DEVELOPING AGILE LEADERSHIP WITH STATE DEFENSE CHARACTER IN INDONESIA

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ABSTRACT

Introduction: An issue has arisen concerning the leadership style in the context of the disruptive era. Agile leadership has been widely acknowledged as an effective approach during times of crisis.

Objective: This study aims to investigate the impact of state defensive character as a moderating variable on the relationship between induction training and agile leadership in the context of higher education.

Methodology: The data for this study were obtained through a survey conducted at three institutions in Indonesia that share a common vision. These universities are situated in the cities of Jakarta, Yogyakarta, and Surabaya. A total of 190 respondents participated in the survey. Four possibilities were tested.

Result and Discussion: The findings indicate that the impact of induction training on agile leadership is not direct, but rather influenced by the moderating factor of state defensive character. The findings of this study have demonstrated that the state defensive character plays a significant role in shaping agile leadership. In an era characterized by volatility, leaders are faced with the imperative to enact changes swiftly. In this context, it becomes essential for state defense character training to play a pivotal role in shaping the character of combatants. This research highlights the originality of this approach. The research findings suggest that the achievement of organizational resilience can be facilitated by the adoption of agile leadership, which plays a crucial role in safeguarding the organization during periods of crisis.

Keywords: Agile Leadership, Induction Training, State Defense Character, Leaders, Organizational.

DESENVOLVENDO LIDERANÇA ÁGIL COM CARÁTER DE DEFESA DO ESTADO NA INDONÉSIA

RESUMO

Introdução: Surgiu uma questão relativa ao estilo de liderança no contexto da era disruptiva. A liderança ágil tem sido amplamente reconhecida como uma abordagem eficaz em tempos de crise.
Objetivo: Este estudio tiene como objetivo investigar el impacto del carácter defensivo del Estado como variable moderadora en la relación entre formación inductiva y liderazgo ágil en el contexto de la educación superior.

Metodología: Los datos para este estudio fueron obtenidos a través de una encuesta realizada en tres instituciones de Indonesia que comparten una visión común. Estas universidades están situadas en las ciudades de Yakarta, Yogyakarta y Surabaya. Un total de 190 encuestados participaron en la encuesta. Se probaron cuatro posibilidades.

Resultado y Discusión: Los hallazgos indican que el impacto de la formación de inducción en el liderazgo ágil no es directo, sino más bien influenciado por el factor moderador del carácter defensivo del Estado. Los hallazgos de este estudio han demostrado que el carácter defensivo del Estado juega un papel importante en la formación del liderazgo ágil. En una era caracterizada por la volatilidad, los líderes enfrentan al imperativo de implementar cambios rápidamente. En este contexto, resulta esencial que la formación del carácter de la defensa estatal desempeñe un papel fundamental en la formación del carácter de los combatientes. Esta investigación destaca la originalidad de este enfoque. Los resultados de la investigación sugieren que el logro de la resiliencia organizacional puede verse facilitado por la adopción de un liderazgo ágil, que desempeña un papel crucial en la protección de la organización durante períodos de crisis.

Palabras-clave: Liderazgo Ágil, Entrenamiento Introductorio, Carácter de Defensa del Estado, Líderes, Organizativo.
1 INTRODUCTION

