

History of Military Academies in Indonesia

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Abstract

The Military Academy in Indonesia has a rich history, established in different locations under various names until they were eventually merged. This study explores the dynamics of the Military Academies in Indonesia, from the Dutch East Indies era to the present day. It also investigates why Tidar Valley became the location for the Military Academy, considering both logical factors and local traditions? The research methodology employed in this study is the critical historical method, comprising four distinct stages: heuristics, criticism, interpretation, and historiography. To explain why the Military Academy is located in the Tidar Valley, the author uses ideas from Robert von Heine Geldern and Gilbert J. Garraghan. This study reveals the dynamic development of the military academy in Indonesia. During the Dutch East Indies era, officer training took place at the Military Academy in Breda. Following World War II, a new Military Academy was established in Bandung in 1940. After Indonesia became independent in 1945, the Military Academy was established in Yogyakarta. Later on, more military education institutions appeared in various places like Tangerang, Mojoagung, Malang, Brastagi, Parapat, Bukittinggi, Palembang, Salatiga, and Bandung. In 1957, these institutions were combined to create the National Military Academy in Yogyakarta, which had branches for land, air, and sea. The land division became the Military Academy in 1965. In the same year, all division academies were merged into the Armed Forces Academy of the Republic of Indonesia (AKABRI), and the land division was renamed the Military Academy.

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Introduction

The Dutch has a renowned military institution called the Koninklijke Militaire Academie (KMA) in Breda, which was founded in 1828 with the explicit aim of cultivating officers proficient in professional military skills. Initially designated exclusively for Dutch cadets, the academy gradually expanded its admission policy to include Indonesian cadets, albeit restricted to individuals of noble lineage. Subsequently, a considerable number of indigenous cadets who matriculated at the academy assumed officer positions within the *Koninklijke Nederlandsch Indië Leger* (KNIL), or the Dutch East Indies Army, where they were entrusted with varying

degrees of command authority. In the aftermath of Indonesia's independence, a significant proportion of indigenous KNIL officers elected to remain in service under the Dutch military, while a smaller cohort aligned themselves with the fledgling Republic of Indonesia (Burhanuddin, 2015). Among the notable KNIL officers who transitioned to the Indonesian National Army (TNI) were Lieutenant General Oerip Soemohardjo, Major General Didi Kartasasmita, Colonel Hidajat Martaatmadja, and Commodore Suryadarma (Abdurachman e. al. ,2006).

During the early stages of World War II, the Dutch endured German invasion and subsequent occupation, leading to the unfortunate loss of KMA within the Royal Netherlands Army's educational infrastructure. Consequently, the absence of this institution posed a significant setback in the periodic production of professional officers. In response, the Royal Netherlands Government began a strategic course of action by establishing the *Koninklijke Militaire Academie te Bandung* (KMA Bandung) in October 1940. The establishment of KMA in Bandung served a crucial purpose: to fortify the Dutch East Indies' defence capabilities by cultivating officers who possessed professional expertise similar to that imparted by KMA Breda. Bandung, already a prominent military center within the Dutch East Indies, was deliberately chosen as the location for KMA due to its alignment with the broader plan to relocate the capital from Batavia to Bandung. Noteworthy figures such as General Abdul Haris Nasution, General T. B. Simatupang, and Colonel A. E. Kawilarang constituted the initial contingent of indigenous cadets who embarked upon their military education at KMA Bandung.

When Indonesia gained independence, the government took decisive action by establishing a Military Academy in Yogyakarta in 1945. This significant milestone paved the way for the subsequent establishment of comparable educational institutions across various locations. Notable examples include the Tangerang Military Academy, Mojoagung VII Division Cadet School (1945), VII/Surapati Division Army School Malang (1945), Brastagi Cadet School, Parapat Cadet School, IX/Banteng Bukittinggi Division Officer Education (1946), Palembang Young Officer Education (Pomp) Division I and Division II South Sumatra (1946), as well as the Salatiga Army Officer Education Center (P3AD) (1945). Additionally, the city of Bandung witnessed the establishment of the Army Genie Officers School (SPGAD), the Army Officers Education Center (P3AD), and the Army Technical Academy (Atekad) in 1951. During the process of choosing this location, additional factors were considered that went beyond logical reasoning (Sudarmanto, Edy et al., 2005; Abdurachman et al., 2006).

Drawing from the description above, this research focuses on two intriguing aspects. Firstly, it seeks to explore the establishment of the Military Academy in the aftermath of Indonesia's independence, incorporating the foundation laid by pre-existing military education institutions that originated during the early stages of World War II. Secondly, it aims to investigate the underlying reasons behind the selection of the Tidar Valley in Magelang as the designated site for the Military Academy.

Methodology

This study uses the historical method, which consists of four distinct stages: heuristics, criticism, interpretation, and historiography (Garraghan, 1957, p. 34; Gottschalk, 1968, p. 67). The first stage, heuristics, involves tracing and collecting relevant historical sources related to the subject of inquiry. External criticism is employed to ensure the authenticity of the sources, while internal criticism is used to assess their credibility. In the criticism stage, the gathered data is cross-referenced with unrelated comparative sources, aiming to establish historical facts. These facts are then subjected to interpretation through analysis or synthesis. Finally, the logically interpreted sequence of facts is reconstructed into a comprehensive historiography chronicling the History of the Military Academy in Indonesia.

The historical account of the Military Academy in Indonesia provides a comprehensive overview of its development. However, a deeper exploration is warranted to elucidate the factors shaping the selection of the Tidar Valley in Magelang as the designated site is difficult to the Military Academy, necessitating a social science approach (Anderson, 1985, p. 131). Methodologically, this research employs the theory of the magical cosmic axis, specifically the concept of macrocosmic-microcosmic alignment proposed by archaeologist Robert von Heine-Geldern in his work entitled "Conception of State and Kingship in Southeast Asia" (1956).

According to the examined theoretical framework, the principle of alignment between the microcosm and the macrocosm holds significant importance. This principle establishes a cosmological axis, an abstract line connecting the central locus of activity in the microcosm to its counterpart in the macrocosm. The cosmological axis represents the profound interplay and harmonization between the macrocosmic and microcosmic realms, facilitating the smooth functioning and peaceful existence within the microcosm. This sacred axis is believed to be situated approximately 15-20 degrees to the left of the North Pole.

