

Internalization of State Defending in Underdeveloped District School Students

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ABSTRACT

The attitude of defending the country should be possessed by every citizen including students as the next generation of the nation. But in reality, the country's defense values owned by students fade away and the process of inculcating the values of state defense is also not optimal. This article aims to classify the attitudes of students in the country's defense in disadvantaged areas, and explore the process of internalizing the value of state defense in learning Pancasila and Civic Education in MTsN 1 Mentawai Islands. Based on Presidential Regulation No. 131 of 2015 concerning the Determination of Underdeveloped Regions 2015-2019, the Mentawai Islands is one of 122 districts classified as disadvantaged areas in Indonesia. This study uses a mix-method approach with an explanatory design type. Quantitative data were obtained through questionnaires filled out by 15 students and qualitative data obtained through observation of the PPKn learning process; in depth interview with the principal, teacher, and students; focus group discussion with education experts, education offices and school personnel; and documentation study. The results showed that: 1) the state attitudes of MTsN 1 Mentawai Islands students were in the sufficient category with a percentage of 66.67%, and 2) the process of internalization of the state defenses carried out by teachers in PPKn learning did not refer to learning planning.

Keywords: *internalization, the value of defending the country, disadvantaged areas*

1. INTRODUCTION

Defending the country is a right and obligation for every Indonesian citizen. This is stated in the Indonesian constitution, Article 27 paragraph 3 of the 1945 Constitution which reads "every citizen has the right and obligation to participate in efforts to defend the state" and article 30 paragraph 1 which says "every citizen has the right and must participate in the defense effort and state security". This is strengthened in Law No. 3 of 2002 concerning National Defense namely in article 2 which reads "the nature of national defense is all universal defense efforts whose implementation is based on the awareness of the rights and obligations of citizens as well as confidence in their own strength" and article 9 paragraph 1 which affirms "every citizen have the right and interfere in the defense of the state which is manifested in the administration of state defense." So, defending the country is the right and obligation of citizens to realize a universal defense.

According to Maruapey (2016), defending the country is the attitude and behavior of citizens imbued with his love for the Unitary State of the Republic of Indonesia based on the Pancasila and the 1945 Constitution in ensuring the survival of the nation and state. Defending the state is not just an attitude, but more than that in the form of actions taken by someone who reflects the form of his love for the homeland.

As a right and obligation, the values of the defense of the state must be applied in the life of the nation and state. Not just words, but we must demonstrate the values of state defense by concrete actions. In reality today, the value of the defense of the Indonesian people's state is now fading. A sense of nationalism and patriotism diminished over time. This can be seen through the fact that now many children do not memorize national songs, or do not memorize Pancasila. One of the news that was viral was early last year when 46 students in Banjarnegara who skipped school were caught by the Satpol PP raid (quoted from news.detik.com). When they were told to read Pancasila, apparently, they did not memorize it. This is certainly very sad because Pancasila is the basis of the Indonesian state and is even read out every flag ceremony.

It also can be seen that students also do not attend the flag ceremony solemnly as if the flag ceremony activities are merely formalities without knowing the nationalism values contained in the flag ceremony activities. sad even there are some schools in Bengkong and Nongsa, Batam that do not pay respect to the flag when the red and white flag is raised and does not sing the song Indonesia Raya. The lack of love of the motherland in social life can also be seen in the use of foreign products. Our society prefers products from abroad which are more famous. This shows the love for domestic products has declined (Supriyadi, 2014).

The phenomenon of the decline in the defensive attitude of the younger generation is not only seen in regions that are classified as advanced, even in disadvantaged areas the value of state defense has not been fully embedded in the younger generation. This is reflected in the findings of Wahyudi, et al (2016) in Papua. According to Wahyudi, et al, the value of state defense has not been fully embedded in the younger generation in Papua. The many separatist movements there have influenced the community, including students. Other indicators can be seen in Jayawijaya district where many students do not know the national anthem of Indonesia Raya, even the names of the president and vice president also do not know a few. In addition, when drawing lessons for elementary school students are often found pictures of the Morning Star flag (the flag of separatist groups in Papua) in each of his works.

The low state defensive attitude of the Indonesian people today can be realized by instilling the values of the state defense attitude in all Indonesian people, especially the younger generation (Anwar, 2014). The best place to instill the values of the country's defense is through education. This is because education has a very big influence on instilling the attitude of defending the country for students (Maftuh, 2008). Schools as formal educational institutions are responsible for instilling the value of defending the country in the younger generation. Therefore, naturally, the value of defending the country is integrated into the learning process including the subjects of Pancasila and Citizenship Education. Moreover, the value of state defense is part of the value of character which in context is very close to Citizenship Education (Bacia and Ittel, 2017).