The global landscape is undergoing a transformation characterized by the emergence of a VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) milieu. The global landscape is undergoing a transformation characterized by the emergence of a VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) milieu. (Busse & Weidner, 2020; Hall & Rowland, 2016; Winter, 2021). This change is faced by all organizations, including businesses, government (Yuhertiana et al., 2019), and higher education (Rulina waty et al., 2020; Yuhertiana et al., 2020). The challenge of technological disruption faces the higher education sector (Purcell & Chahine, 2019). The argument is that education is no longer necessary in the twenty-first century due to the availability of online learning (Sukoco et al., 2022). Internet accessibility makes it simple to acquire free course materials. In order to fulfill the needs of its stakeholders, universities are obligated to implement several innovations swiftly. The response of educational institutions to this is questionable. The style of leadership is one of them (Aquino et al., 2021). Higher education is an organized bureaucracy (Winarti, 2020) whether knowledge itself has become transient due to the rapidity of change (Hall & Rowland, 2016). This situation makes management less responsive and adaptive. There is a need for agile leaders to overcome this situation. The training for agile leadership begins as soon as feasible. This training is conducted prior to entering the workforce in order to prepare for agility earlier. This process will be facilitated by the open-minded character of an employee who is a fierce warrior who prioritizes the organization, other people, and nation. An employee who recognizes this new difficulty will be prepared to make adjustments. He will be willing to make sacrifices and take the initiative to better himself in order to effect rapid change. They analyze changes in their surroundings, are visionary, and make choices quickly for their organization. Therefore, establishing nimble leadership in higher education presents a challenge. To address these issues, this study will investigate the role of state defensive character as a moderating variable for agile leadership induction training.

The examination of the role of state defensive character as a moderating variable for agile leadership induction training in higher education institutions holds significant importance. The United Nations has reached a consensus on the significance of education quality and is committed to achieving Sustainable Development Goal 4, which pertains to the enhancement of education quality, by the year 2030. (Al-Bahi et al., 2021; Žalėnienė & Pereira, 2021). In order to attain this Sustainable Development Goal, a rigorous approach to management is needed. In order to ensure the efficacy of the educational process throughout all levels of...
academia, ranging from primary education to tertiary education, it is evident that the management of education, particularly within the realm of higher education, is becoming increasingly arduous. The Covid-19 pandemic has precipitated a rapid increase in the adoption and utilization of information technology within the education industry. Online education is now being implemented for lectures that were formerly done in a face-to-face format. The lack of preparedness in infrastructure, human resources, and inefficient management has had a detrimental impact on the declining quality of education. Over an extended duration, it hinders the attainment of human well-being. This adaptability necessitates the presence of leaders who possess the ability to promptly formulate policies. The obligation of the world of education, mainly higher education, to produce highly knowledgeable humans must continue during the pandemic (Arora & Srinivasan, 2020). It is imperative for individuals who have completed advanced educational programs to possess the skills necessary to advance scientific and technological knowledge, as well as to effectively oversee and contribute to research endeavors. By employing interdisciplinary, multidisciplinary, or transdisciplinary techniques, these graduates can generate evidence-based solutions that have a positive impact on humankind. Hence, it is imperative to have a leader that possesses agility and the ability to promptly make judgments in order to effectively address diverse circumstances that arise in times of crisis.

Environments characterized by volatility, uncertainty, complexity, and ambiguity (VUCA) have become fertile grounds for the emergence of new operational approaches within organizations. These approaches involve a transition from traditional face-to-face leadership to remote leadership, as well as a change from conventional organizational principles to more agile ones. (Busse & Weidner, 2020). The problem that arises today in the era of digital (Habeahan et al., 2022) change during the pandemic is agile leadership (Attar & Abdul-Kareem, 2020; Chandwani et al., 2021; Hall & Rowland, 2016). Agile leadership is considered capable of saving organizations in times of crisis (Basdekidou, 2021).

This research is essential to build an agile leadership model in higher education. College research has shown that, despite pressure to work in agile, young lecturers must emphasize the worth of their work and employee involvement (Yuan ZhiFei, 2024). The world is changing very fast today (Savirimuthu, 2017). Within the realm of employment, companies have transitioned from conventional work patterns to contemporary practices (The World Bank, 2014). The contemporary work environment is progressively growing more intricate and demanding, as individuals are confronted with heightened levels of strain. This may be attributed to the rapid advancements in technology, which necessitate individuals to adapt and make corresponding adjustments. In the realm of education, in the midst of a global epidemic,
the mode of instruction has abruptly shifted to online platforms. The traditional method of in-person instruction is currently experiencing a significant shift towards online delivery. A significant number of lecturers exhibit a lack of preparedness due to their limited proficiency in utilizing technology for the purpose of delivering lecture content through online platforms. The suboptimal quality of lecture reports can be attributed to a lack of comprehension regarding the full range of capabilities and constraints inherent in the internet network. Similarly, administrative personnel who are expected to provide assistance in light of their limited technical expertise exhibit significantly diminished production levels. In transformational management, leaders offer the widest possibility for all individuals of the employer (particularly teachers) to act innovatively at paintings (Istikhoroh et al., 2023). Individuals who are 50 years of age or older and belong to the generation X or baby boomer cohorts encounter this challenge as a result of physical restrictions that arise and increased vulnerability owing to heightened psychological concerns. The primary objective of this study is to examine the potential moderating role of agile leadership in the relationship between early work education as “boot camp” that of military training for civilians staff (induction training) and employee engagement. Additionally, the study aims to investigate the influence of the character of defending the country on employee engagement.

