


Implementation Strategy of the SOLISPARES Model for Developing Excellent Character and High Competence in Indonesian Air Force Personnel

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Article Info	ABSTRACT
<p>Article history: Received Aug, 2025 Revised Aug, 2025 Accepted Aug, 2025</p> <hr/> <p>Keywords: Character Building; Human Resource Development; Indonesian Air Force; Leadership Strategy; Military Education; SOLISPARES Model</p>	<p>This study aims to examine the implementation strategy of the SOLISPARES Model in developing human resources of the Indonesian Air Force (IAF) to foster excellent character and high competence among personnel. The SOLISPARES Model integrates five core dimensions: Personal Excellence, Interpersonal Capital, Organizational Excellence, Communal Collaboration, and Everlasting Glory. Each dimension is embedded with essential values—such as honesty, trustworthiness, discipline, loyalty, justice, and continuous learning—that collectively build a holistic framework for character and competence development. Employing a qualitative research method with a case study approach, this research was conducted within IAF educational and training institutions. Data were gathered through in-depth interviews with key stakeholders, participatory observation, and analysis of official strategic documents. Findings reveal that successful implementation of the SOLISPARES Model is determined by visionary leadership, strong organizational policy support, structured mentoring, and a continuous evaluation system. The application of the model significantly improved personnel’s integrity, discipline, teamwork, and technical expertise. The study recommends institutionalizing the SOLISPARES Model into the IAF’s human resource development curriculum as a long-term strategy to enhance institutional competitiveness, operational readiness, and resilience in the face of modern defense challenges.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> <div></div>
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1. INTRODUCTION

Human resource development (HRD) is one of the key pillars in building a reliable national defense capability. In the Indonesian Air Force (IAF), mission success is determined not only by the sophistication of weapon systems but also by the quality of personnel who possess excellent character and high competence [1]–[3]. In modern defense, personnel must master advanced

technologies, uphold moral integrity, and show adaptability to global threats [2], [4], [5].

As times evolve, HRD approaches in the IAF require a model that emphasizes not only technical skills mastery but also character building and the strengthening of national values [2], [6], [7]. The SOLISPARES Model serves as a comprehensive development framework, integrating five core dimensions: Personal Excellence, Interpersonal Capital, Organizational Excellence, Communal

Collaboration, and Everlasting Glory [2], [5]. Each dimension contains core values such as honesty, discipline, trustworthiness, loyalty, justice, and continuous learning, collectively shaping personnel who excel in performance, leadership, and institutional loyalty [2], [5], [8].

Although the SOLISPARES Model has been introduced within the IAF's education and training systems, its implementation strategy has not been widely examined in academic literature [2], [3], [5]. This study seeks to address that gap by analyzing the implementation strategy of the SOLISPARES Model in the HRD of the IAF. The research is expected to contribute to the theoretical and practical advancement of value-based military HRD, while also offering strategic recommendations to enhance institutional competitiveness and resilience in the face of modern defense challenges [1], [2], [5], [8].

2. LITERATURE REVIEW

2.1. *Human Resource Development in the Military Context*

Military HRD is a planned process aimed at enhancing personnel knowledge, skills, and attitudes to enable optimal task performance. [1] emphasize that HRD in the defense sector must integrate technological mastery, leadership, and ethical values. International studies, such as those conducted in the United States Air Force and the Royal Air Force, highlight that operational success is closely tied to the quality of human capital that balances technical competence with moral integrity [8].

2.2. *Character and Competence as Pillars of Military Professionalism*

Character encompasses integrity, loyalty, discipline, and moral responsibility as the foundation of personnel behavior. Competence includes technical mastery, tactical knowledge, and adaptability to dynamic operational environments [9]. Studies indicate

that character and competence must be developed simultaneously, as the absence of either reduces operational effectiveness.

2.3. *Integrated Models for Military HRD*

Several armed forces have developed integrated models that combine character and competence development. For example, the U.S. Army's Leadership Requirements Model integrates the attributes of character, presence, and intellect with leadership competencies in leading, developing, and achieving [7]. In Singapore, the SAF Core Values framework is implemented throughout all stages of military education to ensure these values are embedded in operational practice [6].