Research on the value of defending the country has been conducted by Sari and Lian (2017) with the finding that the inculcation of the values of state defense in Palembang PGRI University students emphasizes the active role of students which is reflected by a high enthusiasm for achievement and having a high state defense attitude. Meanwhile, Atika (2014) stated that in

instilling a sense of the love of the motherland in SLB Al Ishlaah Padang carried out by integrating it in daily activities, both in learning and outside the learning process. Ismayani (2016), in her research "the relationship of understanding the values of nationalism with the attitude of loving homeland of 5th grade students", suggests that there is a significant relationship between the understanding of nationalism values with the attitude of loving homeland in 130 grade 5 elementary school students in a group IV Mlati District of Sleman Regency.

Not many studies have discussed the internalization of character values in disadvantaged areas, especially defending the country. This study focuses on the process of internalizing the value of defending the country on learning PPKn in underdeveloped area schools with MTsN 1 Mentawai Islands as the object of research. This study mapped the tendency of defensive state attitudes of students in disadvantaged regions and the process of internalizing the value of state defense in learning PPKn in underdeveloped schools.

2. METHOD

This study uses a mix-method approach with an explanatory design type. According to Creswell (2007), a mix-method approach with an explanatory design type is used when the purpose of the research conducted is to describe, elaborate, or explain quantitative findings. Quantitative data were obtained through questionnaires, while qualitative data were obtained through observation, in-depth interviews (focus interviews), focus group discussions (FGD) and documentation studies. The subjects of the study were principals, vice principals, teachers and students in MTsN 1 Mentawai Islands.

Quantitative data were obtained through a questionnaire and all data obtained were then interpreted using the Creswell design explanatory design. The explanatory steps of Creswell's (2007) design can be seen in Figure 1.

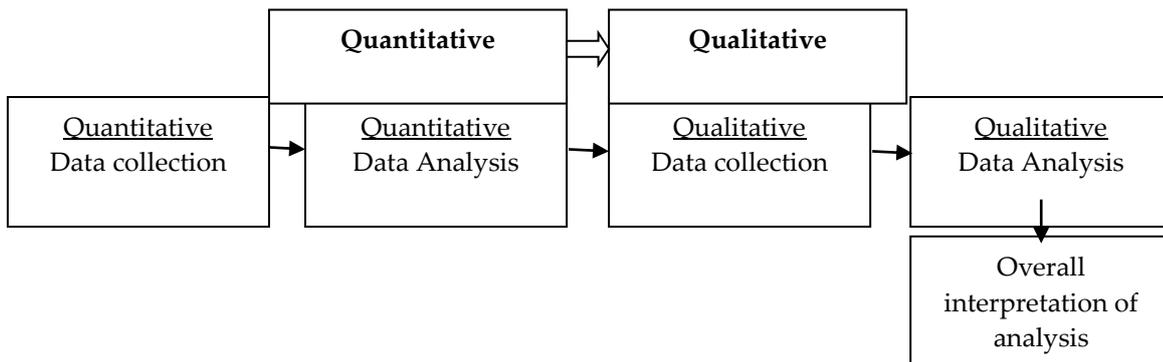


Figure 1. Steps sequence *explanatory design* plan Creswell

The types of data, data collection techniques, instruments and data sources used in this study can be seen in table 1 below.

In accordance with the sequence of explanatory design steps of Creswell's design above, the sequence of

steps in this study is the collection of quantitative data through questionnaires filled out by 15 students.

The results of this quantitative data analysis were then strengthened by qualitative data in the form of observations of the PPKn learning process, and in-depth interviews with school residents about students' defensive attitudes and focus group discussions (FGD).

Table 1. Types of Data, Data Collection Techniques, Instruments and Data Sources Used in Research

| No | Type of Data | Data Collection Techniques and methods | Instruments | Data Source |
|----|--|---|----------------------|---|
| 1 | The attitude of students in defending the country | Questionnaire (Quantitative) | Questionnaire | Students |
| 2 | PPKn learning Process | Observation (qualitative) | Observation sheet | Learning process |
| 3 | School community responses to students' attitudes in defending the country | Interviews (qualitative) and Focus group Discussion | Interview guidelines | Head of MTsN 1 Mentawai Islands, PPKn teachers, teachers of other subjects chosen |

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3. RESULT AND DISCUSSION

The attitude of students in Defending the Country in MTsN 1 Mentawai Islands

Based on the analysis of quantitative data obtained from the questionnaire, the following is an overview of students' attitudes in defending the country in general at MTsN Mentawai Islands.

