
National Defense Education as Students' Character Education

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Abstract

Global society is entering a new stage of development called the Fourth Industrial Revolution (Industry 4.0). The rapid and massive development of digital technology has pushed the world into a new industrial order. The new industrial order presents opportunities as well as challenges for young generation. Character education, a value education involving knowledge (cognitive aspect), feeling, and action, is projected to be able to prepare young generation to face Industry 4.0. The purpose of this study was to describe the implementation of National Defense Education as a medium for developing student character at Siliwangi University (*UNSIL*) specially defending the state value. This is qualitative research using a case study design. The research subjects in this study were the parties involved in the National Defense Education held by Siliwangi University. The research results suggest that the National Defense Education was a tentative semi-military education. This activity is generally aimed at character building, especially to build students' awareness of the nation, discipline, kinship, and independence.

Keywords: *National defiance education, Students' awareness of the nation*

A. Introduction

Global society is entering a new stage of development called the Fourth Industrial Revolution (Industry 4.0). In this new industrial order, Artificial Intelligence (AI), Internet of things (IoT), big data, cloud, and mobile technology are changing the lives of global citizens in very fundamental ways. Industry 4.0 allows global citizens to access information from various parts of the world by using mobile technology devices (Wijono, 2008). In facing this changes, Indonesia needs national resilience and defense to establish a dynamic condition in every aspect of the nation. This dynamic condition also involves fortitude and resilience as the ability to develop national strength in facing and overcoming all internal and external challenges, threats, obstacles and disturbances to guarantee identity, integrity, the survival of the nation, and national goal achievement.

To achieve national goals, the *astagatra* (the basic conception of national resilience) requires an integrated implementation system that refers to geopolitical dynamics. This integrated system is stated in the national defense system that already has a strong legal foundation in the 1945 Constitution, as well as Law No.3 Year 2002 concerning National Defense (Law No.3 / 2002). Article 9 of Law No.3 / 2002 which states:

Every citizen has the right and obligation to participate in efforts to defend the country which are realized in the implementation of the national defense; (2) The participation of citizens

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in efforts to defend the country, as referred to under paragraph (1), is carried out through: a. civic education; b. compulsory basic military training; c. voluntary or compulsory service as soldiers of the Indonesian National Armed Forces; and d. professional services.

Budimansyah (2010: 4) suggests several reasons related to the importance of defending the country:

1. The benefits perspective, i.e. national defense and security are essential factors to ensure the survival of a country.
2. The Constitution perspective, i.e. the obligation of citizens to defend the country as stipulated in the 1945 Constitution.
3. The law perspective, i.e. Law No. 3 Year 2002 on National Defense.

National defense is essential to ensure the survival of a nation. Furthermore, defending the country is also a constitutional mandate that must be carried out. National defense now has two concepts, i.e. Indonesian national defense and resilience. National defense is mainly enforced by the Indonesian National Armed Forces (*TNI*) and the Indonesian National Police (*POLRI*) who are professionally trained. Simultaneously, citizens must participate to guard and strengthen the defense, while resilience is a joint obligation of all Indonesian people, to strengthen national ideology, politics, economy, and socio-culture. For this purpose, Indonesia must be strengthened by its national character. Citizens with strong national character would take part in improving their country's economy according to their respective capacities and competencies.

Several developed countries have actualized state defense by conscription, including South Korea and Norway. In state defense education through military conscription, participating citizens have played a role in building citizenship, nationality, and even masculinity (Kwon: 2000). This finding was reinforced by Hwang where historically, conscription organized by South Korea has produced citizens who are able to play an active role in improving the nation's discursive boundaries and even have a military understanding of citizenship and national security (Hwang: 2018).

Apart from South Korea, Norway also implements State Defense Education in the form of conscription. Kosnik said that conscription in Norway is the first defense strategy that has a role to carry out missions such as territorial defense and border security. Kosnik further predicts that conscription will remain a strategic tool for small countries in the 21st century, considering that conscription can complete various tasks tailored to the country's national security needs (Kosnik: 2017).

