

The Implementation Strategy of State Defense in Schools as Part of National Security

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Abstract—The community generally perceives that state defence is related to bearing a weapon, wearing boots and uniform, and standing in a guardhouse. So defending the country seems military and stiff. Another perception is that the state condition is safe and secure. There is no deed to state defence. After all, if there is still a precarious condition, the army are standby all the time. Even when modern wars are unarmed, there are efforts to destroy targets of ideology, politics, economics, social, culture and state defence.

Schools as a self-training and formal educational institutions have an important task to help prepare young people ready to face their future. Schools are also a means to educate the children of the nation to become religiously devout, skilled, to have noble character, to love the homeland, and physically and mentally healthy. The implementation of state defence in schools, to be recognized or not, is realized through religious education, civic education, flag ceremony, the conduct of worships in schools, extracurricular activities such as scouting, students red cross, Karawitan (traditional musics), and dance as activities that are laden with the character building, concern for others, as well as the love of the indigenous culture of the archipelago. Obviously the school has organized activities defending the state according to age, physics and psychology of the students.

Keywords: *State Defence, School, and Implementation strategy*

I. BACKGROUND

The rapid development of technology, especially in the field of multimedia has resulted in a world without borders. An incident in a remote area of a country will soon spread worldwide in minutes. The quickly-spreading information leads to the consequences of the easy interaction among cultures. The flow of globalization creates a transparency in all aspects of life. One of the consequences is that a society may absorb information without any criticism, even can easily change their way of life by emulating culture or lifestyle of developed countries that are not necessarily match the culture and conditions of the society. On the other hand, this condition (the quickly spreading information) may lead to the emergence of a critical thinking in looking at the various issues in their environment and nation.¹

In addition to the rapid flow of information and the effects of globalization, countries face some other challenges such as the development of the younger

generation who have low consciousness of nationalism, lack of national awareness, individualistic attitudes, rampant violence, as well as drug abuse among youths. This condition needs immediate attention if we all do not want a repetition of history where the golden age of this nation exists only in stories. It is not an easy work because it requires the same steps and unity of action by all elements of the entire nation. The sense of belonging and proud of our beloved country need to be revived in order to save our nation and get out of the problems from hand. The spirit of the state defence can not be bargained and should be soon built and resurrected.²

So far, the countless wealth of Indonesia has not been distributed and managed well, therefore the richness of the motherland must be maintained for the preservation of society as its occupants. The relation between state defence with this phenomenon was quite tight because the state defence does not merely mean military. But, state defence is concrete efforts to grow an attitude of nationalism, which includes the sense of belonging, protecting and preserving the wealth owned by the motherland.

The community's perception on state defence is generally that it is related to bearing a weapon, wearing boots, in uniform, and standing in a guardhouse. So defending the country seems military and stiff. Another perception is that the state is safe and secure why should there be a state defence? If there is still a precarious condition, society may be mobilized. Apparently the fact is not as brief as the previous description. Remember that warfare against colonialism in the past was done conventionally, the enemies were real. Meanwhile, in the modern period, war does not mean direct-physical confrontation, holding guns, and listen to the scream command of battle commander. Modern war is though unarmed, there are efforts to destroy targets of ideology, politics, economics, social, culture and state defence. The younger generation of Indonesia nation also did not escape the war of modern warfare. Drugs, cohabitation, and consumerism are a series of efforts to destroy the nation's generation. Although it does not appear physically, but the essence is no less terrible than the conventional war.

Schools as a self-training and formal educational institutions have an important task to help prepare young people ready to face their future. Schools are also a means to educate the children of the nation to become religiously

¹ Sudirman, SE, " *Membangkitkan Kembali Semangat Bela Negara di Era Kekinian*" Kumpulan Malakah Tantangan Pembangunan XII, Forum Pengkajian Seskoad, Bandung, 2005, Hlm. 79

²Ibid, Hlm. 80

devout, skilled, to have noble character, to love the homeland, and physically and mentally healthy. This goal is not easy and fast to be reached. It takes time and needs an effective and efficient concept of habituation. This realization is a must if the nation of Indonesia in the future will catch up other nations. Not on the contrary, to be a nation that is not developed and inferior nation.