Table 2. Percentage of the attitude of Defending Country students in MTsN 1 Mentawai Islands.

| No | Criteria | Amount | Percentage |
|----|-----------|--------|------------|
| 1 | Excellent | 0 | 0,00% |
| 2 | Good | 5 | 33,33% |
| 3 | Enough | 10 | 66,67% |
| 4 | Not good | 0 | 0,00% |
| 5 | Not good | 0 | 0,00% |
| | Amount | 15 | 100,00% |

Based on table 2 above, the results of the questionnaire answers illustrated that one third of respondents (33.33%) answered fairly well and the rest (66.67%) were in a good category. If divided per state defense indicator, the results are illustrated in the following table 3.

Table 3. Percentage of students' attitudes in state defense at MTsN Mentawai Islands

| No | State Defense indicators | Criteria | | | | | | | | | | total |
|----|---|-----------|-------|--------|-------|-------------|-------|----------|-------|----------|-------|-----------|
| | | Excellent | | Good | | Good enough | | Not good | | Not good | | |
| | | amount | % | amount | % | amount | % | amount | % | amount | % | |
| 1 | Love the homeland | 0 | 00,00 | 10 | 66,67 | 5 | 33,33 | 0 | 00,00 | 0 | 00,00 | 15 (100%) |
| 2 | National and state awareness | 4 | 26,67 | 9 | 60,00 | 2 | 13,33 | 0 | 00,00 | 0 | 00,00 | |
| 3 | Convinced of Pancasila as the State Ideology | 1 | 6,67 | 6 | 40,00 | 8 | 53,33 | 0 | 00,00 | 0 | 00,00 | |
| 4 | Willing to sacrifice | 1 | 6,67 | 1 | 6,67 | 11 | 73,33 | 2 | 13,33 | 0 | 00,00 | |
| 5 | Has the initial ability to defend the country | 2 | 13,33 | 9 | 60,00 | 4 | 26,67 | 0 | 00,00 | 0 | 00,00 | |

Based on the above table, the attitude of the loving homeland of MTsN 1 Mentawai Islands students is in a good category. This can be seen from the percentage of respondents' answers where 66.67% had a good attitude to love the motherland, and 33.33% had a pretty good attitude to love the motherland.

The attitude of national and state awareness possessed by MTsN 1 Mentawai Islands students is also quite high. The percentage of respondents' answers showed that 26.67% of students of MTsN 1 Mentawai

Islands had very good national and state awareness, 60% of students had good national and state awareness and 13.33% were in a fairly good category in national and state awareness.

The confident attitude of Pancasila as the state ideology of MTsN 1 Mentawai Islands students is quite good. 53.33% of students have a pretty good category in the attitude of believing in Pancasila as a state ideology. 40% are good at believing in Pancasila as the ideology of

the state and the rest (6.67%) are very good at believing in Pancasila as a state ideology.

The willingness to sacrifice MTsN 1 Mentawai Islands students is dominated by a quite good category. Data shows 73.33% of students have a pretty good sacrifice, 6.67% each for the very good and good category, and 13.33 for the unfavorable category of self-sacrifice.

Indicators have the initial ability to defend the country dominated by a good attitude, which is as much as 60%. Students who are very good at having the initial ability to defend the country amounted to 13.33% and the remaining 26.67 are in the quite good category.

The Process of Internalizing State Defender Value in the Learning Process of PPKn in MTsN Mentawai Islands.

The forms of internalization of the value of state defense carried out on components internalized in the value of state defense can be seen in table 4 below.

Table 4. Forms of Internal Defending State Forms in the Learning Implementation Plan Component

| No | Learning Implementation Plan Component | Form of internalization carried out |
|----|--|---|
| 1 | Indicators of Competence Achievement | The values of patriotism are included, namely gratitude and pride because Indonesia has a Constitution, appreciates the role of the nation's founders who formulated the Constitution, and there are indicators that students must have the responsibility to understand the Constitution as a whole. |
| 2 | Learning objectives | Activities are undertaken to achieve indicators of competency achievement, such as praying to be grateful for God's grace that Indonesia has a constitution, and singing activities are mandatory to foster students' pride in Indonesia with a constitution |
| 3 | Learning materials | The majority of the material discusses the history and describes the founding figures of the nation who contributed to formulating and establishing the Constitution. |

| No | Learning Implementation Plan Component | Form of internalization carried out |
|----|--|---|
| 4 | Learning methods | Using discovery learning and discussion methods with historical document review models that require students to understand historical events using Indonesian historical documents. |
| 5 | Preliminary activities | In several planned meetings, the value of defending the country is internalized in the same way, namely through the activity of singing the compulsory song. |
| 6 | Core activities | Involving students in exploring their own values through the learning process using discovery learning and discussion methods with historical document review models in several meetings. |
| 7 | Closing activities | The teacher asks students to conclude the material and reflect on the benefits of learning in each meeting. |

Source: PPKn Learning Implementation Plan of 7th Class in MTsN Mentawai Islands

From the PPKn Learning Implementation Plan of 7th Class V in MTsN Mentawai Islands it can be said that 2/3 of the overall component in the Learning Implementation Plan has been internalized in the national defense values. Although it is good enough, it is certainly expected that the value of defending the country can also be contained in learning resources, learning media and assessment of learning outcomes that are chosen appropriately and in accordance with the material to be taught to students.