The conceptual foundation of this belief system can be traced back to the cosmological doctrines of Hindu and Buddhist traditions, which have profoundly influenced rulers, kings, and political elites throughout history. When constructing palaces, governmental centers, or seats of power, these individuals adhere to the conviction that these microcosmic establishments must be intricately linked to the central forces of the macrocosm. This enduring belief system has been passed down to successive generations of Southeast Asian rulers, who demonstrate a deep reverence for traditional knowledge, values, and beliefs in various decision-making contexts, including the construction of culturally significant structures. (Geldern, 1956, pp. 8-9).

According to the principles of the historical method, as elucidated by Gilbert Garraghan in his work "A Guide to Historical Method" (1957), the theory of interpretation encompasses several distinct modes. In this study, the interpretive framework incorporates psychological, logical, and factual interpretations. Psychological interpretation entails an in-depth exploration of the document's

authorial intent, aimed at comprehending their unique viewpoint through an analysis of the document itself (Garraghan, 1957, pp. 281-304).

The selection of the Tidar Valley as the location for the military academy can be attributed to several factors. Firstly, the 35-hectare expanse of the Tidar Valley was a former Dutch East Indies military area, eliminating the need for land acquisition. Secondly, its strategic proximity to Gadjah Mada University allows for easy access to qualified teaching staff. Thirdly, the geographical advantage of being situated at the foothills of Mount Tidar makes it ideal for military education and training. These practical reasons provide logical justifications for the selection. Additionally, the alignment of the microcosmic and macrocosmic realms, as proposed by Robert von Heine-Geldern, may have also influenced the choice of the Tidar Valley as the military academy's site. (reference).

Field verification conducted during an expedition to the summit of Mount Tidar on 5 July, 2022, empirically validated this assumption. Directional measurements were taken using a compass, revealing an imaginary line extending from the pinnacle of Mount Tidar to the Military Academy roundabout. This line demonstrated a noticeable north-south orientation, deviating approximately 20 degrees from the north pole point. The application of factual interpretation principles, emphasizing unbiased presentation of evidence, establishes the congruence between the imaginary line and the theory of Macrocosmic and Microcosmic Alignment proposed by Robert von Heine-Geldern. This alignment holds significant relevance within the broader context of Southeast Asia.

Mount Tidar encompasses significant shrines dedicated to prominent figures such as Sheikh Subakir, Kiyai Sepanjang, Kiyai Semar, and Pangeran Purbaya. Exploring the rationale behind the attribution of sacredness to these particular sites warrants the utilization of the psychological interpretation theory. However, it is crucial to note that historical evidence concerning Sheikh Subakir is scarce within primary historical sources, rendering historical verification challenging. Similarly, the historical documentation fails to yield explicit references to the names of Kiyai Sepanjang and Kiyai Semar. Furthermore, the shrine dedicated to Prince Purbaya lacks definitive information, further complicating the historical understanding of these sacred locations.

The caretaker of the shrines on Mount Tidar has shared a captivating story regarding the construction of the shrine buildings and the connecting stairway. According to the caretaker, a woman who had experienced financial hardships after her business in Jakarta went bankrupt made a vow to God Almighty. In gratitude for her prayers being answered and her subsequent recovery, she personally financed the construction of the road and buildings at each shrine, demonstrating her unwavering faith and determination.

In 2007, a stairway was constructed to facilitate the movement of pilgrims, followed by the restoration of the tomb of Kyai Semar in 2008. This was later followed by the revitalization of the tomb of Sheikh Subakir and Kyai Sepanjang. These sacred sites have attracted a significant number of pilgrims in recent times, contributing to

the livelihood of the local communities surrounding Mount Tidar. The increased footfall has resulted in the growth of businesses catering to the visitors' needs. It is important to note that as the myths and legends surrounding the shrines gain prominence, they tend to be amplified to captivate believers and attract more visitors. This has led to the emergence of new shrines and the expansion of the mythological narrative, indicating commercial interests at play in perpetuating these myths.

Military Academies in Indonesia in History

During the formative years of Indonesian independence, a pressing demand for well-trained military officers arose. Consequently, various dedicated institutions for advanced military education were established across the nation. These specialized institutions were strategically positioned in multiple locations to fulfill the need for comprehensive military training.

Militaire Academie in Yogyakarta (1945-1950)

The Militaire Academie (MA) in Yogyakarta holds the distinction of being the first military educational institution established and administered by the Indonesian government. Its establishment on 31 October, 1945, was initiated and directed by Lieutenant General Oerip Soemohardjo, a prominent figure in the Indonesian National Army. The initiative to establish the military academy was driven by the pressing need for well-trained officers, particularly in light of the rapid expansion of the *Tentara Keamanan Rakyat* (the People's Security Army, abbreviated as TKR), which already comprised ten divisions but lacked officers with formal education. Recognizing this critical need, Lieutenant General Oerip Soemohardjo, serving as the TKR Chief of Staff, issued an immediate directive to Colonel Samidjo, tasking him with the immediate establishment of the Militair Academie.

Despite facing limited resources and conducting only modest preparations, the academy was successfully formed. The announcement inviting prospective cadet candidates was disseminated through the *Kedaulatan Rakyat* newspaper and *Radio Republik Indonesia* (Radio of the Republic of Indonesia, abbreviated as RRI) in Yogyakarta for three consecutive days. The public response was tremendous, as the academy received an impressive 3,502 applicants competing for admission. Out of this pool, 442 individuals were successfully accepted into the academy.

The Yogyakarta Militaire Academie (MA) was initially under the leadership of Major General R. Soewardi before being handed over to Colonel G. P. H. Djatikoesoemo. The academy employed former KNIL officers with specialized knowledge in technical military affairs as instructors and trainers. Additionally, ex-PETA officers with expertise in military discipline and psychological aspects also served as instructors. The cadets of the academy actively participated in numerous significant battles, including the Battle of Surabaya on 10 November 1945, engagements in the North Bandung Sector, and the Dutch Military Aggressions I & II. Furthermore, they played a pivotal role in suppressing the Madiun PKI rebellion and were involved in the Battle in the Plataran area on 24 February 1949 (MABES AD,

1972, pp. 92-104; Mochkardi, 1977, pp. 48-59, 60-81, 93-103, 146-151; MABES AD, 1985, pp. 107-127; Poesponegoro and Notosusanto, 1990, pp. 84-92, 113-114).

