compliance, but also on character development and critical thinking skills, enabling students to achieve better academic performance.

This phenomenon has inevitably captured public attention. Many have praised KDM's actions as a much-needed "wake-up call" for today's students. However, many others question: does a militaristic approach genuinely succeed in developing students' learning motivation, or does it merely create momentary compliance rooted in fear?

Answering this question through the lens of educational psychology, rather than mere moral opinion, is crucial. Learning motivation is not simply the product of commands or punishments; rather, it stems from feeling capable, accepted, and having control over the learning process. Therefore, this article endeavors to examine the KDM military barracks approach through learning motivation theories such as Self-Determination Theory, Attribution Theory, and Self-Efficacy Theory. Additionally, the roles of the learning climate and the experience of engagement (flow) in sustaining post-rehabilitation motivation will be discussed.

Can harsh discipline give rise to true motivation? Or are we repeating an educational pattern that punishes before it understands? This article invites readers to look deeper, beyond the virality of the action, toward a more reflective and theory-based understanding. Ultimately, this study aims to analyze the military barracks approach initiated by Dedi Mulyadi from the perspective of learning motivation theories. By examining empirical data and educational psychology theories, this research hopes to provide a more profound understanding of whether this approach is truly effective in building students' intrinsic motivation or if it only yields temporary behavioral changes driven by external pressure.

2. Methods

This article was structured employing a qualitative-descriptive approach alongside narrative and theoretical analysis methods (Creswell, 2015). It is based on a case study of the policy concerning the rehabilitation of troubled youth through military barracks, initiated by Kang Dedi Mulyadi (KDM) in West Java. The nature of this paper is a scientifically-backed academic opinion piece (Riessman, 2008), wherein data were collected and analyzed from the following three primary sources:

1) Secondary Data from Online Media

This includes news articles, interviews, and social media documentation published between 2023 and 2025 that cover the student rehabilitation activities in the military barracks by KDM. The media sources referenced include prominent national outlets such as Antaranews, Kompas, and CNN Indonesia.

2) Educational Psychology Theoretical Review

This article grounds its analysis in highly relevant learning motivation theories, specifically: Self-Determination Theory (Deci & Ryan, 2000), Attribution Theory (Weiner, 1986), and Self-Efficacy Theory (Bandura, 1997).

3) Conceptual and Reflective Analysis

The authors synthesized practical phenomena in the field with theoretical frameworks through a reflective analysis, without involving direct research subjects. This approach facilitates a critical examination of educational policies by thoroughly considering the psychological and social factors affecting students.

This article does not utilize primary data, such as field interviews or direct observations. Instead, it aims to present a robust academic perspective designed to serve as a foundational basis for policy reflection and broader educational discourse.

3. Results and Discussion

3.1 Background: Juvenile Delinquency in West Java

Juvenile delinquency is no longer merely a marginal issue; it has evolved into an alarming social phenomenon, particularly in heavily populated provinces like West Java. With a large student population and rapid urbanization dynamics, this region has become an epicenter for deviant behavior among adolescents. This phenomenon does not occur in isolation but is the result of overlapping factors such as weak social control, family fragmentation, peer pressure, and unlimited access to digital information without adequate literacy.

Factual data reinforces this urgency. The Sukabumi Police Department recorded an increase in student brawls and the use of sharp weapons by adolescents in early 2025, indicating that physical violence is no longer a sporadic issue but a deeply rooted pattern. In the Tasikmalaya area, SMPN 3 Ciawi deemed it necessary to collaborate with the police to provide direct education to students as a preventive measure against the rising trend of youth violence (Antaranews, 2025). Furthermore, according to a report by the Ministry of Women's Empowerment and Child Protection, as of January 1, 2024, there were 24,197 recorded cases of violence against children, with females constituting the majority of victims (Kemen PPPA, 2025). These figures indicate that the emotional and social conditions of children and adolescents in Indonesia are under serious structural pressure.

Juvenile delinquency encompasses not only legal violations or physical violence but also patterns of disengagement from the learning process, low motivation, truancy, and disrupted social relationships, which ultimately lead to an inability to form positive identities as productive individuals. This aligns with Sulaiman's (2022) study in *Remaja: Antara Kemandirian dan Kenakalan*, which states that delinquency does not merely emerge from within the individual but reflects the dysfunction of the social system in which the adolescent develops. Sulaiman emphasizes that the neglect of adolescents' affective needs in families and schools is the root cause that exacerbates deviant behavior.

