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## THE INFLUENCE OF DISCIPLINE IN F-FDTL MILITARY EDUCATION ON STRESS LEVEL

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### ARTICLE INFO

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*Article history:*

Received: 10-09-2025

Accepted: 11-11-2025

Published: 31-12-2025

*Keyword:* discipline,  
stress

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### ABSTRACT

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This research aims to determine the relationship between F-FDTL discipline education and the stress of male members. The researcher utilized a quantitative approach. The research subjects were male members. The measuring instrument used is a scale. Regression analysis using the SPSS version 18 program is the data analysis method. Based on the analysis, the correlation is significant ( $p = 0.010$ ;  $p < 0.05$ ). This shows that educator discipline influences the stress of male members. Based on the analysis, the disciplinary education variable can be used to predict member stress.

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## INTRODUCTION

So far, the military world is often assumed to be a world full of discipline, violence, and tension, where from these attitudes conflict arises with oneself, a person's various traits and personalities that have been formed by the environment in which he lives, which conflict with the attitudes of a military soldier. A person who previously had a relaxed, detached lifestyle must change when entering the military world and be physically resilient in facing the weather and in basic military training. Therefore, it appears that the criteria for male soldier candidates require excellent physical health, endurance, and skill, given that the basic duties of a soldier are very stressful, involve the use of firearms, and require working 24 hours. The military is a profession that has a very high level of work (Wilby in Erry, 2006).

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without additional compensation (Simmons & Yoder, 2013). Soldiers also have an obligation always to appear perfect and to always concentrate on completing their heavy workload (Defense, 2015).

Cases of soldiers experiencing negative psychological problems such as stress, depression, and the risk of suicide are often reported by soldiers who are sent on assignment to areas of conflict or potential war, and even those who work at home bases or headquarters (Hotopf et al., 2006; Pflanz & Sonnek, 2002; Ursano et al., 2016). Cases of soldiers experiencing work stress were reported by 44% of female Air Force soldiers and 41% of male Air Force soldiers. Meanwhile, stress among marine soldiers was reported to be as high as 37% (Bridger, Brasher, Dew, & Kilminster, 2008). Soldiers conducting assignments also often experience anxiety and depression, which are significant symptoms of posttraumatic stress disorder (PTSD). Depression in soldiers was reported as much as 11.2% -17.1% after being sent on assignment (Hoge et al., 2004). Research results regarding suicide attempts in 1992-2001 based on gender were 90.9% for male soldiers and 53.3% for female soldiers (Shelef et al., 2017).

The negative psychological problems experienced by soldiers are caused by the cultural factors of deployment and separation that military members often experience. M. Segal in Burrell found that the culture of deployment among army members is closely related to the risk of injury, satisfaction with marital status, adaptation to new environments, and even loss of life due to combat (Burrell, Adams, Durand, & Castro, 2006). The risk of spreading culture is felt most strongly among young military members, namely those aged 18-22. This is due to my inability to find a future while in the military environment (Finnegan et al., 2014).

Deployment culture can cause stress among military members, as evidenced by feelings of role ambiguity during assignments (Multisari et al., 2022). Essential levels of work-related stress and ignorance of the duties and responsibilities that must be performed are forms of role ambiguity felt by military members. Frone in Sharma (2015) noted that role ambiguity can arise when access to information is obstructed or inadequate, which can reduce the employment potential of military members.

Nurses can take steps to reduce negative psychological problems among soldiers before deployment. Roles that can be conducted in the phase before sending an assignment include conducting stress management training, promoting mental health, and providing information on endemic disease prevention (Pinder, Fear,

Wessely, Reid, & Greenberg, 2010). The role of nurses as case managers can also be carried out during assignments by implementing secondary prevention through periodic screening to obtain reports on the mental health of military members (Potter, Perry, Stockert, & Hall, 2013). Screening results can be used to develop nursing interventions to improve the psychological well-being of military personnel (Armstrong, 2018; Searle et al., 2017). Providing an overview of negative psychological problems in serving soldiers is expected to increase collaboration between community and military nurses and develop interventions.

## **METHOD**

### **Variable Identification**

Dependent variable: Stress level

Independent variable: Discipline

### **Operational Definition of Variables**

Stress is an uncomfortable condition experienced by an individual in their environment that influences their psychological and physiological state. Discipline is a pattern of behavior for an individual or group that is guided by rules or regulations to achieve goals and comply with applicable regulations. Discipline has the following indicators: acceptance of regulations, compliance, and responsibility.

### **Population and Sample**

The population in this study consisted of all members of the Centro de Instrução Comandante Nicolao Lobato Metinaro, totaling 600, with a sample of 100 members who were undergoing the quarantine stage. The sampling technique uses a purposive, non-random sampling method; that is, each subject does not have the same chance, and only subjects with certain characteristics are selected.