Tangerang Military Academy

The establishment of the Jakarta Military Academy faced initial challenges as it was unable to commence operations due to prevailing security conditions that rendered opening a military academy unfeasible. In response to this situation, a group of middle-ranking officers from the Tangerang Regiment, former members of PETA, who were stationed at the PETA Headquarters (Gyugun So Shidobu), took the initiative to establish the Tangerang Military Academy. Notable individuals among them included Kemal Idris, Daan Mogot, Daan Jahja, Islam Salim, Jopi Bolang, and Soetardjo. The fruition of their idea came with the issuance of an edict by the People's Security Army, announcing the opening of the military academy, which was published in the *Harian Merdeka* newspaper on 10 November 1945. Subsequently, on 18 November 1945, the Tangerang Military Academy (*Akademi Militer Tangerang*, abbreviated as AMT) was inaugurated, receiving an overwhelming response from young individuals, students, and attendees of the Jakarta Medical College.

The Tangerang Military Academy was inaugurated under the supervision of Major General Didi Kartasasmita, Commander of the West Java Command, with Major Daan Mogot assuming command. A significant visit was made to the academy by Lt. General Oerip Soemohardjo, Chief of General Staff of APRI, to assess the cadet education process. Situated on a two-hectare plot that once housed a women's prison, the academy aimed to produce capable, resolute, and patriotic section commanders. The cadets underwent a four-month training program, culminating in an inauguration ceremony on 22 March 1946, where 139 cadets were commissioned as prospective officers (*vaandrig*) of the Indonesian Army. Subsequently, in accordance with the Army Headquarters' policy of closing military academies in emergency areas, the Tangerang Military Academy was discontinued (Abdurakhman et. al., 2006, pp. 28-32).

Division VII Cadre School in Mojoagung (1945)

With the arrival of the Allied Forces in Surabaya, the threat to Indonesia's independence grew more imminent, leading to the formation of various societal groups, including student organizations. Observing students joining the struggle, Major Ronokusomo took the initiative to recruit them. He established the *Sawunggaling* Troop, which aimed to consolidate their efforts. During the intense Battle of Wonokromo, the *Sawunggaling* Troop actively participated under the command of the People's Security Army. However, a shortage of platoon and section-level commanders became evident. In light of this situation, Major Ronokusomo and Captain Sobirin approached General Major Yonosowoyo, the Commander of the VII Division, to propose training student fighters within their ranks, preparing them to become officers of the People's Security Army.

Following the endorsement of the VII Division Commander, the *Sawunggaling* Troops received orders to retreat to Mojoagung on 1 November 1945 to establish an

educational and training center. In mid-November of the same year, the Commander of Division VII formally inaugurated this institution, which went by various names such as Surabaya Cadet School in Mojoagung, Mojoagung Cadre School, and Surabaya Division VII Cadre School in Mojoagung. Operating until March 1946, the cadet school successfully commissioned approximately 122 individuals as assistant lieutenants/young lieutenants. Furthermore, as per the directives of General Soedirman, these officers were assigned to units operating within the Division VII area (Abdurakhman et. al., 2006, pp. 34-38).

Military School Division VIII/Surapati in Malang (1945)

The prevailing circumstances in Malang during the early days of independence spurred Major Mutakid Hurip to propose the establishment of an emergency officer education institution. This proposal received approval from General Major Suja'i, the Commander of Division VIII, which later transformed into Division VII/Surapati. The institution was initially named Military School Division VIII (*Sekolah Tentara Divisi VIII*) but later became known as Military School Division VIII/Surapati (*Sekolah Tentara Division VII/Surapati*) or commonly referred to as *Sekolah Kadet Malang* by the public. On 11 November 1945, registrations were opened for the VII/Surapati Division Army School, with the second batch commencing in 1946. By September 1946, the school was fully operational, training a total of 125 cadets.

Initially, the primary objective of the Malang Cadet School was to produce officers capable of leading platoon or section-level units. Over time, the educational goals of the institution expanded to encompass a nationwide scope. After two years of providing cadet education, the notion emerged to integrate the Army School of the VII/Surapati Division in Malang with the Yogyakarta Military Academy. However, this integration process encountered significant delays due to the contrasting educational methodologies employed by the two schools. While the Yogyakarta Military Academy followed the style of KNIL education, the Malang Cadet School adopted a more PETA-oriented approach. Eventually, on 7 January 1948, the integration of the two cadet schools was successfully realized, leading to the closure of the Malang Cadet School on 5 October 1949 (Abdurakhman et. al., 2006, pp. 40-44).

Brastagi Cadet School

In response to the urgent need for field commanders, Captain Achmad Tahir, serving as the Commander of the East Sumatra People's Security Army (later known as Division IV/Sumatera), implemented the decision made during the staff meeting held on 15 December 1945. This decision aimed to establish an officer education program to address the shortage of capable leaders within the army. Consequently, the Officer Education Organizing Committee was promptly established. Working in collaboration with First Lieutenant M. Kasim Nasution, the Commander of Battalion V in Division IV/Sumatera stationed in Brastagi, the committee sought to identify the most suitable location for the program. Subsequently, an admission committee, led by Captain Achmad Tahir in his capacity as the Commander of Division IV/Sumatera, was

formed. This committee successfully screened and selected 300 cadet candidates through a rigorous registration process.

The Brastagi Cadet School commenced its operations with a rigorous selection process, followed by examinations, resulting in the identification of 130 individuals who demonstrated the necessary qualifications to be designated as cadet candidates. The opening ceremony of the school was officiated by Captain Achmad Tahir. The primary objective of education at the Brastagi Cadet School was to cultivate officers capable of effectively leading troops in the operational area of Division IV/Sumatra. The duration of the educational program spanned six months, during which First Lieutenant Martinus Lubis assumed the role of Director of the Brastagi Cadet School. Second Lieutenant Sukardi provided support as the Deputy Director and Section II Trainer (Abdurakhman et al., 2006, pp. 48-52).

Parapat Cadet School

Due to the limited capacity of the Brastagi Cadet School, the establishment of the Parapat Cadet School was entrusted to Major Hopman Sitompul, with Captain Ricardo Siahaan assuming leadership. The Parapat Cadet School admitted a cohort of 30 students from various East Sumatra regions. Education at the Parapat Cadre School took place within the premises of the Parapat Hotel Building, presently serving as the Reservation of the North Sumatra Provincial Government. This institution was designed to address the pressing need for officers capable of assuming immediate field leadership roles, with the duration of education spanning six months. Diverging from the Brastagi Cadet School, the closure of the Parapat Cadet School did not involve a formal ceremony or the bestowal of officer rank insignia upon the graduates (Abdurakhman et al., 2006, pp. 53-54).