2 THEORETICAL FRAMEWORK

The need of national character, state defense (bela negara) character. In Indonesia, the national character building program is considered very important to be conducted because it is an effort to realize the mandate of Pancasila and the 1945 Constitution (Adianto et al., 2019). In Indonesia, the state defense program is explicitly governed by the 1945 Constitution of the Republic of Indonesia (UUD 1945) in section X on citizens and residents, article 27 (3) states: "Each citizen shall have the right and the obligation to engage in the defense of the nation" and section XII on defense and security of the state, article 30 (1) states: "Each citizen has the right and responsibility to participate in the defense and the state's security. In addition, the execution of national defense is governed by Law No. 3/2002 on national defense, which reads in article 9 (1): "Every citizen has the right and is obligated to engage in the state defense reflected in national defense."

The three campuses possess distinct characteristics as a result of their shared historical origins, which were built by veterans. There are three universities, namely UPN "Veteran" Yogyakarta, UPN "Veteran" Jakarta, and UPN "Veteran" Jawa Timur. Three universities have
a substantial historical record of being under the administration of the Ministry of Defense and Security, the Foundation, and, as of 2014, the Ministry of Education and Culture, functioning as public institutions. The three aforementioned schools collectively espouse a common vision and slogan, aligning themselves with the principles of a state defense campus, namely "widya myat yasa." In light of this historical association, a consensus was reached in 2021 to implement elementary education and training programs pertaining to national defense. The purpose of this course is to facilitate the cultivation of character and the promotion of national defense ideals. The training program spans a duration of one week and takes place at a military training facility with the objective of cultivating mental and physical readiness. *(Dikwal Bela Negara Dosen Dan Tendik 2021, Tingkatkan Jiwa Korsa, Nilai Wimaya Dan Bela Negara - UPN Veteran Jawa Timur, n.d.)*.

Agile leadership is recognized frequently as having the potential to effectively navigate and mitigate organizational challenges during periods of crisis. The development of organizational support is crucial in order to cultivate these qualities and foster the growth of an agile leader. The provision of training to all members of an organization is of utmost importance, even in cases where the employee is already familiar with the campus setting. The primary objective of initial training within the organization is to cultivate and establish the organizational culture. It is imperative for employees to possess a comprehensive understanding of the diverse workplace provisions, habits, and customs in order to effectively acclimate and perform at their highest potential from the outset. A earlier study on the same topic was undertaken by Britt et al. in 2006. The objective of this study is to investigate the potential impact of personal engagement in leader training on the performance of participants, while also exploring the potential moderating role of qualitative attributes in this relationship. The individuals undergoing the leadership training program for a duration of five weeks were cadets enrolled in the Army Reserve Officer Training Corps (ROTC). The participants in the study were asked to provide qualitative assessments of their perceived level of ability and competence required for effective performance. Additionally, they were also asked to report the extent of their engagement in training activities during the fourth week. The findings indicate that the level of involvement has a significant impact on the evaluated performance of leadership. *(Britt et al., 2006)*.

