

# The Urgence of Country Defense Education Development in School and Community Education Environment

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## Abstract

*The purpose of this article is to explain a theoretical analysis of the awareness of defending the state through the educational environment in schools and society. The concept of defending the country can be described physically or non-physically. Physically, that is by taking up arms against enemy attacks or aggression. Physical state defense is carried out to deal with external threats. The research method used in this research is normative juridical, namely legal research that refers to written regulations or other legal materials. Types of approach to legislation (statute approach), case approach (case approach) and conceptual approach. The statutory approach is intended that researchers use laws and regulations as the initial basis for conducting analysis. Sources of legal materials used in this study include primary legal materials consisting of the 1945 Constitution of the Republic of Indonesia. Fostering state defense awareness can be done through school culture. School culture is in the form of values, norms, and rules contained in school life, so that the existence of school culture can help foster children in the awareness of defending the country. School culture can influence the behavior of students, because school culture has the function of forming student behavior and as a value system*

Keywords: State Defense Education; Community education environment; State defense law; Theory Analysis

## Introduction

The historical record of the Indonesian nation began with the National awakening event in 1908, the youth oath on October 28, 1928, then continued with the proclamation in 1945. Historical events emerged on December 19, 1948, namely the event of carrying out the second aggression to seize the Indonesian capital in Yogyakarta, the Dutch arrested Soekarno and Hatta. Before the arrest occurred Soekarno gave a mandate to Syarifudin Prawira the state to form an emergency government, the event was commemorated as the day of state defense (Siahaan, 2016: 7).

Indonesia became a sovereign or independent country on August 17, 1945. Indonesia is an archipelagic country with a very diverse population of ethnicities, languages, races, religions, and cultures. Geographically, Indonesia is located at the crossroads of global traffic, between the continents of Asia and

Australia, as well as the Indian and Pacific oceans, making it a geographically strategic location.

Based on the Preamble to the 1945 Constitution of the Republic of Indonesia, the national goal of the Indonesian nation is to protect the entire nation and the entire homeland of Indonesia, promote public welfare, educate the nation's life, and participate in implementing world order based on independence, eternal peace and social justice. . Joint efforts of every component of the nation are needed by realizing a strong defense system to achieve the mandate of the 1945 Constitution of the Republic of Indonesia.

The Ministry of Defense (2020), explains that state defense for a sovereign nation is a way to safeguard, protect and defend the integrity, unity and integrity of the nation against all forms of threats.

As one of the personality development courses in Higher Education, Citizenship

Education (PKn) courses have a general goal of how to make good citizens who are able to support the nation and state. Good in a democratic sense, namely citizens who are intelligent, civilized, and responsible for the survival of the Indonesian state. Later, students are expected to have the competence to become scientists and professionals who have a sense of nationality and love for the homeland, civilized democracy, become citizens who are competitive, disciplined, and actively participate in building a peaceful life based on the Pancasila value system. Civics learning materials carry mission as education of personality values, education that provides an understanding of the relationship between citizens and the state (civic education), political education (political education) or democracy, and state defense education. In particular, materials related to state defense education are contained in Indonesian Geopolitics or Archipelago Insights and Indonesian Geostrategy or National Resilience.

State defense is defined as the determination, attitude and action of citizens in an orderly, comprehensive, integrated and continuous manner that is based on love for the homeland and awareness of life as a nation and state (Winarno, 2013: 228). In the 1945 Constitution of the Republic of Indonesia Article 27 Paragraph 3 it is stated that; "Every citizen has the right and obligation to participate in the defense of the State". Every citizen is also entitled and obligated to participate in national defense as stated in Article 30 Paragraph 1 that; "Every citizen has the right and obligation to participate in the defense and security of the state."

Furthermore, Law No. 3 of 2002 concerning national defense explains that the effort to defend the state is the attitude and behavior of citizens who are inspired by their love for the Unitary State of the Republic of Indonesia based on Pancasila and the 1945 Constitution in ensuring the survival of the nation and state. Efforts to defend the country, apart from being an obligation, are also an honor for every citizen, which are carried out with full awareness, responsibility, and are willing to sacrifice in the service of the country and nation.