Officer Education Division IX/Banteng in Bukittinggi (1946)

Lieutenant Colonel Ismael Lengah, a Regiment Commander in Division III and Chairman of the *Balai Penerangan Pemuda Indonesia* (The Indonesian Youth Information Center, abbreviated as BPPI), proposed establishing an officer education institution to address the deficiencies in the education of the *gyuguns*, who lacked the necessary knowledge and training to serve as proficient military personnel. The idea was welcomed by Colonel Dahlan Djambek, the Commander overseeing Division III, responsible for the administration of West Sumatra and Riau. Preparations were then promptly made, and the institution was named the *Banteng* (meaning 'bull' in English) Division Officer Education.

The officer training program in West Sumatra consisted of two batches of cadets. The first batch comprised 96 cadets, of which 84 successfully graduated. The second batch included 68 cadets, with 60 graduating from the program. This training took place at the Army Hospital in Bukit Api Ngarai Sianok, Bukittinggi, under the supervision of Colonel Dahlan Djambek. This program aimed to educate and prepare young men to become platoon commanders. The school's official opening occurred on 17 February 1946, and the education process spanned nine months. Upon completion

of their education, Major General Suharjo, the Commander of the Sumatra Command, inaugurated the first batch's 84 cadets as second lieutenants, assistant lieutenants, and sergeant majors. The second batch's closing ceremony was conducted by Colonel Ismael Lengah, the Commander of Division IX/Banteng, where 60 graduates were recognized, although they did not receive the second lieutenant rank (Abdurakhman et al., 2006, pp. 56-62).

Palembang Junior Officer Education (POMP) Division I and Division II, South Sumatera (1946)

In the aftermath of Indonesia's declaration of independence, the nation faced the difficult challenge of safeguarding its newfound freedom against the resurgent efforts of the Allied forces (NICA) seeking to regain control. Military leaders recognized a critical shortage of officers capable of effectively leading troops in the field. This pressing need for competent leadership was particularly apparent in the People's Security Army in South Sumatra, prompting the establishment of the Palembang Young Officer Education program. Under the supervision of Division I and II, the implementation of this initiative adhered to the educational principles and methodologies inspired by the Japanese military, given the background and expertise of its initiators with the *gyugun* and *heiho* organizations.

The Palembang Young Officer Education program was inaugurated by Colonel Hasan Kasim on 15 February 1946, with a total of 316 cadets in attendance. The program lasted four months and was situated along the Musi River in the Pebem Village area, Ilir Barat II District, Palembang City. The Palembang Young Officer Education Director was Lieutenant Colonel Bambang Utoyo, supported by Major Ryacudu as the Deputy Director. This initiative aimed to address the demand for leaders and leadership cadres within the People's Security Army in South Sumatra, particularly within combat units. Upon completing the four-month education, Major General Zulkarnaen, the Commander of the Sumatra Command, officially closed the officer education on 21 June 1946 while simultaneously inaugurating the graduates as cadet sergeants (Abdurakhman et al., 2006, pp. 64-68).

The Army Officer Education Center (P3AD) in Salatiga (1945)

In November 1945, under Major General G. P. H. Djatikusumo's leadership, a Reserve Officers' School was established in Salatiga. This educational institution can be seen as a direct continuation of a similar school that existed during the Dutch East Indies Government, known as the *Opleiding Centrum voor Officieren* (OCO). The students enrolled in the Army Officer Education Center (*Pusat Pendidikan Perwira Angkatan Darat*, abbreviated as *P3AD*) primarily consisted of young men and students who possessed a resolute determination to safeguard the nation's independence. The duration of this reserve officer education spanned eight months, from November 1945 to June 1946, accommodating approximately 100 students. Upon completing the reserve officer education, the students were awarded a diploma bearing the signature of Lieutenant General Oerip Soemohardjo, which granted them the status of reserve

noncommissioned officers. Those individuals who demonstrated exceptional performance were bestowed with the rank of second lieutenant. Subsequently, with the resolution of the War of Independence, these reserve officers returned to their studies, remaining prepared to be called back to the battlefield if their country required their immediate service. (Abdurakhman et al., 2006, pp. 72-73).

From Army Genie Officer School (SPGAD) to becoming AZiAD

Lieutenant Colonel Soedarto, the Genie Chief of Staff, recognized the pressing need for trained and educated army genie officers during Indonesia's struggle to maintain independence. In response to this need, he took the initiative to establish the Army Genie Officers School (*Sekolah Perwira Genie Angkatan Darat*, abbreviated as SPGAD) in Bandung. The school's opening occurred on 3 October 1950, and it officially commenced its educational activities on 1 January 1951, in accordance with the Decree of the Army Chief of Staff (*Kepala Staf TNI Angkatan Darat*, abbreviated as KSAD), specifically number 2/KSAD/Kpts/51. However, it is noteworthy that SPGAD initially did not receive formal recognition from the KSAD until 1951, a significant milestone that coincided with the appointment of Captain Hartawan as the Director of SPGAD and the Danyon Genie Pioneer in Bandung. The location chosen for SPGAD was a former charcoal warehouse situated on Jalan Supratman in Bandung, precisely behind the Geology Museum.

In accordance with the directive from KSAD, the abbreviation of the school was modified to SPGiAD on 29 June 1952. This alteration corresponded to its revised responsibilities, which involved (1) conducting a two-year genie officer education program (part A) and (2) implementing a four-year genie officer education program (part B). Colonel G. P. H. Djatikusumo tirelessly advocated for the conversion of SPGiAD into an academy, a pursuit that began in March 1956. Eventually, on 16 May 1956, the KSAD officially changed the status of the institution from the Army Genie Officer School to the Army Genie Academy (AGiAD). Towards the end of 1958, the name was further modified to the Army Zeni Academy (AZiAD). It was subsequently integrated into the National Military Academy, marking a significant development in its institutional evolution (Abdurakhman et al., 2006, pp. 78-85).