The research employed an explanatory approach as its methodology. The questionnaires were distributed to participants who had attended the initial education in defending the state in three cities: Surabaya, Jakarta, and Yogyakarta. These questionnaires were sent through contact persons at three universities, who were responsible for forwarding them to the relevant
employees, lecturers, and education staff. The analytical methodology employed to evaluate the hypothesis is Partial Least Squares.

This study makes a valuable contribution to the advancement of agile leadership theory, specifically focusing on the use of heutagogy, which is a theory of self-determined learning. These two theories are crucial in elucidating the significance of initial training (induction training) and the nature of defending the nation in cultivating adaptable leadership in the digital age. In an era characterized by the pervasive influence of digitization, the function of a leader assumes considerable importance. The Agile leadership theory elucidates the necessity for leadership to possess adaptability and agility in the face of challenging circumstances and periods of uncertainty. The idea of self-determined learning, also known as heutagogy, elucidates the efficacy of educational approaches that prioritize self-directed transformation in pupils. (Fanani & Wibawani, 2022; Wibawani et al., 2020).

The hypotheses purpose in this research are:

H1: Induction training affect agile leadership
H2: Induction Training effect on state defense character
H3: State Defense Character effect on agile leadership
H4: Induction training moderates state defense character on agile leadership

3 METHODOLOGY

3.1 POPULATION AND SAMPLE

The participants included in this study were those who had undergone the "bela negara" induction training. A total of 190 participants were included in the induction training program, representing three collaborating universities. The training was conducted over a period of seven days, divided into three batches situated in Surabaya, Jakarta, and Yogyakarta, Indonesia. The surveys were delivered through the utilization of a Google Form document, hence facilitating ease of completion for participants. The field survey was done over a period of five weeks. The surveys are submitted by the personnel department at each university through their own WhatsApp groups. The response rate obtained from a sample of 592 participants is 32%.
### Table 1
*

**Respondents Demographic**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Categories</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Female</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>44%</td>
</tr>
<tr>
<td>Employee status</td>
<td>Administration staff</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>72%</td>
</tr>
<tr>
<td>Affiliation</td>
<td>UPN Veteran Jawa Timur</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>UPN Veteran Yogyakarta</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>UPN Veteran Jakarta</td>
<td>25%</td>
</tr>
</tbody>
</table>

Source: Author’s calculation (2023)

### 3.2 VARIABLES MEASUREMENT

The present study used a questionnaire as its primary research instrument. The utilization of research conducted by R. Bharthvajan and S. Fabiyola Kavitha (2019) and Z. Zemichael (2019) is incorporated in the design of induction training. The State Defense Character incorporates the five-tier scale of state readiness created by the Government of the Republic of Indonesia. Agile leadership incorporates the findings of a study conducted by R. Hage et al. in 2021. Responses are given on a Likert scale where: 1 = Strongly Disagree; 2 = Disagree; 3 = Average; 4 = Agree; 5 = Strongly Agree.

### Table 2

**Item indicators of variables**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Operational Definition of variable</th>
<th>Indicators</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction Training</td>
<td>Induction training is offered to new employees when they join an organisation</td>
<td>1. Training outcome on nationalism</td>
<td>(Bharthvajan &amp; Fabiyola Kavitha, 2019; Zemichael, 2019)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Training curriculum</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The importance of training</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Training outcome on job skill</td>
<td></td>
</tr>
<tr>
<td>State-Defence</td>
<td>The character of Defending the country is a trait that shows a strong spirit that always grows and develops continuously in carrying out every professional activity</td>
<td>1. Love for the homeland</td>
<td>(Adianto et al., 2019; Gredinand, 2017)</td>
</tr>
<tr>
<td>Character</td>
<td>State Defense Bis defined as an effort to participate actively in developing the country, both by moral education or by improving the Indonesian’s welfare.</td>
<td>2. Awareness of the nation and state</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Believing in Pancasila as the state ideology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Being willing to sacrifice</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Having the initial ability to defend the state</td>
<td></td>
</tr>
</tbody>
</table>
Agile Leadership

Agile leadership is referred to as a leadership style that requires flexible, adaptable and fast decision making.