The concept of defending the country can be described physically or non-physically. Physically, that is by taking up arms against

enemy attacks or aggression. Physical state defense is carried out to deal with external threats. Meanwhile, non-physical state defense can be defined as "all efforts to defend the unitary state of the Republic of Indonesia by increasing awareness of the nation and state, instilling love for the homeland and playing an active role in advancing the nation and state".

The manifestation of the effort to defend the state is the readiness and willingness of every citizen to sacrifice in order to defend the independence, sovereignty of the state, the unity and integrity of the Indonesian nation, the territorial integrity of the archipelago, survival and national jurisdiction, as well as the values of Pancasila and the 1945 Constitution. The state is based on the nationalism and patriotism of every citizen.

In order to realize the sustainability of the Republic of Indonesia and the survival of the nation and state, the cultivation of state defense in citizens is a central point that needs to be fostered and developed. Through superior quality citizens, the Indonesian nation can carry out sustainable development as well as overcome various forms of threats, challenges, obstacles and disturbances (ATHG) originating both from within and outside that directly or indirectly endanger the identity, integration and survival of the nation and the Unitary State of the Republic of Indonesia. Indonesia based on Pancasila and the 1945 Constitution.

## **Method**

The research method used in this research is normative juridical, namely legal research that refers to written regulations or other legal materials. Types of approach to legislation (statute approach), case approach (case approach) and conceptual approach. The statutory approach is intended that researchers use laws and regulations as the initial basis for conducting analysis. The type of writing used is normative legal research, while the case approach is a number of cases that are studied to be used as a basic reference for initiating future arrangements.

Sources of legal materials used in this study include primary legal materials consisting of the 1945 Constitution of the Republic of Indonesia, Law Number 39 of 1999 concerning Human Rights, Law Number 3 of 2002 concerning National Defense and other

regulations. other regulations related to this research. While the secondary legal materials consist of books, scientific journals and other studies related to the problems studied. While the research method used is descriptive analytical study method that examines concepts, legal norms and legal systems related to the application of the concept of defending the state. In addition, to make it easier to draw conclusions from the formulation of the problem studied, the authors use the deduction method.

## Result and Discussion

### *National defense concept*

State defense has the meaning of loyalty to the unitary state of the Republic of Indonesia. State defense has an understanding of the attitude or behavior of citizens who are imbued with their love for the Unitary State of the Republic of Indonesia based on Pancasila and the 1945 Constitution in ensuring the continuity of the life of the nation and state as a whole (Siahaan, 2016: 9).

Constitutionally, defending the state is the right and obligation of citizens as stated in Article 27 paragraph (3) of the 1945 Constitution of the Republic of Indonesia, that every citizen has the right and is obliged to participate in the defense of the state. The form of the phrase "defense of the state" is not yet clear, whether the application of state defense is in the form of military service as happened in Singapore or in the form of civic education or in other forms. This is because there is no other reference in the form of a law as an operational reference for state administrators. As for the concept of defending the state that is currently being applied, it is the result of the interpretation of the Ministry of Defense.

Regarding universal defense, it was first practiced in France since the French Revolution in 1789 under the leadership of a French army officer named Napoleon Bonaparte who later became Emperor of France in the late 18th to early 19th centuries. In that revolution, the French people's sense of nationality rapidly developed, which carried out a rebellion against the power of the nobility who had suppressed them with various regulations and finally the French people succeeded in seizing power with the slogans of independence (*liberte*), equality

(*egalite*), and brotherhood (*fraternite*). Then, the kings and nobles in neighboring France tried to help each other by attacking France, then the French people's sense of nationality rose and voluntarily formed resistance forces. It was during this period of resistance that the figure of Napoleon Bonaparte stood out for his strong ambition, skill and intelligence, prompting him to seize the leadership of the French nation, which was being besieged by the armies of the nobility. The French people then chose Napoleon to become consul and eventually became head of the country. Napoleon then assembled the French army to not only defend against the attacks of the noble army, but to counterattack by taking advantage of the nation's rising national spirit. He not only succeeded in defeating his opponent but also succeeded in seizing the power of his neighboring countries and he also had ambitions to rule all of Europe from France on the west coast to Russia in the east. In order to fulfill this ambition,

