

The Actualization of Civic Education in Strengthening Youth Generation State Defense Spirit

Ratu Aulia^{1,*} Cecep Darmawan²

^{1,2}Universitas Pendidikan Indonesia

* Email: ratuaulia@upi.edu

ABSTRACT

The state defense is an obligation that must be carried out by all citizens. Entering the third millennium the flow of information quickly enters Indonesia and makes everything easier, this also harms the inclusion of external values that are incompatible with Indonesia's character which has become an increase in radicalism, use of narcotics, and deviations in people's behavior so that it will have an impact on the spirit of defending the country for the younger generation, This article examines how citizenship education can strengthen the spirit of defending the country for the younger generation. The approach used in this article is a qualitative approach with a literature study method. Civic education is the right vehicle for developing and strengthening the spirit of defending the country by instilling the importance of self-awareness and pride in the country as an approach to learning through the five basic values of defending the country, namely 1) Love for the country; 2) Awareness of the nation and state; 3) Believe in Pancasila as the state ideology; 4) Willingness to sacrifice for the nation and state, and 5) Having the initial ability to defend the country. State defense education by linking to civic education material will strengthen the process of transferring the basic values of state defense so that the spirit of state defense will be embedded and internalized to the maximum of the souls of students which will strengthen the life of the Indonesian state.

Keywords: *Actualization; Civic Education; and State Defense.*

1. INTRODUCTION

Today the world is developing rapidly, the swiftness of globalization makes everything easy, but more than that globalization also causes the entry of western values that are incompatible with the characteristics of easterners such as Indonesia, these values shift and even eliminate existing local values [1], this problem should not be allowed to continue either because it will have a major impact on the nationalism of the younger generation which will decrease because local values are eroded or even lost so that the Indonesian nation can lose its identity [2]. This problem cannot be underestimated, because love for culture and the country itself is a bond that strengthens the sense of unity of citizens to maintain the continuity of state life.

According to Maftuh [3] the young generation of Indonesia is the main focus in experiencing a sharp decline in nationalism, the decline nationalism has an impact on the awareness of defending the country for

the younger generation, this can be seen in the many violence against children, the radicalism of Indonesian youths that is growing rapidly, the use of narcotics, behavior deviating from adolescents in terms of politeness, morality, religion, and others [4][5]. Another cause of the decline in awareness of state defense is also due to the low level of education, which exacerbates the negative impact of globalization on Indonesian society [3]. In this case, the state has the authority to regulate national education according to the country's goals so that the survival of the state is maintained [6]. One of the efforts is by presenting civic education as a means of overcoming problems related to awareness of state defense.

Civic education is education that has an orientation to the system and stability of the country [7][8]. so that the direction of education is more towards making Good and ideal citizens [9][10]. According to Darmawan (2019), every citizen from various walks of life is

obliged to be responsible for defending the country according to his profession and position [11]. The term civic education was first used in 1960 by Thomas Jefferson, where he had the idea of public education which aims to get potential leaders from local government circles who will be able to uphold the interests of the state [12]. Pkn as a means of shaping the character of citizens which includes aspects of knowledge and skills such as basic functions of government, democratic values, and commitment to individual freedom [13].

According to article 23 of Law No. 20 of 2003, citizenship education is intended to form internal students who have a sense of pride and love for the country, the content of Civic education includes state ideology, constitution, human rights, state defense, regional governance, democracy, politics and national strategy, rights and obligations of the state, state governance of national identity and world peace [14][9]. Law No. 3 of 2002 states that the implementation of state defense, one of which can be done through Civic education, shows clearly that the important role of Civic education is in shaping the love of the homeland of citizens so that it will create a sense of pride in every citizen and be ready with all his strength to defend their country because, in fact, defense of the state is the responsibility of every citizen [15]. With the problems previously described, this article will examine how the actualization of Citizenship Education as a subject to strengthening the spirit of defending the country.

2. METHODS

The approach used in this article is qualitative, the approach accommodates the author to identify characteristics, observe and explore phenomena that occur naturally without any treatment from the researcher [16]. In line with that, Creswell [17] explains that the Qualitative approach provides researchers the space to explore and develop a detailed understanding of the main problems being studied. While the method used is the literature study method, namely by obtaining data related to the actualization of civic education in strengthening the spirit of national defense, then analyzing the data into new ideas to solve problems.