1. Adaptability with change
2. Emotional maturity
3. Flexibility
4. Fast learning

(Akkaya & Üstgörül, 2020; Hage et al., 2021; Parker, David W; Hoesgrove, 2015)

Source: Author’s references (2023)

The validity and reliability of this research tool have been assessed. In the process of analysis, queries that are deemed invalid are often excluded. The next section presents the outcomes of the validity and reliability assessments conducted on the research instruments.

3.3 TEST OF CONSTRUCT VALIDITY

Convergent Validity (Outer Loading). Based on the convergent validity test, the resulting value is more than 0.50 and the resulting significant level is less than 5%. There are 2 indicator items in the state defense character variable that are declared invalid, namely SDC04 and SDC05I because the value is < 0.5. Both indicators were excluded from the analysis.

Discriminant Validity (Cross Loading). Based on the discriminant validity test, all indicator correlation values for variables > 0.5 and higher when compared to correlations with other variables. Then proceed to the next stage to test the validity and reliability of the construct.

3.4 RELIABILITY TEST

Construct (AVE, CR & Cronbach Alpha). Based on the Construct Validity & Reliability test (AVE, CR & Cronbach) it was found that all the variables passed had high discriminant validity. The resulting AVE value is above 0.50, where the AVE value is > 0.5 and the CR & Cronbach Alpha value is greater than 0.7.

Table 3

<table>
<thead>
<tr>
<th>Construct</th>
<th>Cronbach's Alpha</th>
<th>Composite Reliability</th>
<th>Average Variance (AVE)</th>
<th>Variance Extracted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agile Leadership</td>
<td>0.907</td>
<td>0.931</td>
<td>0.729</td>
<td></td>
</tr>
<tr>
<td>Induction Training</td>
<td>0.847</td>
<td>0.899</td>
<td>0.695</td>
<td></td>
</tr>
<tr>
<td>State Defense Character</td>
<td>0.921</td>
<td>0.933</td>
<td>0.520</td>
<td></td>
</tr>
</tbody>
</table>

Source: PLS result (2023)
4 RESULTS AND DISCUSSIONS

4.1 THE VARIABLES DESCRIPTION

Based on the review of data obtained from the responses of a total of 190 participants, it can be inferred. The study model's indicators have been deemed legitimate, since their factor loading values exceed 0.50 and their reliability values surpass 0.60. The primary objective of this study model is to conduct an empirical investigation into the impact of Induction Training and State Defense Character on Agile Leadership. The ensuing discourse encompasses a comprehensive analysis of the outcomes obtained from the WarpPLS test.

Table 4
Descriptive statistics

<table>
<thead>
<tr>
<th>Descriptive Statistics</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction training</td>
<td>190</td>
<td>6</td>
<td>20</td>
<td>16.24</td>
<td>2.771</td>
</tr>
<tr>
<td>State defense character</td>
<td>190</td>
<td>42</td>
<td>75</td>
<td>61.92</td>
<td>7.315</td>
</tr>
<tr>
<td>Agile leadership</td>
<td>190</td>
<td>14</td>
<td>25</td>
<td>20.97</td>
<td>2.933</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>190</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: PLS result (2023)

4.2 MODEL FIT

That is an overall model analysis which is an evaluation structural models and models measurement. Results of the goodness test of fit in this study is as follows, We calculated the fit index of the structural model using the values recommended by (Hair et. Al.,2010) review. As shown in Table 4, the model satisfied all fit indicators. Therefore, the reported fit index values confirm the good fit of the structural model to the data in our study.