Army Officer Education Center (P3AD) in Bandung (1951)

In 1951, a separate reserve officer school, also known as P3AD, was established in Bandung, operating independently from the P3AD in Salatiga. Similar to its counterpart in Salatiga, P3AD Bandung aimed to recruit and educate student fighters, molding them into skilled and dedicated soldiers. The majority of these student fighters were former members of the XVII Brigade, bringing with them invaluable combat experience and an unwavering spirit. The educational activities of P3AD Bandung took place in the current premises of the Infantry Weapons Center (*Pusat Kesenjataan Infanteri*, abbreviated Pussenif) and the Infantry Education Center (*Pusat Pendidikan Infanteri*, abbreviated Pusedikif) on Jalan Supratman, which previously served as the educational facility for the *Koninklijke Militaire Academie* (KMA) during

the Dutch East Indies Government. P3AD Bandung successfully produced approximately 61 graduates who were subsequently deployed to various regions. Among the notable alumni of P3AD Bandung was Lieutenant L. B. Moerdani, who later ascended to the position of Commander of the Armed Forces of the Republic of Indonesia with the rank of General of the Indonesian National Army (Abdurakhman et al., 2006, pp. 73-76).

Bandung Army Academy of Engineering

Furthermore, recognizing the interconnectedness of the engineering corps and the development of Zeni officers, the establishment of the Army Academy of Engineering (*Akademi Teknik Angkatan Darat*, abbreviated *Atekad*) in Bandung was deemed necessary. However, in an effort to eliminate the administrative dualism within the Army's academies, the Army Chief of Staff integrated *Atekad* into the National Military Academy on 23 September 1959. At the time, the National Military Academy had limited capabilities, while AZiAD had proven its competence. Consequently, on 10 May 1960, the Army Technical Academy was inaugurated under the auspices of the National Military Academy, tasked with providing education and training for Zeni, equipment, and transportation officers. The curriculum at *Atekad* encompassed mental, physical, and intellectual education, encompassing general, military, and advanced engineering disciplines. Distinguished alumni of *Atekad* include General (Ret.) Try Sutrisno and Captain (Posthumous) Pierre Tendean. Subsequently, on 26 July 1960, the Chief of Staff of the Army issued a decree renaming the institution as the National Military Academy of Engineering (*AMN Jurtek*), effectively merging *Atekad* into the National Military Academy (Abdurakhman et al., 2006: 81-82).

The Establishment of the National Military Academy

In 1950, the closure of the Yogyakarta Military Academy created a void in the supply of officers. The institution had to be shut down due to the disappointment in the qualifications of eligible applicants, rendering military education infeasible. Consequently, several officer education programs were established to address the shortage, including P3AD and SPGAD, which later transformed into AGiAD, AZiAD, and eventually the Army Engineering Academy (ATEKAD) with three specialized departments: Zeni, Transportation, and Equipment.

To meet the demand for officers beyond the engineering corps, cadets were sent to the Breda Military Academy in the Netherlands. Recognizing the necessity of producing professional officers rooted in a strong national ideology, the Minister of Defense of the Republic of Indonesia announced before Parliament the imminent opening of a Military Academy. This declaration prompted General Major Bambang Soegeng, the Chief of Staff of the Army from 1952 to 1955, to establish a Preparatory Committee for the Reopening of the Military Academy on 30 April 1953 as a practical step towards realizing this goal.

Upon completing a year of dedicated efforts, the Preparatory Committee for the Reopening of the Military Academy presented its findings to General Major Bambang

Soengeng. Considering the committee's report, on 9 October 1954, General Major Bambang Soengeng established the Preparatory Staff of the National Military Academy. This body worked diligently for over a year and subsequently reported its outcomes to Major General Abdul Haris Nasution, who served as the Army Chief of Staff from 1955 to 1962.

In light of the report's recommendations, in August 1957, Major General Abdul Haris Nasution directed the Preparatory Staff of the National Military Academy to proceed with reopening the institution—additionally, Colonel Kav. S. Soerjosoerarmo was appointed Governor of the National Military Academy, assuming a pivotal role in its establishment and administration (Sudarmanto, 2005, p. 21).

Magelang Selected as the National Military Academy Location

Retrospectively, the city of Magelang holds historical significance as it is intertwined with the name Mantyasih, which marks the initial stages of Magelang's development as a city. The Mantyasih inscription reveals that the region was once a well-established village during the reign of Sri Maharaja Rakai Watukura Dyah Balitung, characterized by its civilization and order. This village was situated between the majestic Mount Susundara (now known as Mount Sindoro) and Mount Wukir-Sumbing. Over time, Mantyasih village evolved and transformed into present-day Magelang.

Within Magelang is a prominent mountain called Mount Tidar, and it is within the scenic Tidar Valley, where the National Military Academy is located. The choice of the Tidar Valley as the site for the Military Academy Campus raises the question of its significance. The subsequent sections will delve into an explanation of this selection.

During a Focus Group Discussion held on 4 July 2022, at the Military Academy, Major General TNI Legowo W.R. Jatmiko, S.I.P., M.M. (Governor of the Military Academy), proposed the idea of seeking a scientific explanation to address the prevailing confusion surrounding the myths associated with Mount Tidar. The author of this paper had the privilege of being invited to this discussion and warmly welcomed the notion. Acting upon the Governor's directive, Lieutenant Colonel Syihabudin, the Head of History at the Military Academy, accompanied the author and a team of staff members to Puncak Tidar to conduct a comprehensive verification of the myths. In the subsequent sections, the author will present a detailed analysis of the findings resulting from this verification process.

Mount Tidar holds significant geographical and historical importance as a prominent landmark in Magelang City. Before 1968, the mountain was a barren hill covered with sparse vegetation and weeds (See Figure 1). The earliest known mention of Tidar can be found in Babad Tanah Jawi, a traditional historical document written in 1624 during the reign of Sultan Agung of Mataram. It also served as the starting point for the 1755 Giyanti Agreement, which led to the division of the Mataram Sultanate into Yogyakarta and Surakarta. Notably, Prince Diponegoro resided in this area during his time.



Figure 1: Tidar Hill and Valley in 1956 and 1925

Source: Taruna Abdul Jalil Museum Collection and KITLV Collection.

During the Dutch colonial period, a monument was erected at the mountain's peak. However, following Indonesia's independence, the monument was removed and replaced with a seventeen-meter-high flagpole. This flagpole, constructed from bamboo, dates back to the Japanese occupation era. It was at this location that the Japanese Army raised the Hinomaru flag. During the Indonesian War of Independence, freedom fighters replaced the Hinomaru flag with the Red and White Flag, symbolizing the Indonesian nation. As a result, they came under fire from the Japanese Army.