3. RESULTS AND DISCUSSION

Civic education is one of the means in the process of developing the spirit of defending the country, this spirit is based on the competencies developed in civic education itself. Civic education is an educational program as the right vehicle to strengthen the spirit of defending the country for Indonesian citizens who are based on a love of the country. Various competencies developed in civic education are mandatory provisions that students should have to show active participation as smart citizens based on a sense of love for the country.

Regarding constructs in civic education, based on the analysis of various sources, it can be seen that the construction of civic education consists of several components which are developed to be implemented as learning. The following are the components of Citizenship Education learning, namely: Learning Approaches, Learning Materials, Learning methods, learning media, learning resources, and learning evaluation [18]The learning approach in civic education is a very important component to be built and developed following the characteristics of students. Wahab & Sapriya [19]. explain that one of the innovations in the civic education learning approach is a change in the application of the learning approach from previously being goal-oriented and content-oriented to emphasizing process (process-based curriculum) even further. the approach becomes oriented to curriculum competence.

Civic education is closely related to efforts to defend the state. State defense education can be carried out through Civic education, in the process of implementing state defense education in Civic education which is held in three scopes, namely formal, non-formal and informal education. According to Affandi, defense education is a means that will build collective awareness of the Indonesian people as a strong and great nation, the growth of collective awareness, the values of nationalism and patriotism in citizens will make citizens strong, because collective awareness is a very fundamental part of the maintaining state resilience both in the present and in the future [20].

State defense education can be an important asset for the Indonesian nation, today and in the future. State defense education can also be a means to make efforts to transform or socialize the noble values of the Indonesian nation such as the values of Pancasila, nationalism, and patriotism. The process of internalizing the basic values of defending the state can be carried out through Civic Education because in Civic Education is also taught how important the values of Pancasila, nationalism, and patriotism are for every citizen. In Indonesia, state defense education can be carried out in formal education carried out in schools or educational institutions under the auspices of civic education, but state defense education can be carried out through citizenship education in non-formal or informal education.

As the purpose of Civic Education is to form patriotic citizens and nationalism, according to Soemantri [21] states that the general purpose of Civic Education lessons is to educate citizens to become good citizens, these citizens can be described. as citizens who are patriotic, tolerant, loyal to the nation and state, have a religion, democratic, and have true Pancasila. Patriotic is meant here is a spirit of heroism that places the interests of the nation and the state above personal or group interests, while the purpose of loyalty to the

nation and state is an atmosphere of mysticism that will bring a citizen to the courage and willingness to act and do everything for the benefit of the nation and state. This includes displaying efforts to defend the country. In line with this opinion, Wahab & Sapriya, [20] argues that the purpose of Civic Education is to develop rational and responsible participation in political life and citizens who are obedient to the values and basic principles of the Indonesian constitution.

Civic Education is an educational program carried out as an effort to participate in defending the country by focusing on mental development and awareness of students as prospective citizens. Defending the state through Civic Education is state defense in a non-physical form, namely the cultivation of awareness as its central focus. In Civic Education, every citizen must internalize several competencies to form a spirit of national defense. Branson [22] explains three competencies that citizens must have: (1) Civic knowledge is content or what citizens should know, while Civic knowledge that must be known includes: a) the socio-political life of society and government; b) the country's political system; c) governance that is run by the constitution and the aims, values, and principles of democracy; d) relations with other countries; and e) the role of citizens in democratic life; (2) Civic skills (civic skills), namely the relevant intellectual and participatory skills of citizens, the intellectual skills that citizens must have is the ability to think critically about various citizenship issues. Meanwhile, participatory skills are the involvement of citizens by way of interacting, monitoring, and influencing democratic life effectively and responsibly; and (3) Civic disposition, which includes the private and public character of citizens in democratic life. The personal or private character of citizens includes a) moral responsibility; b) self-discipline; and c) respect for human values and dignity. Meanwhile, the public characteristics of citizens include: a) enthusiasm for public participation; b) courtesy ethics; c) obey the rule of law; d) critical thinking; e) able to listen to other people's opinions; f) able to negotiate; g) compromise; and h) mutual respect between each other.