Table 5
Model fit summary for the research model

<table>
<thead>
<tr>
<th>Fix Summary</th>
<th>Recommended Value</th>
<th>Estimated Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodness-of-Fit-Index (GFI)</td>
<td>&gt;0.90</td>
<td>0.827</td>
</tr>
<tr>
<td>Chi-Square ($\chi^2$)</td>
<td>&gt;0.05</td>
<td>0.083</td>
</tr>
<tr>
<td>Normed Fit Index (NFI)</td>
<td>&gt;0.90</td>
<td>0.744</td>
</tr>
<tr>
<td>Standardized Root Mean Square Residuals (SRMR)</td>
<td>&lt;0.10</td>
<td>0.084</td>
</tr>
<tr>
<td>Unweighted Least Squares (ULS)</td>
<td>&gt;0.05</td>
<td>1.769</td>
</tr>
</tbody>
</table>

Source: PLS result (2023)
Initially, our structural model failed to meet the required. We checked the modification indices to see if the model could be improved and then applied a proposed modification by the results of the initial model feasibility test are presented in Table 5., value 2 of 0.083 indicating the initial model is feasible fit the data well. Meanwhile, the value of the feasibility test for other models namely, the SRMR, GFI, NFI and RMSR values are also within the criteria The ideal. The model feasibility test value shows that The empirical condition of the data is in accordance with the model, meaning the model is feasible. The interlink between these variables mirrors the correlation analysis result in this study and that in a precious work by (Nurobikhainih et. Al., 2023).

4.3 PATH ANALYSIS

The results of our SEM analysis confirmed that most of our hypotheses were confirmed. We can see the regression estimates and path coefficients corresponding to each hypothesis in Table 6.

Figure 1

*Structural Equation Model (Inner Model)*

![Figure 1: Structural Equation Model (Inner Model)](image-url)
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Table 6

<table>
<thead>
<tr>
<th>Hypothesis Test Result</th>
<th>Original Sample</th>
<th>T Statistics</th>
<th>P-Values</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction Training -&gt; Agile Leadership</td>
<td>-0.011</td>
<td>0.116</td>
<td>0.908</td>
<td>Rejected</td>
</tr>
<tr>
<td>Induction Training -&gt; State Defense Character</td>
<td>0.801</td>
<td>34.390</td>
<td>0.000</td>
<td>Supported</td>
</tr>
<tr>
<td>State Defense Character -&gt; Agile Leadership</td>
<td>0.746</td>
<td>8.961</td>
<td>0.000</td>
<td>Supported</td>
</tr>
</tbody>
</table>

Source: PLS result (2023)

The structural model (inner model) predicts the connection of causation between latent variables. In testing the hypothesis, the value of the path coefficient or inner model attained the level of significance. To demonstrate the hypothesis, the t-test parameter was determined using the bootstrapping method. In table 6., with the value of all hypotheses showing a number of >1.96 and it can also be proven with a P-value <0.05, it will have a significant effect and the opposite value means the hypothesis states that it has no effect.

4.4 FIRST HYPOTHESIS TEST RESULT: INDUCTION TRAINING AFFECT AGILE LEADERSHIP

This result shows that induction training do not supports agile leadership because it has a t value of 0.116 which is lower than t table 1.96. Leadership has been the focus of research in the social sciences since the early 1930s. However, no generally valid theory exists to date. In recent years, theories relating to agile leadership have also increasingly emerged (Greineder & Leicht, 2021). The ability to lead a person is not only because he has talent as a leader but leadership can be created through special education (Gillespie, 2017; Helmi, 2021a). Leadership training can substantially improve managers’ ability to lead effectively (Kragt & Guenter, 2018). Training enhance people become an expert (Dwi Cahyadi et al., 2019). In the current era of change, in times of uncertainty and disruption, agile leaders are needed. Leaders must have the ability to be adaptive and quick to make decisions. Several studies have shown that special training designed to create agile leaders has proven effective (Gillespie, 2017; Hage et al., 2021).

The strengthening of one's leadership abilities requires training (Kragt & Guenter, 2018). It has been proved that leadership training can improve a person's or a leader's capacity to influence others to want to cooperate in a task relationship in order to accomplish the intended goals (Kragt & Guenter, 2018; Ulrich & Smallwood, 2012). Training in leadership is aimed at preparing workers who will go up the managerial ladder. This study did not support the effect.
of training and agile leadership. This study examine of induction training which is design for new employee to introduce the organization culture. Because of this, agile leadership is not directly impacted.