State defense is a constitutional obligation as an Indonesian citizen as well as an obligation as a human being as emphasized by Moh. Mahfud MD. Furthermore, Mahfud explained, as a citizen, we are required to have a sense of nationalism (nationalism) or a deep love for the homeland so that we must be ready to defend and sacrifice for its survival. Thus, there is a reciprocal achievement between the protection of the rights granted by the state and the willingness to sacrifice for the survival of the nation and state as embodied in Article 27 paragraph (3) of the 1945 Constitution concerning the obligation of citizens to defend the state.

Military service can be viewed in two basic areas, namely the rights and obligations of citizens. Military service as a right can be interpreted as an effort by the state to provide the basics of civil defense in an emergency. As an obligation, military service can be placed as a form of civil society participation to defend the country and the effort to create a professional TNI. Therefore, there are at least (three) reasons underlying military service:

*First*, the formation of the spirit of patriotism among the younger generation. Second, as a reserve component (*komcad*) of national defense, according to modern defense, the number of soldiers must be limited, highly skilled and professional. The army functions as

a special force equipped with high technology weaponry. Third, military service is applied in conditions of war, which requires the mobilization of troops on a large scale.

This is often done by the United States, with the concept of conscription (mandatory) as in World War II by forming citizen soldiers. Conscription is formed not only on the basis of state instructions, but also on the voluntary basis of citizens. Citizen soldier involves citizens who have permanent jobs, are old enough, as well as citizens who will travel abroad.

### *Awareness of national defense development*

The current era of globalization provides space for the younger generation of Indonesia to more easily recognize, understand the ways of thinking and the culture of other nations. Understanding other cultures too deeply and ignoring one's own can have dire consequences. The sense of love for one's own nation disappears and pride in one's own nation disappears. Indonesia's young generation has been dragged too far in globalization. Many young Indonesians have forgotten their national identity and do not even know their own national identity. A sense of pride in what the nation has will make the sense of nationalism erode. The spirit of Indonesian nationalism is getting less and less.

The fading of national character and identity as individuals and as Indonesian people, has serious implications for the destruction or loss of the nation's character. The destruction of the nation's character will have a significant effect on national identity. And now the condition of the Indonesian nation has tended to damage the character of the nation's children. Anarchic actions, racial conflicts and separatism are often crucial problems in this country because of the loss of the spirit of unity and integrity of the nation's children, the loss of the motto *Bhineka Tunggal Ika*, and the loss of the soul of love for the homeland. Therefore, from the various challenges faced by this nation, the discourse of defending the state has emerged as a long-term solution to answer these problems. This application needs to be carried out and implemented since school, so the attitude of defending the country is taught when Indonesian students or youth receive

elementary school education until they live in society.

Students' behavior and attitudes are influenced by two environments, namely the family and school environment. The school environment is believed to be a vehicle for building good student character. According to Goleman's opinion (Megawangi, 2009: 53) that many parents experience failure in educating their children's character which may be due to busyness or because they are more concerned with the cognitive aspects of children. The development of student behavior and attitudes can be done by providing guidance in schools. The development of state defense awareness is carried out by character building that teaches how to think and behave. According to Chrisiana (2005: 85) that character building teaches a person a habit of thinking and behavior that helps him to live and work together as a family, community,

The development of student character which leads to attitudes and behavior requires various aspects, not only from the aspect of skills (psychomotor). According to Megawangi (2009: 90) that character building is a plus character development, which involves aspects of knowledge (cognitive), feelings (feeling), and action (action). Providing understanding and feelings can have an impact on the awareness of defending the country. The result of understanding can provide actions that reflect the awareness of defending the country. According to Chrisiana (2005: 102) that there are six types of character that must be achieved in character building activities, which include:

1. *Trustworthiness*, a form of character that makes a person: integrity, honest, and loyal.
2. *Fairness*, a form of character that makes a person have an open mind and does not like to take advantage of others.
3. *Caring*, a form of character that makes a person have a caring attitude and concern for others and the social conditions of the surrounding environment.
4. *Respect*, a form of character that makes a person always respect and respect others.
5. *Citizenship*, a form of character that makes a person aware of laws and regulations and care about the natural environment.
6. *Responsibility*, a form of character that makes a person responsible, disciplined,

and always doing things as well as possible in everyday life.