Civic education which is integrated with state defense education certainly has strong relevance to the various competencies of these citizens. For this reason, in-state defense education the cadres are formed with three competencies which include civic knowledge, civic disposition, and basic civic skills. civic education as an effort to defend the state in the process of every individual is instilled with an understanding of the importance of four consensuses in the life of the nation and state, namely Pancasila, the 1945 Constitution of the Republic of Indonesia, the Unitary State of the Republic of Indonesia and *Bhinneka Tunggal Ika*. These four consensuses are very important in increasing the awareness of defending the community's state.

Defending the state is an important and non-negotiable thing for the resilience of the nation and state. The state defense efforts undertaken must be truly relevant and strategic with today's developments. In addition to strengthening national defense efforts, state defense seeks to form a sense of patriotism and nationalism. Defending the state through civic education can form national awareness of citizens based on the vision or ideals of the nation and state. Thus, civic education as a form of state defense effort can form smart and good citizens, as citizens who have full awareness and responsibility for their rights and obligations in maintaining the stability and integration of the nation, as well as realizing Indonesia's national goals. The essence of Civics is directed as democratic education to form participatory skills that are quality and responsible and at the same time in an effort to make good and smart citizens.

Defending the State is a right and obligation for every citizen, the important role of defending the state is in order to balance the order of life in the state. According to the 1945 Constitution of the Republic of Indonesia, articles 27 and 30 explain that every citizen is obliged to carry out efforts to defend the state, efforts in defending the state are carried out following state laws and regulations [23]. This is reinforced by the form of state defense efforts in Law No. 3 of 2002 is in the form of state defense awareness education [15], then Law no. 23 of 2019 explains that one of the efforts that can be taken in state defense awareness education is through civic education [24]. Based on this explanation, it can be understood that the participation of defending the state is not only carried out by the government but also by civil society, not only by the elderly but also by the youth as the nation's next generation, not only by men but also by women. Because, as explained above, efforts to defend the state are not only an effort to carry weapons but can be displayed through civic education, service according to the profession, or displaying positive attitudes and behaviors according to their respective professions.

4. CONCLUSION

Based on data analysis in the discussion related to the actualization of civic education in strengthening the spirit of defending the country, it can be concluded that civic education is the right vehicle for developing and strengthening the spirit of defending the country. Civic education theoretically contains several competencies in it which include: 1) Civic Knowledge; 2) Civic Skill; and 3) Civic Disposition which focuses on efforts to instill the importance of self-awareness and pride in the country which is expected to strengthen identity as Indonesian citizens based on Pancasila and the 1945 Constitution of the Republic of Indonesia, this is in accordance with the five basic values of state defense

which include: 1) Love for the motherland; 2) Awareness of the nation and state; 3) Believe in Pancasila as the state ideology; 4) Willingness to sacrifice for the nation and state, and 5) Having the initial ability to defend the country. Based on the five basic values of state defense to be achieved, it is very relevant and has a strong slice that civic education as a vehicle for achieving these values is to make Indonesian citizens feel nationalism and patriotism towards the Unitary State of the Republic of Indonesia.

AUTHOR CONTRIBUTION

This paper presents a new perspective on how to actualize civic education to strengthen the spirit of defending the country for the younger generation amidst the swift currents of globalization that erode local values, and defend the state, nationalism and patriotism in order to maintain the continuity of life as a country

ACKNOWLEDGMENTS

This article was supported by Nehlah, S.Pd. because she has provided suggestions so that the authors can complete this article. Then, the writer also conveyed to AH. Djuanda, S.Pd. as proofread of this article and the organizing committee for the 1st International Conference Of Education, Social And Humanities (INCESH) 2021 as the reviewer of this article.