### **Method of collecting data**

Research data were collected using two scales: the stress level scale and the discipline scale.

#### **i. Stress Level Scale**

The stress level scale was adopted from Maya (in Erry, 2006) for research on the relationship between optimism, social relationships, and stress at the F-FDTL

pilot school in Timor-Leste, with a reliability of 0.876. Contains 43 items with alternative answers, "Yes" and "No". The scoring method "Yes" is given a score of 1, "No" is given a score of 0.

## **ii. Discipline Scale**

The Discipline Scale in this research uses the discipline scale compiled by Erry (2006) with a reliability of 0.923. Consisting of 40 statements, this scale consists of four possible answers, namely: Strongly Agree (SS), Agree (S), Disagree (TS), Strongly Disagree (STS). Scores for favorable statements are 4, 3, 2, 1. On the other hand, unfavorable statements are 1, 2, 3, 4.

## **Data Analysis Techniques**

The research data collected using these two scales were analyzed using simple regression analysis in the Statistical Package for the Social Sciences (SPSS) version

## **RESULT AND DISCUSSIONS**

The research was conducted at the Centro de Instrução Comandante Nicolao Lobato Metinaro by distributing two measuring instruments to the research subjects: the stress level scale and the discipline scale. These were combined into a single bundle to make it easier to administer the test. Pelaksanaan Penelitian

### **Determination of Research Subjects**

The research subjects were Semaba members. With a purposive, non-random sampling technique, 100 samples were collected. In filling out the scale, they were given approximately 45 minutes, and data collection was conducted in the auditorium to complete it in 1 stage with a total of 100 people, for time efficiency and to avoid disrupting the educational process.

### **Implementation of Research Data Scoring**

After all the research data is collected and entered, the researcher first scores the items—item scores on the disciplinary scale range from 1 to 4. Scoring is based on the subject's answers and on the nature of the items, namely, favorable (supporting) and unfavorable (not supporting). The highest score for each item is 4, while the lowest score is 1. The favorable option is strongly agree (SS) = 4, agree (S) = 3, disagree (TS) = 2, and strongly disagree (STS) = 1. The unfavorable item is scored as strongly agree (SS) = 1, agree (S) = 2, disagree (TS) = 3, and strongly disagree (STS) = 4. Meanwhile, the stress questionnaire consists of 20 items with

two alternative answers: "yes" and "no". The scoring method assigns "Yes" a value of 1 (favorable) and "No" a value of 0 (unfavorable).

### **Data Analysis Results and Discussion**

The results of the data analysis show that discipline influences stress levels, depending on the discipline applied. The stricter the discipline applied, the higher the stress members feel can be accepted. This is in accordance with Erry's (2006) opinion, which states that humans who successfully adapt are those who can fulfill their needs. On the other hand, people who do not have their needs fulfilled have an unbalanced mental condition, and inner tension can occur, so that the person is less able to adapt to their environment.

This is a replicative study in which researchers use different subjects from previous research. Based on research results, a strict disciplinary approach is the main factor that causes increased stress. With a significance level of 0.010, the significance level is smaller than 0.05, indicating significance. Even though discipline influences stress levels, other variables also affect this research, such as high adaptation, high social interaction, and others' understanding of military education, which make people better prepared in advance. However, if a Member has an optimistic view, then he will be able to make good adjustments. Under pressure or when facing problems, this optimistic thinking leads to the belief that every problem has a solution.

Apart from discipline, the environment also influences tension. The military environment is characterized by a harsh atmosphere and is set in a relatively isolated dormitory. Some strata boundaries regulate relationships between individuals, while others set open communication boundaries that do not support social interaction.

According to Chaplin (in Erry 2006), stress is a state of tension, both physical and psychological. When someone feels a high temperature and becomes restless, it can be said that the person is experiencing stress. In some cases, stressors are specific and easy to recognize, but more often, stress results from a combination of less obvious stressors. Two main factors can turn potential stress into real stress: uncertainty and the importance of the results. A result that is certain and considered unimportant to the individual is not a threat to their well-being, but a result that is of very significant value and cannot necessarily be achieved by the individual will cause stress.

## CONCLUSIONS

Based on the results of the data analysis described above, it can be concluded that discipline influences stress levels: the stricter the discipline is applied, the higher the stress felt.

For further development, the following are recommended:

1. Next researcher: the variable used, apart from discipline, could be personality type.
2. Skadik: providing social support to reduce member stress, for example, communication with family at the specified time.
3. Members should be more adaptable, so they can adjust to the new environment more easily and are not shocked or stressed by it.

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