Non-Traditional Security: Civic Literacy Reinforcement and Community Engagement

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Abstract—**Indonesia has a problem of non-traditional security threats. Therefore, the state needs human resources that can solve the national and local problems that encompass it. This working paper aims to explain the idea of improving civic literacy of non-traditional security threats in Indonesia. The method used is by integrating non-traditional security issues in civic education.**

Keywords— civic literacy; non-traditional security; civic education

I. INTRODUCTION

The shift of paradigm in seeing traditional security issues post-cold war brings out a non-traditional security (NTS) discourse. Currently, NTS issue becomes an important one as the impact it exerts is very great for human security. Human security deals with human life and dignity (UNDP, 2000). Therefore, a condition in which humans have an adequate level of awareness of NTS is very important to a nation. It is because the world, people anywhere belong to risk society [1].

A Consortium on NTS study in Asia included financial crisis of 1997-1998, catastrophe (tsunami), infectious disease, HIV/AIDS, SARS, H5N1, and climate change/global warming into the NTS. Likewise, economic and development threat such as the negative impact of globalization, urbanization, population explosion, poverty, unemployment, economic crisis, environmental degradation, and energy crisis are included into NTS [2]. Social and political threats involve ethnic conflict, terrorism, militaristic culture, organized crime, drug threat, gender inequality, pirating, illegal fishing, illegal logging, extremism, illegal immigrant, human trafficking (including body organ trafficking), separatist movements, radicalism and etc. non-traditional issue aforementioned suggests cross-border NTS issue. Therefore, NTS issue is reasonable to get much more attention from a state and its people. Sukma suggested that recalling the destruction scale tsunami in Aceh also has internal and external political consequences to the future of Indonesia [3]. Jayasuria stated that as a result of the tsunami in Asia in 2004, Aceh Province of Indonesia recorded the highest human loss as the percentage area (about 4%) [4].

Pillay & Berg found various direct and indirect effects of climate change on human health, including physical and non-physical effects [5]. These are due to, among others, extreme incidences such as storm, flood and drought affecting the health of many people more seriously, as these restrict food production and water supply. Gong reveals that Chinese foreign policy shifts gradually from the principle of "maintaining a low profile" to "achieving something" in recent years [6]. It is a good sample of Chinese commitment to global apprehension issues such as peace and climate change conflict.

Finally, malnutrition and measles epidemics occurring in Indonesian's east area, particularly in Papua at the end of 2017, are established as extraordinary conditions. Malnutrition and measles, result in mortality in under-five age babies. The data of victims are varying according to many sources, but on January 31, 2018, Indonesian Health Minister, Mrs. Djuwita F. Moeloek, stated that there are 71 life tolls as a result of measles and malnutrition [7]. That extraordinary condition, status was then withdrawn on February 5, 2018 [8]. Malnutrition and disease epidemics are two examples of NTS issues indicating a citizenship problem.

Departing from the background above, we should develop a strategy of overcoming our problems locally by means of improving civic literacy. Civic literacy is knowledge on how to participate actively and to embark on the change in your community and larger society [9]. However, it is still questioned how far the people's awareness of NTS is in participating in both preventing and coping with the impact exerted. Recalling that in Indonesia the people less caring about NTS issue are still found prevalently, the discourse about NTS should not only develop in discourse area, but can also improve civic literacy and behaviour change agenda for environmental sustainability [10].

The purpose of the working paper is to initiate one of the unique research topics and open the perspective of building NTS literacy, and where the next goal is to develop citizenship education. This working paper is divided into four sections. The first provides general description on NTS as an ongoing threat. The second explains literature review discusses community empowerment and its obstacle. The third describes the method. The fourth discusses briefly the role of community and the civic literacy reinforcement. The conclusion is provided in the last section.

II. LITERATURE REVIEW

Civic literacy is the knowledge of how to actively participate in community issues, such as those related to

environmental damage and public health, and how to initiate change in your community. Improving civic literacy will lead to community engagement. Community engagement involves "working to make a difference in the civic life of one's community... It means promoting the quality of life in a community, through both political and non-political processes" [11].