Additionally, atop Puncak Tidar stands the One Nation Homeland Monument, constructed by the Magelang City Government. This monument further emphasizes the significance of the location. (Information gathered from an interview with Novo Indarto on 5 July 2022).

Another noteworthy monument in the vicinity is the Tugu Sa-Sa-Sa, inscribed with Javanese script. This monument, also known as Tugu Pancasila, was established during the Unitary State of the Republic of Indonesia and holds great significance for cadets who pledge their loyalty to the nation under the ideology of Pancasila. The origin of the monument's name has multiple interpretations. Some believe that Sa-Sa-Sa refers to the place where a black stone was placed as an offering by Sheikh Subakir to protect the island of Java. Another interpretation suggests that Sa-Sa-Sa stands for "Sopo Salah Seleh" in Javanese, meaning "whoever does wrong will perish." Additionally, there is a belief that the initials Sa-Sa-Sa represent the names of three high-ranking and middle-ranking officers who took an oath of allegiance to Pancasila

and the Unitary State of the Republic of Indonesia. These officers were Major General Soerjo Soempeno (Pangdam VII/Diponegoro, 1964-1966), Brigadier General Soerono Reksodimedjo (Governor of AMN, 1960-1966), and Colonel Inf. Sarwo Edhi Wibowo (Commander of RPKAD Regiment, 1964-1967). Various sources provide different explanations regarding the monument's name and its significance. (Source: Angkatan Bersenjata, January 2, 1967; January 25, 1967; January 26, 1967).

Mount Tidar holds an important place in the hearts of many Magelang residents, as it is believed to possess sacred qualities. Atop the summit of Tidar, several shrines attract numerous visitors, including the tombs of revered figures such as Syaikh Subakir, Kyai Sepanjang, Kyai Semar, and Petilasan Purbaya. According to local accounts, Syaikh Subakir, an expert in mystical practices, was sent to Java by Sultan Muhammad I of Turkey. His primary mission was to spread Islam and cleanse the land of Java, which was plagued by supernatural beings beyond human control. Over time, many individuals attempted to conquer the mountain but met their demise, known as "modar" in Javanese, thus earning the mountain its popular name, Tidar.

In order to set foot on Java, Syaikh Subakir sought permission from Kyai Semar, one of the Hindu deities and the supernatural ruler of Java, who had resided on Mount Tidar for over a millennium. The encounter between Syaikh Subakir and Kyai Semar occurred peacefully, and with his spear named Kyai Sepanjang, Syaikh Subakir successfully vanquished the malevolent creatures that haunted the mountain. To sanctify Java Island, he pierced a specially engraved black stone on the summit of Mount Tidar. This sacrificial act led to the perception of Mount Tidar, later expanded to become Magelang City, as the symbolic seal of Java Island. The local caretaker and historian, Novo Indarto, shared this folklore emphasizing the spiritual significance associated with Mount Tidar (Interview with Novo Indarto, 5 July 2022).

Under the Dutch East Indies Government, Magelang held significant importance as the center of Kedu Residency. It served as a colonial military hub encompassing an expansive area of 35 hectares. Following Indonesia's independence, this land came under the ownership of the Indonesian National Army, making it a logical choice for the location of the National Military Academy (AMN). The availability of ample land played a crucial role in the selection process.

Moreover, Magelang held historical significance due to its association with the Palagan Ambarawa battle, which resulted in numerous casualties. Commander-in-Chief General Soedirman devised a tactical maneuver known as "Capit Udang (Urang)," executed on Mount Tidar, to repel the Allies from Ambarawa. This historical event further solidified Magelang's importance and contributed to its suitability as the site for the National Military Academy.

Additionally, several other factors influenced General Gatot Soebroto's decision to choose Magelang as the academy's location. Magelang is geographically situated between the Sundoro and Sumbing mountains while flanking by the Elo River and Bogowonto River. This unique geography contributes to a favorable climate, making it an ideal environment for military education and training. Furthermore, Magelang's proximity to Gadjah Mada University eliminates any difficulties in acquiring qualified

lecturers to teach at the academy. This accessibility to academic resources ensures cadets a comprehensive and well-rounded education.

These reasons, as documented in Sudarmanto et al. (2005) and shared during an interview with Captain Martono on 5 July, 2022, collectively influenced the decision to establish the National Military Academy in Magelang.

In addition to the rational and logical reasons, there are also cultural and symbolic beliefs associated with Magelang's selection as the location for the Military Academy. According to local beliefs, Magelang is perceived to be situated at the center of Java Island, serving as its foundation. It is believed that in order to prevent the island of Java from shifting, the gods drove a nail into Mount Tidar in Magelang, symbolically stabilizing the island. Hence, the choice of Magelang as the site for the Military Academy aligns with these cultural beliefs.

Interestingly, during the author's field verification with a compass, it was discovered that there is an imaginary line running north-south between Mount Tidar and the Military Academy location. This alignment, with its peak situated approximately 20 degrees to the left of the north pole, holds symbolic significance. It indicates a connection between the macrocosm and microcosm, suggesting a more profound harmony and alignment between the natural and spiritual elements.

These cultural and symbolic considerations provide additional layers of significance to Magelang's selection as the Military Academy's location. They highlight the intertwining of local beliefs, cultural heritage, and the connection between the physical and metaphysical aspects of the region.

The author's analysis, drawing upon the microcosm macrocosm theory by Robert von Heine Geldern and the interpretation theory by Gilbert J Garraghan, sheds light on the multidimensional nature of the selection of the Military Academy's location. It reveals that traditional beliefs and cultural aspects played a significant role in the decision-making process beyond rational reasons.

The microcosm macrocosm theory posits that there is a connection between the individual or a specific place (microcosm) and the larger world or universe (macrocosm). By applying this theory, the author recognizes the alignment between Mount Tidar and the Military Academy as a symbolic representation of the harmonious relationship between the local environment and the broader cosmic order. This understanding enriches the significance of the chosen location, as it resonates with the traditional beliefs and cultural fabric of the region.

Furthermore, the interpretation theory by Gilbert J Garraghan provides a framework for analyzing historical events and decisions within their cultural and societal contexts. By employing this theory, the author acknowledges the importance of considering the cultural beliefs and traditions associated with Magelang in understanding the selection of the Military Academy's location. This holistic approach allows for a deeper appreciation of the decision-making process, taking into account both rational and cultural factors.