4.5 SECOND HYPOTHESIS TEST RESULT: INDUCTION TRAINING EFFECT ON STATE DEFENSE CHARACTER

This result shows that induction training supports state defense character because it has a t value of 34.390 which is higher than t table 1.96. Employees as human resources are essential factors in an organization. For this reason, employee development needs a learning process to improve the individual, team, and organizational performance as outlined in training (Helmi, 2021b). The implementation stage shows that applying the experiential learning approach to character-building training is relevant to the experiential learning theory. Technically, as an educational and training institution, BP3KSDMT Bandung has completed the stages following the management of civil servant training education. In the preparatory stage, BP3KSDMT prepares by preparation in terms of training preparation and the syllabus curriculum of the training program. Meanwhile, in terms of evaluating the implementation of the training, the Experiential Learning method successfully achieved the objectives of character development training. It will improve their capability to manage themself and their relationship with others.

The training can improve the competence of alums in supporting the work of alums after returning to the work unit (Iskandar, 2019). Implementation of state defense education in Higher Education through a curriculum including benchmarks/parameters of success to achieve goals and targets must have 5 (five) fundamental values, namely Love of the Homeland, Willing to Sacrifice, Awareness of the Nation and State, Pancasila as the Ideology of the State, and Initial Ability Defending the State, both physically and non-physically (Gredinand, 2017). Internalization of State Defense values is an answer to the problem of the negative impact of globalization on students. Where students who have extraordinary critical power supported by the process of internalizing State defense values will produce critical students with national insight and love for the homeland (Azzaria, 2021).

This study proves that induction training affects agile leadership significantly. The finding support previous research (Wibawani et al., 2020). This induction training was specially designed to introduce UPN's cultural values, namely widya myat yasa and the values of defending the country. The training program works in collaboration with military institutions which are expected to provide the values of nationalism, discipline and physical endurance. The
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curriculum and training materials are able to build the character of defending the country. The internalization of the five values of defending the country succeeded in building the character of the respondents effectively. The love for the country increased after participating in the training. A loving country is a way of thinking, acting, and acting that shows loyalty, caring, and a high appreciation for the nation's language, physical, social, cultural, economic, and political environment (Mariyani, 2021). The spirit of nationality is a way of thinking, acting, and insight that places the interests of the nation and the state above themselves and their groups (Mariyani, 2021).

4.6 THIRD HYPOTHESIS TEST RESULT: STATE DEFENSE CHARACTER EFFECT ON AGILE LEADERSHIP

This result shows that state defense character supports agile leadership because it has a t value of 8.961 which is higher than t table 1.96. This means that the five values of defending the state affect agile leadership. A good organization defines by personnel who work together to realize a common goal (Roos & Guenther, 2020). Human resources with good character certainly encourage the organization to be sustainable (Roos & Guenther, 2020). However, in a volatile and uncertain situation, a good character is not enough but must be adaptive, agile, and quick to move in various situations (Hall & Rowland, 2016). The state defense character that has the values of patriotism and nationalism prioritizes working wholeheartedly (Arif Rakman Hakim & Ubaidillah, 2022). This awareness will make employees aware to accept change, which must be adaptive (Fianita Dhany, 2022). As soon as possible, to move full of new ideas, be prepared and agile so the organization can always be fresh to adapt to changes. Thus, employees who have a solid national defense character will enhance their agility competence.

State defense is a concept of attitude that is applied based on the law on state institutions regarding national patriotism. Physically defending the country means taking up arms or being obliged to carry out military exercises that apply in several countries of the world to deal with enemy attacks who want to control the country. Non-physically, state defense can be defined as various efforts and the active participation of citizens in advancing the country and its nation. This concept was formulated based on the 1945 Constitution, Article 27 paragraph 3, "Every citizen has the right and obligation to participate in defense of the state," and Article 30 paragraph 1 of the 1945 Constitution, "Every citizen has the right and obligation to participate in defense and security efforts. These principles describe the character of defending the state...
and are regulated by law as a form of physical and non-physical military. Therefore, in agility, the training technically affects the attitudes and behavior of a leader in the UPN "Veteran" campus environment. As a result, planting the five elements of defending the country will affect an essential line to defend the country, namely forming a disciplined attitude, a high spirit of solidarity, faith, and piety, mental and physical, and good leadership.