In ASEAN, Singapore is a country that implements state defense in the form of compulsory military service. The results of conscription in Singapore show a national soldier with qualities of discipline, responsibility, team spirit and qualified physical fitness. This situation was positively utilized by conscription participants in civilian life which in turn became the hallmark of the Singaporean workforce (Nair: 1995). According to Randall, this proves that civilian involvement is very meaningful in building the country (Randall: 2017).

As reported on the official website of the Ministry of Defense, the Ministry of Defense collaborated with several related ministries/ institutions agreed to form National Defense cadres in districts/ cities throughout Indonesia. The National Defense cadres are expected to be a component of the nation's deterrence in supporting national defense. This

program supports the Mental Revolution program of the current Cabinet government. The Ministry of Defense in cooperation with the Education and Training Center establishes a State Defense Education and Training Center. The Ministry of Defense also establish cooperation with the Ministry of Culture and Education for Primary and Secondary Education, Ministry of Research and Technology and Higher Education, Ministry of Religion, Ministry of Youth and Sports, Police, TNI, and the National Scout Movement.

Even though Indonesian National Defense already has a solid legal foundation, Indonesia does not yet have a comprehensive system for implementing national defense. This article describes the research results on the Implementation of National Defense Education at Siliwangi University.

In connection with defending the country, Suseno (1988: 39) suggests several values: “(1) the values of the 1945 struggle for independence, (2) the values of the nation, state, and society, (3) awareness of the values (foreign ones) threatening the survival of the nation, and (4) patriotism values ”. Meanwhile, according to wikipedia.org the values or elements of state defense consist of: "Love for the motherland, awareness of the nation and the state, namely Pancasila as the state ideology, being willing to sacrifice for the nation and state, having the initial ability to defend the country.

National Defense Educational Program

National defense education is a step taken to create a country's national resilience in order to avoid all forms that will interfere with the sovereignty of a country. “National defense education is the effort of every citizen of the Republic of Indonesia against threats, both from outside and from within the country (Winarno, 2009 p. 182). National defense education does not only have a static meaning which is understood as an act of "bearing arms" or matters that smell of "militarism" and is not merely the task of the TNI, but is the duty of all citizens according to their abilities and professions in society. Thus, defending the state is not a monopoly of one group of professions, occupations, groups, races, and ethnicities. So that the definition of defending the state is very broad, so that it can accommodate all groups, as well as interest groups.

National defense education program in Siliwangi University is an overview of activities/programs that involve various components, including Lemhannas (National Defense Institution of Indonesia) as a form of government support, KODIM, POLRES, and DANLANUD as military parties, and Siliwangi University itself as an academic party, these components are parties that play an important role in development Defend the State in Indonesia and play an important role in developing the spirit of student nationalism.

National Defense Education must be attended by the academic community of Siliwangi University and carried out in stages, namely (a) the initial stage in elementary to high school education and in the Scout movement, and (b) the advanced stage in the form of civics education in tertiary institutions which will be achieved through implementation The Tri-dharma of Higher Education, namely Education, Research, and Community Service with its implementation based on the following characteristics, attitudes, and aspirations.

In general, National defense education in Siliwangi University consists of class material and field material. What is presented in the class material is the Foundation and Concept of State Defense and Consolidation of National Values. The Foundation and Concept of State Defense is delivered in the form of public lectures, while the Consolidation of national values is delivered in the form of lectures that are varied with games.

Based on the results of the documentation analysis, the National defense education in Siliwangi University guidelines include four methods, namely:

- a. Lecture and question and answer method;
- b. Seminars / Lectures;
- c. Agility Method;
- d. Practice and Test Method

Advanced state defense education materials consist of love for the motherland, awareness of the nation and state, belief in Pancasila as the state ideology, willingness to sacrifice for the country and the initial ability to defend the country. These elements form the basis and requirements for the realization of a national defense system and the spirit of defending the country in order to ensure that the Unitary State of the Republic of Indonesia remains upright and intact.