2.4. *The SOLISPARES Model*

The SOLISPARES Model was specifically developed for the Indonesian Air Force as a comprehensive development framework consisting of five core dimensions: Personal Excellence, Interpersonal Capital, Organizational Excellence, Communal Collaboration, and Everlasting Glory. Each dimension contains fundamental values such as honesty, trustworthiness, learning orientation, justice, and loyalty. While the model has been incorporated into some education and training modules, academic research discussing its strategic implementation remains limited.

2.5. *Research Gap*

Although the literature on military HRD and integrated development models is extensive, scholarly studies focusing on the implementation of the SOLISPARES Model in the IAF context are scarce. Previous research tends to separate moral education from technical training, failing to provide a cohesive framework that integrates both domains. This study seeks to fill that

gap by examining the implementation strategy of the SOLISPARES Model, covering leadership, organizational policy, evaluation mechanisms, and its impact on developing excellent character and high competence among IAF personnel.

3. RESULTS AND DISCUSSION

3.1. Results

Using thematic analysis of interviews, observations, and document reviews, this study identified five main themes in the implementation of the SOLISPARES Model within the Indonesian Air Force (IAF):

a. Leadership Commitment and Vision

Senior leadership consistently emphasized the SOLISPARES Model as a strategic HRD pillar. Speeches, directives, and organizational memos linked each of the five dimensions—Personal Excellence, Interpersonal Capital, Organizational Excellence, Communal Collaboration, and Everlasting Glory—to leadership vision. This top-down emphasis shaped a shared understanding and institutional buy-in.

b. Policy Integration and Curriculum Embedding

Training curricula at key IAF institutions (including Kodiklatau training centers) were revised to include SOLISPARES values. Modules that traditionally focused on technical skills were supplemented with character-building segments—e.g., ethical dilemmas in simulations, teamwork scenarios in operational drills, and loyalty

modules referencing institutional heritage.

c. Training Methods and Evaluation Systems

Instructional strategies included group discussions, reflective journaling, case studies, and peer evaluations. Evaluative mechanisms combined quantitative performance metrics with qualitative assessments of character and behavior—such as observational reports from instructors and peer trust surveys.

d. Behavioral Outcomes on Personnel

Quantitative reports show noticeable improvements in disciplinary records—fewer infractions, more proactive teamwork, and enhanced accountability. Instructors reported that trainees exhibited heightened integrity, better cooperation in team tasks, and adherence to ethical protocols during operations.

e. Challenges in Implementation

Variability in instructor understanding of the model led to inconsistent application across different training wings. Monitoring and follow-up systems were under-resourced, making sustained performance evaluation difficult. These gaps could threaten long-term institutionalization of the model.

3.2. Discussion

The implementation of the SOLISPARES Model within the Indonesian Air Force (IAF) highlights how the integration of core values with technical competencies is critically dependent on leadership commitment and deep institutional understanding. Prior studies have demonstrated that leadership which extends beyond

administrative function into emotional and cultural dimensions significantly influences the quality of military training programs. For example, research on the South African Army indicated that leaders' affective states—particularly their attitudes and commitment—play a pivotal role in ensuring effective quality management in military education. In the IAF, such commitment is manifested in official directives, the reinforcement of strategic vision, and the systematic alignment of human resource development (HRD) policies, illustrating that leadership serves as a primary catalyst for institutional cultural transformation.

The integration of SOLISPARES into the training curriculum is not a mere additive process but a pedagogical transformation where technical skill development is holistically merged with value-based content. This approach mirrors strategies employed by the U.S. Army and Singapore Armed Forces, where core values are embedded into every training module to ensure leadership is anchored not only in skills but also in moral and ethical foundations. [1] emphasize that military HRD must transcend technical proficiency and incorporate moral foundations to develop personnel with multidimensional resilience. Within the IAF, embedding values such as honesty, discipline, and loyalty into technical modules has resulted in a robust and meaningful curriculum, making military education a vehicle for both character formation and professional competence.