A learning process is a form of implementation of the Learning Implementation Plan that has been previously designed. In accordance with Minister of Education and Culture Regulation Number 22 Year 2016 Regarding Basic and Secondary Education Process Standards, the learning process can be divided into three steps of activity: introduction, core and closing. Based on observations made, there are several differences in the form of internalization of the state defense values contained in the Learning Implementation Plan with the learning process of PPKn conducted by the teacher. The difference can be seen in the following table 4.

Based on the comparison in the table above, it can be seen that the internalization of the value of state defense in learning PPKn is only done in preliminary and core activities, while in closing activities it is not. Preliminary activities are the initial activities in learning to prepare and lift student learning motivation (Ayuliasari, et al, 2017). In the preliminary activities in the 7th Class PPKn Learning Implementation Plan, the scenario that will be implemented is to sing a compulsory song. Singing songs must be done after the prayer activity. The findings in the field show that teachers carry out activities to internalize the value of defending the country in preliminary activities in accordance with the scenarios in the Learning Implementation Plan

Table 5.. Comparison of Forms of State Defending Internalisation Forms in the Learning Implementation Plan and PPKn Learning Process

| Activity Steps | Form of State Defending Country Internalization in Learning Implementation Plans | Form of State Defending Internalization in the Learning Process of PPKn |
|----------------|---|--|
| preliminary | The value of national defense is internalized through the activity of singing compulsory songs. | The value of national defense is internalized through the activity of singing compulsory songs. |
| Core | Involving students in exploring their own values through the learning process using discovery learning and discussion methods with historical document review models in several meetings. | The teacher conveys the values of defending the country in the form of motivation such as inviting students to love the country, love domestic products, and practice the precepts of Pancasila. |
| Closing | The teacher asks students to conclude the material and reflect on the benefits of learning in each meeting. | There is no internalization of the value of defending the country. |

Source: researcher observation

.At the core activity, there is an apparent discrepancy in the internalization of the value of state defense in the Learning Implementation Plan with the implementation of learning. In the Learning Implementation Plan it is stated that the core activities are carried out by involving

students to explore the values themselves with discovery learning and discussion methods with the historical document review model. But in practice the teacher carries out internalization of values by providing motivations such as invitations to love the country, love domestic products, and practice the values of Pancasila. This means that the teacher is a conveyer of values and does not invite children to think critically about these values such as the activities listed in the Learning Implementation Plan.

In closing activities, there is no internalization of state defense values conducted by the teacher. In the scenario in the Learning Implementation Plan, the form of internalization of the value of state defense can be seen from the material inference activities and reflection conducted by students guided by the teacher. But in practice, the teacher concludes his own material and closes the learning by inviting students to be grateful after carrying out the learning process. The activities carried out by teachers in the field show that the values of state defense have not been internalized well in their implementation.

Based on the explanation above, it can be seen that the process of internalizing the value of state defense carried out in learning has not been carried out properly. The process of internalizing good grades must begin with planning learning. Planning is an effort to make activities more focused and focused (Sholeh, 2007). In planning there is a systematic process of making decisions about actions to be taken in the future (Dolong, 2016). A form of learning planning is a plan for implementing learning. Therefore, internalization of the value of defending the country to students must start from the internalization of these values in the Learning Implementation Plan.

The main points of internalizing the value of defending the country in the learning process are found in the core learning activities. In this core activity, the teacher's role is very large in internalizing the value of defending the country. The use of appropriate strategies and media will influence the success or failure of the internalization process carried out by the teacher (Herniwati, 2011).

This research is expected to be a guideline for teachers to better understand the appropriate learning models and methods in developing learning models that internalize the value of state defense in learning PPKn in underdeveloped regional schools so that the value of state defense can be internalized properly according to the characteristics of the disadvantaged regions.

4. CONCLUSION

Based on the results of the study, it was seen that one third of respondents (66.67%) showed a fairly good state defense attitude. While the rest (33.3%) showed a good state defense attitude. In general it can be concluded that the defending attitude of the MTsN 1 Mentawai Islands students is good enough. But in its implementation, the internalization of the value of state defense carried out by teachers in the learning process of PPKn is not in accordance with what is stated in the Learning

Implementation Plan. Only preliminary activities that are recorded in accordance with the scenarios in the Learning Implementation Plan. While in the core and closing activities, the teacher does not internalize the values of national defense as stated in the Learning Implementation Plan. Through this research, teachers are expected to be able to improve their understanding of learning models and methods so that teachers can carry out the process of internalizing the values of the state in learning well.

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