Widodo (2011) defines National defense as attitudes and actions of citizens based on love for the homeland, awareness of the nation and state, belief in Pancasila as the ideology of the nation and state, willingness to sacrifice in order to face every threat, challenge, obstacle and disturbance both come from within and from outside that endanger the survival of the nation and the State, territorial integrity, national jurisdiction and the noble values of Pancasila and the 1945 Constitution. This definition provides the widest possible opportunity for every citizen to carry out state defense activities. In essence, military power in a country is indeed a very important and decisive force in forming state power, but if it is not supported by various other factors such as the awareness of every citizen, including civil society, efforts to achieve state resilience will not be achieved by good. As stated by Glassner (in Hayati, S & Yani, M. 2011 p. 74) regarding the factors and components of state power, he explained that:

The first factor is the military factor, which consists of the army, sea and air forces. Military strength is controlled by personal qualities as well as weapons, materials, equipment, fuel, and others. After the military, another determining factor is national integration which consists of spiritual and moral integration as well as economic integration (structure and space).

To be able to do state defense, one must have the knowledge, attitudes and skills to defend the country. This ability can be formed through state defense education through formal, non-formal and informal education. The formal education path in schools is given Citizenship education starting from elementary, secondary to tertiary education. For non-formal education pathways in the community, agencies, social and political organizations and mass organizations. Meanwhile, the informal education path is carried out at the family level through the example of parents in household life.

The Nature of Character Education

The word “character” comes from Greek which means "to mark" and focuses on how to live values in real life, values in action (Wynne in Mulyasa, 2011: 3). Meanwhile, according to Lickona (1992: 51) "character refers to a reliable inner disposition to respond to situations in a morally good way; characters conce lived has three interrelated parts: moral knowing, moral feeling, and moral behavior.”

Character does not only contain elements of moral knowledge, but also moral feelings and behavior. Therefore, developing a character requires time and consistency; it cannot be instantly formed. At the present time, character education is an urgent need for all countries, including Indonesia. The incessant global flow without any filter has resulted in the people being easily influenced by hedonism and individualism, which has a direct impact on the decline in the moral quality of the nation (Megawangi, 2004: 14).

Various steps have been made to resolve these problems such as establishing regulation and legislation as well as strengthening law enforcement. However, these measures have not been able to solve the current issues. Another alternative that has been projected to overcome, or at least to minimize the problems related to national character is by conducting education that could cultivate better nation's generation (Husen, et al, 2010: 1).

In Law Number 20 of 2003 Article 3 concerning the National Education System, it is stated that "National education has the function of developing capabilities and shaping dignified national character and civilization in order to educate the life of the nation, aiming at developing the potential of students to become human beings who believe in God Almighty who are noble in character, healthy, knowledgeable, capable, creative, independent, democratic, and responsible.” From these objectives it can be seen that the essence of the goal of national education is character education.

At the formal level, the implementation of character education has been regulated and confirmed in Article 37 Paragraph (1) of Law Number 20 Year 2003 which states that the primary and secondary education curriculum must contain: Religious Education, Citizenship Education, and Language Education. Meanwhile, Article 37 Paragraph (2) states that the higher education curriculum is obliged to contain: Religious Education, Citizenship and Language Education. Elucidation of Article 37 Paragraph (1) of Law No. 20 Year 2003 concerning the National Education System, states that "Citizenship education is intended to shape students into human beings who have a sense of nationality and love of the country".

B. Methods

The method used in this research is a case study. Case studies are used when researchers need to understand a particular problem or situation in great depth, and where the researcher can identify cases that are rich in information (Patton, 2006). In qualitative research, research subjects are selected purposively with respect to a certain orientation or purpose. Moleong (2000) states that "... in qualitative research there is no random sample, but a purposive sample". Subjects hereinafter referred to as informants in this study are

people who have competence and meet the appropriate criteria for the research. Creswell (2014) explains that the participants and the research location were chosen and planned deliberately to help researchers understand the research problems. Research subjects in this study were: Chancellor of Siliwangi University, Lecturers of Siliwangi University, Tasikmalaya Police, the Indonesian National Armed Forces, Air Forces, Commander of the Military District, and new students of Siliwangi University .