Awareness of defending the country can be related to the type of character of Citizenship and Responsibility, so that with character development it can provide awareness of defending the country to students so that they can behave that reflects defending the country.

#### *Fostering knowledge of state defense in the educational environment*

Fostering awareness of defending the country through the development of school culture can be done by habituation of various elements in the school. According to Saifuddin (2016: 32) to maintain the nation's culture can be done by instilling and embodying today's state defense in the form of cultural learning processes to education in schools. Schools can have a role in knowing the nation's culture and state defense awareness. Based on the results of research from Craig (2009: 13; Hongboontri & Chaokongjakra (2011: 3) that various parties in schools can build and shape a good school culture in achieving school goals, The school culture cannot be separated from the trust and habituation carried out by school members in forming a value-based school culture. -values developed in the school culture. Research that supports the results of research by Jareonstasin (Ditjen Dikdas, 2012) that school culture is an important aspect that has the most influence on students' character development.

School culture has a contribution in fostering student awareness in defending the country. The form of contribution to the school's vision and mission, school leadership, policies and management used, participation of parents and students, the accuracy of the learning model used, and the development of existing state defense values will affect the school culture that is formed. School culture fosters the habits of students who have awareness of defending the country. According to Sujatna (2008: 3) that school culture has four functions, including:

1. As a tool for forming the identity of the school;
2. If the school culture is good, it will help the school community to increase their high commitment;

3. School culture will encourage the formation of a conducive school environment that is not disturbed by conflicts that prevent schools from improving the quality of education; and
4. School culture will function to build a positive environment for school residents.

Different opinion Ndraha (2003: 45) suggests that there are five functions of school culture, namely:

1. As the identity and image of an educational institution that distinguishes one school from another which is formed by historical factors, conditions, and the value system that is believed;
2. As a source where school culture is a source of inspiration and policy in advancing the institution;
3. As a behavior that has been determined and mutually agreed upon so that the school culture determines the limits of behavior by the school community;
4. As an adaptation mechanism to changes that occur due to the influence of globalization, it is necessary to have the right strategy to form a school culture that is in accordance with the needs of the times and
5. As a value system, it means that school culture is a description of the expected behavior of the school community to achieve the goals of the institution.

The function of school culture can affect the behavior of students. School culture can be developed to build students' awareness of defending the country. In addition, according to Hall & Hord (2015: 35) also suggests that the function of school culture in order to achieve school goals can be done through forming professional teachers, good personal mastery, synergistic learning teams, and building a shared vision. In general, the purpose of the school is to develop students who have

Pancasila values which are part of the element of defending the state.

## Conclusion

The awareness of defending the state is the basic capital as well as the strength of the nation, in order to maintain the integrity, sovereignty, and survival of the nation and state of Indonesia. Awareness of defending the country is necessary for citizens, so that they can participate in efforts to defend the country. When students have awareness of defending the country, there will be a need to defend the country for students in the form of studying diligently and diligently, practicing the values of Pancasila, and behavior in accordance with the norms of the nation.

Fostering state defense awareness can be done through school culture. School culture is in the form of values, norms, and rules contained in school life, so that the existence of school culture can help foster children in the awareness of defending the country. School culture can influence the behavior of students, because school culture has a function to shape student behavior and as a value system. The values of Pancasila and the 1945 Constitution can be implemented become values in life in the school environment. So that school culture can foster student character in the form of responsibility and citizenship. Student behavior that reflects being aware of defend the country, namely obeying the rules, honesty, and discipline and tolerance among others.

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