Approaches that rely solely on punishment or forced discipline have proven insufficient. Various studies indicate that interventions ignoring the psychosocial needs of adolescents risk causing long-term impacts, including anxiety, self-doubt, and an inability to form intrinsic motivation. Therefore, it is crucial to formulate a response that is strategic and integrated, rather than merely reactive to the symptoms of delinquency.

Against this backdrop, the military barracks policy for troubled students initiated by Kang Dedi Mulyadi becomes highly relevant for examination. Does this policy answer the adolescents' need for firm yet empathetic guidance? Or is it merely a new form of social control that neglects the importance of self-reflection and psychological recovery? Answering this requires an analysis that is not only descriptive but also theoretical, grounded in a deep understanding of learning motivation dynamics and adolescent psychosocial development.

3.2 Government Response: The KDM Military Barracks Program

In response to the rising rates of juvenile delinquency in West Java, Governor Dedi Mulyadi introduced a controversial yet innovative policy: a military barracks program for troubled students. This program aims to restore the social function and moral responsibility of adolescents through a disciplinary approach based on military training. Students involved in deviant behaviors—such as brawls, illegal racing, motorcycle gangs, and insubordination to school authority—are gathered and sent to a barracks facility to undergo a strict routine.

Activities in the barracks are not limited to physical training and marching but also include motivational lectures, mental conditioning, and daily disciplines such as waking up early, communal work, and a temporary disconnection from the digital world. The primary goal is to create a “shock therapy” effect that encourages adolescents to reflect on their actions, realize the social consequences of their deviant behavior, and reshape their mindsets and personal characters.

From a policy perspective, this step represents a formal social control intervention, where the state assumes a direct role in handling adolescent issues previously considered the domain of the family or school. Dedi Mulyadi asserts that character education cannot be left entirely to the formal curriculum; it must be safeguarded through concrete actions that touch upon behavioral awareness at the community level.

However, the effectiveness of this approach cannot be assessed solely by the emotional responses of students who cry upon returning home or promise not to repeat their mistakes. A deeper understanding is required regarding the internalization of values, the sustainability of learning motivation, and character resilience after students return to their original environments.

A study by Moeller et al. (2020) indicates that physical discipline-based rehabilitation programs can reduce deviant behavior among adolescents, provided they are not solely punishment-oriented but incorporate

supportive approaches, psychological recovery, and relational development. If such programs fail to provide space for personal reflection, safe emotional engagement, and long-term social support, the resulting behavioral changes will be superficial and short-lived.

Furthermore, from the perspective of social learning theory (Bandura), military barracks approaches have two sides. On one hand, models of disciplined behavior and consistency can serve as powerful observational learning, especially if authoritative figures in the barracks demonstrate a combination of firmness and empathy. On the other hand, if the students' emotional management is neglected, there is a risk of passive resistance or trauma toward authority, which will further alienate students from meaningful learning processes.

To be systemically successful, this military barracks program must be situated within a sustainable character education framework, emphasizing restorative practices rather than mere behavioral correction. This means that barracks rehabilitation must be followed by Reintegration support at school, Post-rehabilitation counseling and monitoring, Collaboration with parents and school counselors, and Regular evaluations of students' motivation and self-regulation.

With this framework, the military barracks program can serve as an initial step, rather than the final step, in transforming students' learning motivation. Successful interventions are those that make students want to learn out of awareness, not merely comply out of fear.

3.3 Theoretical Analysis: The Program's Impact on Learning Motivation

The military barracks approach applied by Dedi Mulyadi to troubled students is compelling for an in-depth analysis from an educational psychology perspective, particularly regarding the development of learning motivation. Motivation, as a psychological process that drives engagement, persistence, and goal orientation in learning, is not solely influenced by the environment, but also by students' perceptions of control, meaning, and achievement. Therefore, the effectiveness of this program cannot be adequately assessed merely through short-term behavioral changes, but rather through the extent to which it is capable of influencing learning motivation internally and sustainably.

3.3.1 Self-Determination Theory

According to Deci & Ryan's (2000) Self-Determination Theory (SDT), healthy and sustainable learning motivation develops when three basic psychological needs are fulfilled: autonomy, competence, and relatedness.