4.7 FOURTH HYPOTHESIS TEST RESULT: INDUCTION TRAINING MODERATES STATE DEFENSE CHARACTER ON AGILE LEADERSHIP

Based on the indirect effect test, there is evidence that state defense character moderates induction training on agile leadership. This is evidenced by the T statistic value greater than 1.96 and the p value less than 0.05.

Table 7

<table>
<thead>
<tr>
<th>Indirect effect test result</th>
<th>Original Sample</th>
<th>T Statistics</th>
<th>P-Values</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction Training -&gt; State Defense Character</td>
<td>0.598</td>
<td>9.509</td>
<td>0.000</td>
<td>Accepted</td>
</tr>
<tr>
<td>-&gt; Agile Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: PLS result (2023)

This study found that agile leadership is not directly influenced by induction training. State defense character prove moderate the influence of induction training on agile leadership significantly. The agility increase as awareness of oneself, others, the environment, and the country sharpens sensitivity to various changes so that a person becomes more adaptive and able to move, think, and make decisions quickly.

State defense mentality held by a person or society does not evolve spontaneously; rather, it must be taught early via education in schools, the workplace, and society, and then sustained through education. (Adianto et al., 2019). Education is proven to affect shaping one's character. The curriculum and the proper learning process shape students to be disciplined, ethical and have good character. The Indonesian government has determined that the national character formed is the character of defending the country through various programs. State defense education developed through special courses at several campuses that have a national vision (Adianto et al., 2019; Arifin, n.d.; Ashari & Budiwitjaksono, 2020; Gredinand, 2017; Purwaningsih, Siti Samsiyah; Qodratulloh, Waway; Junaedi, 2019). State Defense Program
and Student Discipline Training Program have positive a effect on the student discipline (Fanani & Wibawani, 2022; Jannah & Wibawani, 2018).

Today’s military thinking now emphasizes the kind of innovation necessary to move its leadership efficiently through the four decision cycles of observe, orient, decide, and act in order to respond quickly to sudden external threats (Gillespie, 2017).

5 CONCLUSION

In recent times, the domain of higher education has seen both internal and external challenges. Educational institutions have the option to either remain complacent and disregard the shift, or alternatively, they can embrace and acknowledge the change. Implementing these modifications would enhance the prospects of institutions in adapting to the prevailing competitive landscape, whilst failing to do so would result in their exclusion from the market and competition. The findings indicate that induction training does not have a direct impact on agile leadership. However, this relationship is influenced by the moderating factor of state defensive character. The level of agility is positively correlated with the degree of self-awareness, awareness of others, awareness of the environment, and knowledge of the broader societal context. This heightened awareness enhances sensitivity to diverse changes, so enabling individuals to become more adaptable and proficient in swiftly executing physical movements, cognitive processes, and decision-making. The primary objective is to establish a comprehensive framework for enhancing professional growth among personnel in state military institutions. The adoption of a systematic training technique that prioritizes the development of state defensive character is recommended for the human resource department in order to ensure the long-term sustainability of the organization.

The outcomes of this study encompass both theoretical and managerial implications. The research presented in this study is grounded in the theoretical framework of agility theory as applied to higher education organizations Leadership is a factor that determines organizational agility (Menon & Suresh, 2021).

This study elucidates the concept of heutagogy, a theory of learning that emphasizes self-determination and is specifically designed to foster character development, particularly in relation to the virtue of "defending the country." The findings suggest that the application of heutagogy can enhance agile leadership skills. The maintenance of a systematic training technique focusing on character building with continuity within the human resource department is a crucial managerial consequence for the growth and sustainability of any organization.
REFERENCES


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