The problems related to NTS should be citizens', particularly a community's concern. If you ask them, most Indonesian want to live in better communities. Often, they want to become involved but don't know where to go, whom to talk to, what to do. Michelsen et.al suggested that a social problem will not be solved without the community's role and desire to make a change [12]. From community, citizenship education perspective, community problem is a common responsibility. For example, for environmental problem such as flood and earthquake, people should be sensitive to their fellows and to their environment, in order to contribute to the civic literacy reinforcement. It can start with implanting collective awareness (consciousness) of the effect of NTS and attempting to make change and to invite other citizens to participate in it. When a citizen participates in solving a community's problem, it is here that the community plays a role to give solution to the problem in its environment [13]. For example, social citizenship movement in establishing rubbish bank to solve haphazard rubbish disposal problem. Another example is the social community movement in sorting and utilizing rubbish to be people craft product.

The community should promote the effective and active citizen action, in which we, as individuals, promote civic virtue through our commitment to public interest [9]. Developing social policy to overcome NTS issue effectively requires citizens with broad experience with interdependency, social institution and community; and improved ability to attract and to develop this knowledge further when they deal with human problems [14]. People's awareness of NTS issue is one characteristic of a modern state.

NTS exposure can derive from the social environment. For example, Anthony M. C suggested the importance of special ways of helping people protect themselves in crisis situations and determine where and what kind of humanitarian aid that should be provided to help them [15]. This project also attempts to assemble public sector and people to debate about the best practice when dealing with the community vulnerable to disaster and NTS impact. Wiseman et al implemented community engagement in effective climate mitigation and adaptation strategies [16].

III. METHODS

How to improve the awareness of NTS issue in Indonesia? The principal point is to socialize the effect of NTS. Socialization, in this case, is not defined as an instantaneous process of listening to an explanation in workshop or training. Socialization is basically an attempt of building awareness and cognition about NTS. It is an internal process, created through both formal and informal educations. Formally, democratic government always attempts to improve political literacy to the new generation anywhere, which has an implication for public

education generally. Colleges and universities in Indonesia should provide NTS education and training as well. We must educate our students to play an important role (part) in community life, such as service learning activities taught in civic education [9].

IV. DISCUSSION

Political literacy, of course, cannot be achieved in the short term. There are at least two fundamental challenges in the attempt of building NTS literacy. Firstly, it relates to the commitment to developing citizenship. Citizenship development should give citizens the critical perspective type to be studied, not only for their own interest, but also to study social and economic objective of community and equipped with the necessary infrastructure in order to work to improve the community engagement. For example, Montesclaros et.al stated that amid limited space, the Singaporean government has supported such technologies as vertical farming, and provided funds to help the farmers improve their farming productivity [17].

Secondly, it is related to technocratic aspect of program/activity designing. As a long-term project, the attempt of building NTS literacy needs policy and program/activity, with a clear roadmap. The prominent weakness faced so far is that there has been no clear civic policy design, framing the socialization of NTS in particular. The constructs of substance, strategy and approach selected are not being clear, neither is the preparation of human resource as its executor. Chronically, what has been seen over the years is socialization activity a moment after catastrophe and disease epidemic occurred. It is exacerbated with the less synchrony between sectors having the relevant main duty and function, due to the strong sectoral ego [18].

Thirdly, NTS literacy so far is still imposed to certain institution or ministry. Meanwhile, if its mission is to develop active citizens, other government institutions should facilitate public participation actively [19]. Unfortunately, these institutions have not played their role optimally. As a solution, if political literacy is to be improved based on the security issue, it must be provided through civic education.

V. CONCLUSION

Considering the complex problems Indonesia still faces in NTS issues above, it can be said that those issues still become serious challenges along with the population growth in Indonesia. The job of civic comunity education is to show people how to engage, and how to participate. For that reason, in the future, Indonesian Citizenship Education should integrate and develop the learning materials relevant to such the threat. The challenges we face is to promote a greater sense of civic engagement in addressing NTS concerns. This civic crisis needs the renewal of civic purpose. Civic literacy approach can help to socially transform not only individuals, but educational institutions themselves [9]. NTS awareness is the outcome of citizenship education. Community civic education domain of citizenship according to the context of state and community in a state.

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