Autonomy: In a military barracks, this need is most vulnerable to being thwarted. Students do not have the choice to participate in the program, and all activities are based on strict instructions. When individuals feel they lack control over their lives, the resulting motivation tends to be extrinsically controlled—that is, learning or changing due to external pressure rather than internal drive or personal understanding.

Competence: Although the barracks environment is structured and high-pressure, it also creates concrete challenges that, if successfully navigated, can trigger a sense of self-confidence and success (mastery experience). Students who consistently manage to wake up early, participate in physical training, and complete barracks assignments may begin to perceive themselves as "capable" individuals, which has the potential to reinforce positive motivation—provided, of course, that this experience is internalized as the result of personal effort rather than coercion.

Relatedness: Amidst physical and emotional pressure, solidarity among students and relationships with instructors have the potential to create a sense of relatedness. If the relationships formed are supportive and empathetic, students can feel emotional support that strengthens their desire to change. However, if those relationships are based on fear or domination, the effect is precisely counterproductive to motivation.

Thus, while the potential for the barracks program to build new motivation does exist, it will only be optimal if there are conscious efforts to restore students' autonomy through reflection, providing a voice, and acknowledging changes that emerge from within the students themselves.

3.3.2 Attribution Theory

Attribution, according to Weiner (1986), is the way individuals explain the causes of their successes or failures. Weiner elucidates that healthy attributions are internal, stable, and controllable (for example, "I succeeded because I worked hard"). Unfortunately, in the context of military barracks, students who are publicly humiliated or forced to undergo harsh discipline may develop flawed attribution patterns:

"I changed because I was afraid of being punished."

"I only comply because I am being watched."

Such attribution patterns are dangerous because they:

Do not encourage personal responsibility for the change.

Instill the idea that self-control depends on an authoritative figure.

Cause students to revert to old behaviors once the external pressure is removed.

To prevent this, the rehabilitation approach must be accompanied by reflective exercises, group discussions, and recognition of the students' personal efforts—so that the attribution of success shifts toward being internal and stable.

3.3.3 Self-Efficacy Theory

Self-efficacy, according to Bandura (1997), is an individual's belief that they are capable of performing an action to achieve a specific goal. In the barracks program, strenuous physical activities, strict discipline, and daily achievements have the potential to create a mastery experience, which is the direct experience of knowing, "I can do this."

However, this positive effect only emerges if (1) The challenges provided fall within the students' proximal zone of development (neither too easy nor too difficult). (2) There is verbal support from a trusted figure (e.g., an instructor or mentor). (3) Students are given the opportunity to reflect on their achievements as the result of personal effort, not merely the outcome of pressure.

Without these conditions, the barracks program could actually undermine students' self-efficacy. They might feel that change is only possible under coercion, rather than through their own inner strength. This is highly dangerous, as low self-efficacy strongly correlates with a decline in learning motivation, increased anxiety, and withdrawal from academic challenges.

3.3.4 Theoretical Integration and Potential Risks

These three theories synergistically underscore that healthy learning motivation cannot be forged through discipline or pressure alone. Motivation that endures and has an impact requires:

- (1) *Meaningful experiences that are internalized.*
- (2) *A sense of having control over the change.*
- (3) *Empathetic, rather than oppressive, social support.*

The military barracks program has the potential to serve as an "initial bridge" to interrupt students' destructive patterns. However, without a reflective and continuous psychological approach, the motivation formed will remain superficial, fragile, and quick to evaporate once the oppressive environment disappears.

3.4 Reflection and Policy Implications

The military barracks program initiated by Kang Dedi Mulyadi indeed demonstrates potential as an early intervention for students trapped in juvenile delinquency who have lost their learning motivation. The shock effect of strict discipline, physical routines, and restricted access to the outside world provides space for students to experience a "break" from their destructive lifestyles. In the short term, this approach can reinstall the value of responsibility, halt deviant behavior, and create a momentum for behavioral change. As an intervention strategy, it is crucial to adopt a more reflective approach that encourages self-awareness and character development. Research supporting this indicates that reflection in the learning process not only assists in developing academic skills but also in fostering students' social and emotional awareness (Ryan & Ryan, 2013). In higher education, the theme of reflection has been integrated into the curriculum, implying the need for a more comprehensive handling of troubled students.