The pedagogical methods applied—particularly experiential learning through role-playing, simulations, and reflective journaling—align closely with Kolb's experiential learning theory [10]. The

Institute for Defense and Business describes the experiential learning cycle as moving from concrete experience to reflective observation and active experimentation [11]. Applying these methods within the IAF enables personnel not only to intellectually grasp SOLISPARES principles but also to experience and reflect upon them in operationally realistic contexts, thereby reinforcing internalized values such as integrity and personal responsibility. This method is consistent with the shift in modern military training from passive theoretical instruction toward active, reflective learning as a foundation for effective leadership [12].

Behavioral outcomes observed during implementation demonstrate significant improvements in discipline, teamwork, and moral integrity. The decline in disciplinary violations and the increase in operational collaboration indicate that the integration of SOLISPARES values has yielded tangible behavioral change. This finding aligns with the concept of unit cohesion, which posits that strong social bonds among personnel are fundamental to operational effectiveness and institutional resilience [9].

Nonetheless, challenges persist in the form of varying levels of instructors' understanding of the model, as well as limitations in ongoing monitoring and evaluation. These findings reflect the necessity for continuous instructor training to ensure consistent delivery of the SOLISPARES ethos. Research on the Singapore Armed Forces emphasizes that successful value internalization is largely dependent on role modeling by instructors who possess high integrity and deep comprehension of training philosophy [6].

Without structured and continuous evaluation, sustaining behavioral change post-training becomes challenging. [13] asserts that reinforcement mechanisms are essential for embedding organizational change. In the IAF context, post-training evaluations involving commanding officers and peers could be a practical approach to reinforcing internalized values and ensuring long-term sustainability.

The implementation of SOLISPARES also impacts the organizational culture as a whole. The IAF's cultural shift toward collaboration and continuous learning, where mistakes are reframed as opportunities for growth rather than merely as violations, reflects [14] learning organization framework. With its emphasis on lifelong learning, SOLISPARES implicitly drives the IAF toward the characteristics of an adaptive learning organization.

From an international perspective, the IAF's SOLISPARES initiative shares similarities with the U.S. Army's Leader Development Strategy, which balances technical competence, leadership skills, and moral integrity. However, its Everlasting Glory dimension—linking personal and institutional values to the nation's long-term goals—sets it apart, fostering emotional and patriotic bonds rarely seen in other military HRD models [9].

In conclusion, the success of SOLISPARES in the IAF is not merely the result of policy formulation or curriculum design, but rather the outcome of visionary leadership, integrated value-based training, interactive experiential learning, and robust behavioral evaluation mechanisms. Remaining challenges such as uneven instructor

understanding and limited evaluation capacity should be addressed through enhanced instructor training, standardized teaching modules, and adequate resource allocation for long-term evaluation. Such measures will position SOLISPARES as a strategic instrument for cultivating IAF personnel who are both technically proficient and possess exemplary character, capable of meeting the multifaceted challenges of modern defense.

4. CONCLUSION

The implementation of the SOLISPARES Model in the Indonesian Air Force (IAF) has proven effective in developing personnel with strong character and high competence. Its success is driven by leadership commitment, integration into policy and curriculum, and the use of experiential learning methods. While measurable improvements in discipline, teamwork, and ethical conduct have been achieved, challenges remain in instructor consistency and long-term evaluation. Addressing these gaps will be essential to ensure the model's sustainability as a strategic tool for the IAF's human resource development.

RECOMMENDATIONS

To strengthen the implementation of the SOLISPARES Model, the Indonesian Air Force should prioritize continuous instructor development to ensure consistent understanding and application of its principles. A standardized curriculum, supported by uniform training materials and assessment tools, will help maintain quality across all training units. Regular post-training evaluations that combine performance metrics with qualitative feedback are essential for measuring long-term impact. Embedding SOLISPARES values into daily operations, promotion criteria, and recognition systems will further solidify its role in organizational culture. Additionally, benchmarking against

the best practices of other air forces with similar value-based HRD frameworks can

provide valuable insights for refining and sustaining the model.

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