C. Findings and Discussion

The issue regarding National Defense concept has been constantly argued. The concept of "defense" of the nation as stipulated in the 1945 Constitution should be operationalized in the form of a formal education curriculum from primary to tertiary education. Since the modern war system is not only a physical and technological war but also a war of ideologies, ways of thinking, and culture. It is in this direction that the relevance of the concept of national defense is applied in the world of formal education under the authority of the Ministry of Education, not the Ministry of Defense (Indriyani, 2019).

1. Character Education in Siliwangi University's National Defense Program

Character as an aspect of personality is formed by habits and ideas, both of which cannot be separated. To be able to form characters, the elements of beliefs, feelings and actions are interrelated. Therefore, changing character means reorganizing personality. Budimansyah (2010: 63) states that in order to foster certain pattern or habit, the term "habituation" is needed which in his view is "the process of setting a variety of situations and conditions (persistent life situations) that contain various reinforcements that allow students at school, home, and community to get used to behaving according to values by internalizing and personalizing the values by heart, mind, body, feeling, and desire and live those values as your character."

Based on the discussed theoretical framework, characters are formed depending on the situation, environment, elements of belief, feelings, actions that are accompanied by habits and even ideas that exist in the human soul. Character is formed through education either formally or informally. Muslich (2011: 67) argues that education is "a process of building fundamental skills intellectually and emotionally toward nature and fellow humans."

Character education is essentially value education (Kirschenbaum, 2000: 4-20) which involves aspects of knowledge (cognitive), feelings, and action. Gie (1982: 159) argues that value is something that creates interest, preference, satisfaction, desire, enjoyment. Value is always a measure in determining truth and justice. Therefore, it cannot be separated from its original source, i.e. religious values, logic, and norms that exist in society. Value is a concept, a mental formation which is formulated from human behavior and they are considered as a standard essential, good, and expected.

2. The Strengths of Character Education as Part of Siliwangi University's National Defense Program

The development of characters, especially the ones related to love for the country and nationalism, is experienced by Siliwangi University's students attending the National Defense Program. The National Defense Program of this university attempted to instill characters through various methods. As many as 33% of students stated that after participating in this program, they were more aware of the importance of the national defense which is also the responsibility of every citizen. Then, around 22% of students felt motivated to conduct their study seriously for the betterment of their country and as many as 16% of them stated that they were more aware of the current condition of Indonesia and knew more about their country. Furthermore, 15% of the respondents stated that the cultivation of nationalism is applied through mental training, and 14% feel that they gain more knowledge and insight.

In the loading and unloading weapon activity, around 63% of students stated that they felt they knew better about the importance of preparedness in every condition, because we were part of a nation that means they were also responsible when a war broke out. Then, 23% of them stated that the loading and unloading weapon activity develops courage needed to defend their country. Meanwhile, the remaining 14% of the respondents stated that when they dismantled their weapons it was as if they were analyzing problems and the weapon loading process made them feel like they were solving the problems.

During the military ceremonies and marching activities, 67% of students felt the development of discipline. The military ceremonies and marching activities develop discipline, mutual respect and punctuality. Around 27% of respondents feel that they had cultivated solidarity, respect for the patriots who worked hard to liberate the Indonesian state, and 6% of them stated that this activity made them acknowledge the importance of serving one's country.

Cultivating an attitude of nationalism is not an easy matter, because nationalism must be built from the idealism inherent in a person. As long as that person does not have ideals as a nation that is united in the reality of its diversity, then the awareness of nationalism still needs to be formed.

Nationalism is a national sentiment of human groups, which encourages the formation of a nation or nation. In other words, there is a will to unite from a group of people called *le desir-d'etre ensemble* (Ernest Renan, 1994). Thus, nationalism is formed not in a short time and there must be a deliberate motivation and effort.