However, the immediate changes apparent post-barracks do not necessarily reflect a profound motivational transformation. Based on Self-Determination Theory, healthy motivation does not grow from fear, shame, or social pressure, but rather from personal awareness, self-confidence, and success experiences that are internally constructed. Therefore, if students are merely controlled through discipline and are not equipped with the tools to understand and manage themselves, the motivation will be superficial and unsustainable.

The policy implication is that the barracks must not stand alone as a singular solution. It must be situated within a multi-layered and sustainable intervention framework. First, a structured reintegration into the school environment is necessary, where teachers, homeroom advisors, and school counselors are actively involved to assist the students' readaptation process. Second, psychological support is mandatory, both in the form of individual and group counseling, to help students process the barracks experience reflectively rather than traumatically.

To achieve optimal results, the involvement of various parties, including schools, guidance counselors, and psychological support, is paramount. This aligns with findings demonstrating that family involvement in child development, particularly in complex interventions, can enhance the effectiveness of educational programs (Sousa et al., 2023). Furthermore, continuous psychological support is also essential for building self-efficacy,

namely the students' belief in their ability to succeed in specific situations and their intrinsic motivation (Boe et al., 2018). This process helps students feel more engaged and responsible for their learning and personal development.

In the development of character and identity, the military barracks program must be complemented by an approach oriented toward emotional well-being. This is because, although physical training and discipline are vital components of military programs, the psychological impact of such training is often overlooked (Crowley et al., 2015). Research shows that the formation of a strong self-identity among military students can improve their competitiveness and commitment to the organization (Johansen et al., 2014). By integrating training that supports reflection and character development, the program can deliver a deeper and more long-term impact on the students.

Moreover, students must be positioned not as "objects of a disciplinary project," but as individuals with complex backgrounds, emotional needs, and the potential to grow. A humanistic approach based on relationships and understanding, rather than punishment, is more effective in shaping long-term learning motivation. Additionally, family involvement is crucial so that the values built in the barracks are not disconnected when students return to their original environments.

Furthermore, establishing clear and measurable success targets according to inclusive educational policies is crucial. By paying attention to social and emotional factors in training, this program can not only mitigate juvenile delinquency behaviors but also increase the likelihood of students reintegrating into society after completing the program. This is further supported by studies showing that a supportive environment and a deeper understanding of social dynamics can enrich students' learning experiences (Burks, 2011). Thus, it is highly recommended to create a more holistic intervention model that involves various stakeholders in the change process.

Finally, policies like military barracks require integration with an educational system that favors recovery, rather than mere correction. Education is fundamentally not just about fixing behavior, but also fostering self-belief, a sense of meaning, and a healthy relationship with the learning process. If these aspects can be synergized, the barracks approach could become the genesis of transformation, rather than just another form of pressure polished with an educational facade. The reflection and policy implications suggest that although the military barracks program may provide a good start for lost students, its long-term success will only be achieved through a process that focuses on emotional and social development, as well as the creation of an atmosphere that supports their reintegration into society.

4. Conclusion

The military barracks program initiated by Kang Dedi Mulyadi in West Java represents a concrete response to the escalation of juvenile delinquency and the low learning motivation among students. Through a strict disciplinary approach, this program succeeds in delivering a shock effect, even fostering an initial awareness among some participants regarding the importance of returning to the educational track. Nevertheless, from the perspective of educational psychology, the long-term effectiveness of this approach warrants profound critical examination. Drawing upon Self-Determination Theory, Self-Efficacy Theory, and Attribution Theory, it becomes evident that the military barracks merely address a fraction of the aspects that constitute learning motivation, particularly within the dimensions of external control and competence. Without continuous mentoring and a supportive learning environment post-program, the ensuing changes risk being temporary and uninternalized. Motivation forged through pressure tends to be fragile and unsustainable unless it is transformed into intrinsic motivation through reflective processes, social support, and integration into the formal educational system. Thus, it is imperative to view approaches like the military barracks not as a solitary solution, but rather as an initial intervention that must be followed by profound pedagogical and psychological strategies.

5. Recommendations

A follow-up approach more heavily oriented toward fulfilling the psychological needs of the students after their participation in the military barracks program is necessary. Local governments, schools, and families must synergize to create a learning environment that supports the growth of intrinsic motivation, rather than mere short-term compliance. Disciplinary interventions such as the barracks should serve as a gateway for a continuous rehabilitation process focused on self-reflection, the restoration of social relationships, and the inculcation of meaningful learning values.

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