The main reason why schools are a field of seeding education for state defence, because it can carry out formal teaching its implementation and habituation with the guidance of teachers. It sounded normative, but that is an effective way. If it succeeds, Indonesia will have prepared filial and skilful generations. But, state defence teaching at schools have not been standardized by the government. In addition, the debriefing of the teachers as a companion of students in the state defence program at school until now has not been well accommodated; it's information, actual conditions, and programs that do not only refer to subjects and activities in classes, but also to other fundamental aspects. Flag ceremonies, which have been held for decades, do not always mean honor and respect for the heroes. But the flag ceremony is still just a routine ceremony as well as to spend time in school. Extracurricular is also only limited to fill the time after the formal learning activities over. So this is where the author tries to reconstruct the organization of state defence in schools.

II. RESEARCH QUESTIONS

From the above description of the background, the research questions can be formulized as follows:

- a. How is the implementation of state defence at schools?
- b. What are the supporters and impediments to the implementation of state defence at schools?
- c. What is the real form of state of defence implementation at schools?

III. DISCUSSION

A. State defence and nation commitment

Since the proclamation of independence on August 17, 1945, the Indonesian nation has not escaped from turmoils and threats from within the country and abroad that almost endangered the survival of the nation and state. But, all the elements of the nation realized that the threat would basically never get disappeared. On the basis of that awareness, then a strong national resilience was urgently needed.³ National resilience is the level of ductility and toughness of the nation in unifying and developing all existing strengths into a national power to deal with all kinds of threats, challenges, obstacles and interference that jeopardize the nation. Briefly, it can be said that national resilience is the ability and suspension of a nation to ensure

its survival, to the glory of the nation and state (the ability to pursue national ideals).⁴

State defence is a concept drawn up by a state's legislative and senior authorities on the patriotism of a person, a group or all components of a state in the interest of maintaining the existence of that state. Every citizen has the same obligation in the defence of the state. It is a manifestation of the love of a citizen to the homeland that has given them lives as the person was born, grew up, and in an attempt to make a living in the country.⁵

B. Formal Condition

One of national goals is the formation of a Republic of Indonesia in the form of a unitary state and a nation-state based on democratic laws with the territory stretching from Sabang to Merauke.⁶ the defence and security of the state are the rights and duty of every citizen as enshrined in article 30, paragraph 1, of the 1945 Constitution. However, the statute is still not understood well by the people of Indonesia. The evident is that many people of Indonesia do not care about the safety of their country. State defence laws governing the rights and duties of citizens and their application in the field are still missing. At the same time, the problem of the integrity of this nation is very urgent to be handled together. In accordance with the article 27, paragraph 3, the 1945 Constitution and its amendment, it is stated that the state defence effort is legally a constitutional mandate so that either directly or indirectly, both conscious and unconscious, the state defence efforts are binding and united in the breath of nationalism of every citizen, applied thoroughly without being limited by space and place and time and related to all aspects of life (not restricted to the interests of defence and security).⁷

The attempt of defending the country must be nourished by developing values and the quality of mental and spiritual so that every citizen has a basic attitude of patriotic, religious, independent, bravery that can be relied upon to ensure the existence of Indonesia as a independent and sovereign country. Developing values of state defence (as contained in Pancasila and the 1945 Constitution as well as new values that correspond to the needs of the nation of Indonesia) is done by embodying the character and personality of the Indonesian nation based on their identity as a patriot nation, in order to form competitiveness and deterrent power of the nation. The values of state defence to be developed must be carried out universally by using a structural and cultural approach, in order to create