Nationalism in each country has a different character, nationalism in Europe involves nationalist understandings and movements to foster and stabilize the state's position based on aspects of religion, nation and language that have long existed among the most populous communities. Meanwhile, nationalism in Asia and Africa also mostly stems from efforts to demand independence from the colonizers. (Faidz Zain, 2011. p. 193).

Zahara Aziz (1985) has conducted a study among respondents who graduated from high school with an age range of 19-21 years. The results of the study found that civic education failed to play a role in providing knowledge and values and a feeling of pride to

the country among the younger generation. He emphasized that the factor of weak teaching in schools affects the acceptance and response of students to civic subjects. (Muslim, undated. p.5)

The study made by Rizal Uzir (2002) also touched on the values of citizenship among sixth grade students. His study looks at students' knowledge, attitudes and responses to the concept and values of citizenship. The results of his study show that after 13 years of experiencing the educational process at school, students' understanding and appreciation of civic values are still loose and at a simple stage. (Muslim, undated. p.5)

Based on the description above, it can be said that the strengths of Siliwangi University's National Defense Program is, among others, fostering the in students.

Widodo (2011) describes the values contained in the national defense encompass:

- a. Love for the Motherland with the following indicators: 1) safeguarding land and yards as well as the entire territory of Indonesia; 2) acknowledging physically and mentally the Republic of Indonesia; 3) possessing patriotism; 4) maintaining the reputation of Indonesia; and 5) contributing to the progress of the nation and state.
- b. National and state awareness with the following indicators: 1) actively participating in social, professional and political organizations; 2) exercising rights and obligations as citizens in accordance with applicable laws and regulations; 3) taking part in general elections; 4) thinking and doing the best for the nation; and 5) participating in protecting Indonesia's maritime.
- c. Belief in Pancasila as the nation's ideology, with indicators: 1) understanding Pancasila values; 2) practicing the values of Pancasila in everyday life 3) making Pancasila as the unifier of the nation and state; 4) developing Pancasila values; and 5) believing in Pancasila as the foundation of Indonesia.
- d. Willingness to sacrifice for the nation, with indicators: 1) willing to sacrifice his time, energy and thoughts for the progress of the nation; 2) being ready to defend the nation and state from various threats; 3) actively participating in the development of society, nation and state; and 4) believing that sacrificing for one's country will not be in vain.
- e. Physical Readiness, with indicators: 1) having emotional and spiritual intelligence; 2) always taking care of one's body and soul; 3) praying and thanking God to His blessing; 4) exercising; and 5) always maintaining one's health.

From the description above it is understood that even though we have been freed from colonialism, the task of developing nationalism is still very much, especially in schools through academic and non-academic learning. The process of forming nationalism requires a long and planned time. The process of forming awareness of nationalism must go through certain phases as follows:

Nationalism at the stage of its formation, as during the period of the national movement, was more bound to subjective elements, such as group consciousness, we-sentiment, corporate will, and various other mental facts (Kartodirdjo, 1993, p.24).

Thus, for the development of an attitude of nationalism, efforts must be made to direct one group to feel that they have something in common with other groups, so that the desire to develop and develop achieves the same goals. This is not an easy thing. History

proves that the process of growing nationalism in a nation does not grow instantly, but through a long journey, through difficult times and challenges, so that a shared desire arises to build a better country, with cooperation, and foster a sense of belonging to one's own country.

D. Conclusion

The National Defense Education is a tentative activity that equips students with nationalism, love for the country, willingness to make sacrifices for the country, and tolerance. Cultivating character implies cultivating knowledge, personality, skills, and taste. Developing characters requires time. Thus, tentative activities can be used as stimulus while the habituation of academic culture is the key to character development. The positive response from participants attended the National Defense Education is encouraging, even though this program still has rooms for improvement to lead Indonesia to a strong national building. National building involves a long process and cannot be achieved in two or thirty years.

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