Thus, through the integration of the microcosm macrocosm theory and the interpretation theory, the author's analysis highlights the comprehensive nature of the

decision to locate the Military Academy in Magelang. It acknowledges that rational reasons were complemented by a recognition of traditional beliefs, underscoring the significance of cultural considerations in shaping the choice of the Academy's location.

On 1 January, 1956, Major General Abdul Haris Nasution, as the Chief of Army Staff, issued Decree No. 447/KSAD/Kpts/55-56, which played a crucial role in the plan to reopen the National Military Academy. The issuance of this decree aimed to provide certainty and ensure the smooth reopening and continuity of the institution. The decree outlined several key decisions made by Major General A. H. Nasution: (1) Reopening Date: The decree set the date for the reopening of the National Military Academy as 17 August 1957. This date marked the official commencement of the academy's operations after its closure; (2) Appointment of Governor: In order to facilitate the successful implementation of the reopening plan, the Chief of Army Staff decided that a governor would be appointed to oversee the National Military Academy. The Governor would be responsible for various tasks related to the preparation and management of the academy. (3) Reference to Preparatory Staff Materials: The decree emphasized the importance of the materials formulated by the Preparatory Staff of the National Military Academy. These materials, outlined in the "Basic Plan of the National Military Academy," served as a guide for the Governor in preparing all the necessary aspects related to the reopening of the academy; (4) Selection of Location: The decree firmly established Magelang as the chosen location for the National Military Academy. This decision was made based on various factors, including geographical suitability, historical significance, and the availability of land.

The Development of National Military Academy

Following the government's decision to reopen the National Military Academy, a registration promotion was launched in January 1957 to attract young individuals who possessed the necessary physical, psychological, and motivational qualities to become Army officers. The registration process began in May 1957, and by the end of the registration period, a total of 1,334 applicants had submitted their applications. From the pool of applicants, a rigorous selection process was conducted, considering the candidates' physical fitness, spiritual aptitude, and intellectual capabilities. After the evaluation, 59 candidates successfully passed and were chosen to be part of the National Military Academy. These 59 candidates attended the reopening inauguration ceremony, which took place on 11 November, 1957, at the Magelang National Military Academy Campus. The ceremony was officiated by President Soekarno. Following the inauguration ceremony, the 59 selected candidates were formally inaugurated as cadets of the National Military Academy, constituting the fourth batch of cadets. Prior to this, the first and second batches of cadets had received their education at the Yogyakarta Military Academy, while the third batch consisted of 10 individuals who were sent by the government to KMA Breda for their training. The main objective of the National Military Academy's education program was to develop Army officers who possessed unwavering loyalty to the state, demonstrated military proficiency, and firmly upheld the state ideology. This emphasis on loyalty, military competence,

and ideological commitment aimed to shape well-rounded officers capable of serving the nation and defending its interests. The reopening of the National Military Academy and the successful recruitment and inauguration of the fourth batch of cadets marked an important milestone in the academy's history, further solidifying its role in producing dedicated and capable Army officers for the Indonesian military (*Pikiran Rakjat*, 14 November, 1957; *Pemandangan*, 14 November, 1957)

The Inception of AKABRI

Lieutenant General Gatot Soebroto played a pivotal role in the establishment of the Armed Forces Academy of the Republic of Indonesia, which was initially proposed in 1957. His proposal stemmed from concerns regarding the development of individual military forces (Army, Navy, and Air Force) that could potentially undermine the unity and cohesion of the Republic of Indonesia Armed Forces, particularly with external interference in the army's affairs. As the Deputy Chief of Staff of the Army at the time, Lieutenant General Gatot Subroto proposed establishing an army academy to address these challenges.

Initially, the idea did not receive positive responses from the commanders of the different forces, including the Supreme Commander of the Armed Forces of the Republic of Indonesia. However, when General A. H. Nasution assumed the role of Chief of Staff of the Armed Forces, the proposal began to be seriously considered for realization. General Gatot Subroto's vision aligned with the changing times and the evolving nature of military developments, prompting a reconsideration of his idea.

On 6 June 1965, President Soekarno issued an order to integrate all service academies into a single educational institution while still preserving the distinctive characteristics of each force. This integration aimed to establish a comprehensive educational system that would produce professional soldiers capable of adapting to the dynamic military landscape.

On 5 July 1965, a crucial step was taken towards the integration of the academies of the armed forces with the establishment of an interdepartmental committee. This committee was created through the Decree of the Minister of Defense and Security Compartment/Head of Staff of the Armed Forces Number M/B/144. Rear Admiral O. B. Sjaaf was appointed as the chairman of the committee, and its members included the Governors/Commanders of the National Military Academy, the Naval Academy, the Air Force Academy, and the equivalent of PITK (Armed Forces Technical School).

Recognizing the need for effective decision-making and coordination, General Abdul Haris Nasution, the Coordinating Minister for Defence and Security/Head of Staff of ABRI, issued a decree to redefine the committee's composition. The revised committee structure was as follows: (1) chairman: Rear Admiral of the Navy O. B. Sjaaf; (2) members: Major General Djamin, Brigadier General Soerrono, Sea Commodore Srijono Prodjosukanto, Air Commodore S. Dino Indarto, Police Brigadier General Soebroto Brotodiredjo, Police Brigadier General Soemantri Sakimi, Police Brigadier General Moch. Jasin, Marine Colonel Soekardjo Djokosaroso, Air Colonel Soemitro.

After careful consideration, the interdepartmental committee recommended a phased approach to the integration of the academies. The first stage, known as formal integration, involved the dissolution of the individual force academies (AMN, AAL, AAU, and PITK) and their incorporation into the ABRI Academy. Each dimension of the armed forces was assigned a specific name: AKABRI for the Land, AKABRI for the Sea, AKABRI for the Air, and AKABRI for the Police.

The formal integration process was formalized through Presidential Decree Number 185/Koti/1965, dated 16 December 1965. This decree marked the official inauguration of the AKABRI. The establishment of AKABRI aimed to create a military education institution that would produce highly skilled officers capable of assuming strategic positions within the Armed Forces of the Republic of Indonesia. The primary objective was to ensure the sovereignty and security of the Indonesian nation (Honna, 1999). To commemorate this milestone, the Minister of Defense and Security/Commander of the Armed Forces issued Decree Number SKEP/1085/VIII/1977, designating 16 December 1965, as the official establishment date of the AKABRI (Sudarmanto et al., 2005, pp. 23-24).