REFERENCES

- [1] A. Subagyo, *No Title*. Bela Negara. Yogyakarta: Graha Ilmu. Hlm, 2014.
- [2] N. Sugito and R. Aulia, "Nasionalisme Dalam Historiografi Buku Ajar Sejarah POLRI Untuk Tamtama POLRI Tahun 1980," *Semin. Nas. Sej.*, vol. 2, no. 1), 2020.
- [3] B. Maftuh, "Internalisasi nilai-nilai Pancasila dan nasionalisme melalui pendidikan kewarganegaraan," *J. Educ.*, vol. 2, no. 2, pp. 134–144, 2008.
- [4] I. N. Suriata, "Aktualisasi Kesadaran Bela Negara Bagi Generasi Muda Dalam Meningkatkan Ketahanan Nasional," *Public Inspir. J. Adm. Publik*, vol. 4, no. 1, pp. 47–56, 2019.
- [5] H. Ramdhani and N. N. Aliantika, "Aktualisasi Pendidikan Kewarganegaraan sebagai Upaya Deradikalisasi Mahasiswa," *Pros. Semin. Nas. Pendidik. FKIP*, vol. 2, no. 1, pp. 357–362, 2019.
- [6] N. Sugito, R. Aulia, and L. Rukmana, "February). Pancasila as the Establishing Ideology of Nationalism Indonesian Young Generation," in *1st International Conference on Character Education (ICCE 2020, 2021*, pp. 177–182.
- [7] Ö. B. Yoldaş, "Civic education and learning democracy: their importance for political participation of young people," *Procedia-Social Behav. Sci.*, vol. 174, pp. 544–549, 2015.
- [8] A. Subagyo, "Bela Negara. Yogyakarta: Graha Ilmu," *Hlm*, vol. 59, 2015.
- [9] A. Riyanto, "Aktualisasi pendidikan kewarganegaraan dalam membina warga negara Indonesia dimasa depan," in *Makalah Seminar Nasional Aktualisasi PKn dalam membina warga negara Indonesia di masa depan FPIPS Universitas Pendidikan Indonesia*, 2009.
- [10] E. D. AR, "Aktualisasi Guru Pendidikan Kewarganegaraan untuk Membina WNI Masa Depan," *J. Civ.*, vol. 9, no. 1, 2009.
- [11] P. Rakyat, "Merefleksi Bela Negara." 2019, [Online]. Available: <https://tandamatabdg.files.wordpress>.
- [12] V. Ruget, "The renewal of civic education in France and in America: Comparative perspectives," *Soc. Sci. J.*, vol. 43, no. 1, pp. 19–34, 2006.
- [13] R. T. Knowles and A. J. Castro, "The implications of ideology on teachers' beliefs regarding civic education," *Teach. Teach. Educ.*, vol. 77, pp. 226–239, 2019.
- [14] "Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional." p. 23, 2003.
- [15] "Undang-Undang Nomor 3 Tahun 2002 tentang Pertahanan Negara." 2002.
- [16] P. Leedy and J. Ormrod, *Practical Research: Planning and Design*, 7th ed. Upper Saddle River, NJ: Merrill Prentice Hall, 2001.
- [17] J. Creswell, *Riset Pendidikan : Perencanaan, Pelaksanaan, dan Evaluasi Riset Kualitatif & Kuantitatif*. Yogyakarta: Pustaka Pelajar, 2015.
- [18] D. Permana and S., *Implementasi Proses Pembelajaran Pendidikan Kewarganegaraan Bagi Pengembangan Semangat Bela Negara Mahasiswa*. Sekolah Pascasarjana Universitas Pendidikan Indonesia. Tidak Diterbitkan, 2010.
- [19] A. A. Wahab and Sapriya, *Teori & Landasan Pendidikan Kewarganegaraan*. Bandung: Alfabeta, 2011.
- [20] C. Suabuana, M. Parhan, I. Chepy, and R. Fitria, "Model Bela Negara Dalam Pendidikan

Kewarganegaraan Pada Perguruan Tinggi Melalui Project Citizen,” *Sosio Reli. J. Kaji. Pendidik. Umum*, vol. 16, no. 1, 2018.

- [21] M. Soemantri and N., *Menggagas Pembaharuan Pendidikan IPS*. Bandung: Program Pascasarjana UPI Bekerjasama dengan PT Remaja Rosdakarya, 2001.
- [22] M. Branson and S., “The Role of Civic Education: A Forthcoming Education Policy Task Force Position Paper From The Communitarian Network.” 1998, [Online]. Available:
http://www.civiced.org/papers/articles_role.html
- [23] “Undang-Undang Dasar Negara Republik Indonesia Tahun 1945, pasal 27 dan 30 Tentang hak dan kewajiban.” Bela Negara warga negara, 1945.
- [24] “Undang-Undang Nomor 23 Tahun 2019 tentang Pengelolaan Sumber Daya Nasional untuk Pertahanan Negara.” 2019.