Following the decision to integrate the academies, a special committee was formed under the leadership of Brigadier General A. Gani. Over a period of approximately four months, the committee worked diligently to formulate key aspects related to the integration plan for the forces' academies into AKABRI. These fundamental matters included the philosophy of education, educational objectives, educational systems and patterns, organization, candidate selection and cadet positions, the AKABRI realization project implementation, and the AKABRI banner.

Regarding the implementation of the AKABRI realization project, the Deputy Prime Minister for Defense and Security Affairs issued Decree No. Kep/E/61/66 on 4 July 1966. According to this decree, Major General Ahmad Tahir, who served as the Governor of the National Military Academy, was appointed as the officer in charge of the AKABRI Realization Project. His primary responsibilities included upgrading the academy's building facilities, improving the quality of instructors and lecturers, organizing the 1966 ABRI Youth Officers' Preliminary ceremony, and overseeing the AKABRI Opening Ceremony, which took place on 29 January 1967 (Sudarmanto et al., 2005, p. 24).

AKABRI formal integration

Following the plan, President Soekarno officially inaugurated the establishment of the AKABRI on 5 October, 1966, at the Parkir Timur Senayan Jakarta. The event also marked the appointment of Rear Admiral Rachmat Sumengkar as the first Commanding General of AKABRI. The Governors of AKABRI remained unchanged, with Major General Achmad Tahir serving as the first Governor of the AKABRI Land Section.

On 29 January, 1967, the AKABRI General Section was established as a partial realization of the AKABRI integration. The AKABRI General Section provided one-year education for first-level cadets, including Basic Education Chandradimuka. The

AKABRI Land Division cadets received their military education from the second level to the fourth level.

Over time, the leadership of the AKABRI General Section was integrated into the AKABRI Land Section, resulting in its renaming as the AKABRI Udarat Section and on 29 September 1979, based on the Decree of the Commander General of AKABRI No. SKEP/076/IX/1979, the AKABRI Udarat Section changed its name to AKABRI Bagian Darat (Land Section). Subsequently, on 14 June 1984, the AKABRI Land Section changed its name to the Military Academy (Sudarmanto et al., 2005, p. 26).

Governors of Land Division

During the period from 1967 to 1984, the Land Section, later known as the Military Academy, had six Governors who played significant roles in its leadership and development. Based on the information retrieved from Museum Taruna Abdul Jalil, The Governors of the Akabri Land Section during this time were as follows, Major General Achmad Tahir (1966-1968), Major General Solihin G. Putra (1968-1970), Major General Sarwo E. Wibowo (1970-1974), Major General Wijogo Atmodarminto (1974-1978), Major General Gunawan Wibisono (1978-1981), Major General Sudirman Saleh (1981-1983).

From AKABRI Land Division to Military Academy

According to Law Number 20 of 1982, the Armed Forces of the Republic of Indonesia (ABRI) underwent reorganization, including the reorganization of its educational institutions for officer formation. In line with this law, the Commanding General of AKABRI transferred the duties and authority of AKABRI to the chiefs of staff of the respective forces. On 14 June, 1984, Lieutenant General TNI Moergito, as the Commander General of AKABRI, handed over the duties and authority of the AKABRI Land section to General TNI Rudini, who was the Chief of Staff of the Army at that time. Subsequently, the name AKABRI was changed to the Military Academy.

It is worth noting that unlike the Air Force and Navy, which use the names of their respective military branches (Air Force Academy - AAU and Naval Academy - AAL), the Ground Force opted for the name Military Academy instead of Ground Force Academy. This naming choice is rooted in the history of education within the Army, as the institution was originally established as the Military Academy (Militaire Academie) in Yogyakarta in 1945.

Following the transfer of duties and authority, the Military Academy assumed the central role in the education sector at the Army Headquarters level. Previously, the Commanding General of AKABRI was responsible for organizing general education for first-level cadets for three months. However, with the handover, the Military Academy took on the primary responsibility of providing initial education for army officers at the academy level. Additionally, it oversaw integrative education for cadets, including basic education for *chandradimuka* cadets. Upon completion of this foundational training, cadets would then progress to four years of post-cadet education and further cadet development.

Since 1984, the Military Academy has been under the leadership of 23 Governors, all of whom are high-ranking Army officers holding the rank of Major General. Among these Governors, three have attained the highest rank of four stars. These distinguished individuals include General Gatot Nurmantyo, who served as both the Army Chief of Staff and the Commander of the Indonesian National Armed Forces (TNI), and General Dudung Abdurachman, the current Army Chief of Staff. General TNI Fachrul Razi stands out as the only Governor of the Military Academy to achieve four stars while serving as the Deputy Commander of the TNI (Museum of Teruna Abdul Jalil, 2022). While a book by Taslim H. Basri et al. (2011) lists the names of former Military Academy Governors and the academy's alumni who reached the rank of General, the Taruna Abdul Jalil Museum keeps a document listing the names of the Military Academy alumni who were given the rank of Honorary General.

Conclusions

The Military Academy in Indonesia has undergone a significant historical journey since the establishment of the Military Academy (Breda) in Bandung in 1940. Over the years, it has experienced various transformations and developments, culminating in the formation of separate Military Academies for the Land, Air, and Sea forces. In particular, the Land Division's Military Academy underwent a name change to reflect its association with the initial military education institution based in the Tidar Valley of Magelang.

The selection of the Tidar Valley as the location for the military academy can be attributed to several factors. Firstly, the 35-hectare expanse of the Tidar Valley was a former Dutch East Indies military area, eliminating the need for land acquisition. Secondly, its strategic proximity to Gadjah Mada University allows for easy access to qualified teaching staff. Thirdly, the geographical advantage of being situated at the foothills of Mount Tidar makes it ideal for military education and training. Apart from tracing the evolution of the Military Academy in Indonesia from its Dutch East Indies origins to the present day, it is worth noting that local traditional beliefs and knowledge still hold influence within the community. This cultural context adds depth and meaning to the selection of Magelang as the location for the Military Academy, aligning with both logical reasons and the preservation of local traditions.

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List of Interviews

- Interview with A.D. Martono, 5 July, 2022 at Mount Tidar, Magelang.
- Interview with Novo Indarto (Magelang historian), at Mount Tidar, Magelang, 5 July, 2022.