⁴Zainul Ittihad Amin, " *Pendidikan Kewarganegaraan*" Buku Materi Pokok MKDU 4105/2SKS/Modul 1-6, Jakarta, Universitas Terbuka, 2005, Hlm.3.15

⁵(<http://ngelmu.co/pengertian-bela-negara-unsur-fungsi-tujuan-dan-manfaat-bela-negara/>)

⁶Bakri Sahid, " *Pertahanan Keamanan Nasional*", Yogyakarta, Bagus Arafah, 1976, Hlm. 10

⁷Jacobus Ranjabar SH, M.Si, " *Mencermati Problematik Pelaksanaan Upaya Bela Negara*", Kumpulan Malakah Tantangan Pembangunan XII, Forum Pengkajian Seskoad, Bandung, 2005, Hlm. 166

³Sayed Mustafa Usab, " *Memperkuat Ketahanan Nasional: Pikiran Pokok*", Kompilasi Pemikiran Anggota Komisi 1 DPR RI 2009 -2014, Semesta Rakyat Merdeka, Jakarta, 2014, Hlm.104

Indonesian human beings both physically and mentally qualified, so as to ensure the existence of the Indonesian nation and the Unitary State of the Republic of Indonesia based on Pancasila, the Constitution 1945, and the Proclamation of 17 August 1945.⁸

The uncertainty of the discussion of the statutes design of National Defence is caused by the lack of mutual understanding towards the meaning of the state defence for the survival of a nation. In addition, there is still an understanding that safety and security of the state is the task of the security forces alone. Surely security is the output of all attempts by all aspects in a nation. While the state's safety is the obligation of every citizen. If the common understanding is gained, then the arrangement of binding rules in keeping the intact and unitary of the nation will soon be formulated in order to create legal certainty in the implementation.

C. Current Condition

School is an institution designed for teaching students under teachers' supervision. Schools is a means for students to obtain information and knowledge, in addition to the guidance of the educators. This system means schools as a formal education developed through interaction between educators and learners.

School is not only a place where students are trained through formal and informal interaction with teachers, workers, and other students, but school can also be used as seeding fields for generations who are ready for the future. Furthermore, from the aspect of the national strategy, there is an unseparated arrangement, namely:

- First : the planned goal
- Second : the means available to carry it out
- Third : how the goal is achieved based on available means

A concept of national strategy is the product of a nation based on aspirations, experiences and national goals to be achieved. Thus, every nation has its own national strategy that is always different from other nation's national strategy. Differences are in the range of time, the structure, and how to arrange the strategy. By using wisdom/national politics, the foundation is determined by the steps towards formulation of national strategy including the structure of analysis based on a certain order to decide a goal and the action to be done. This sequential analysis includes estimations on various areas of national and international life. Although estimations are not a formal part of national strategy but are an important contribution and have a huge meaning for the development of a national strategy formulation.⁹

D. School and State Defences

Responding to the state defence program, school actually has offered solutions such activities that are affordable and have been well applied. The activities are also adjusted to

the age, physics, and psychics of the students. Quoting from the statement of the Minister of Interior that "state defence does not mean to take up arms, but the importance of being a citizen. Hopefully within these 3 days, you are able to know the importance of state defence." said Tjahjo in the yard front of Unnes Rectorate, Friday (08/09/2017).¹⁰ To instill the awareness to defend the country by growing values of the state defence should be begun from an early age starting from elementary school up to college by providing civic education. Citizenship education should be an integral part of the educational curriculum, adapted to the age and educational level as a form of mental formation and personality of the people of Indonesia. The content of civic education materials may be a kind of lesson to form and develop character, morals, discipline, with the aim of giving awareness of the rights and obligations of citizens in efforts to defend the state and foster togetherness, which ultimately leads to a sense of high nationalism.¹¹

The activities were conducted during the learning process is organized. Extracurricular activities also have a correlation with the content of state defence. Some learning and extracurricular activities which have correlation of state defend program in school are:

- 1) Education of religions and manners
According to Ahmad Marimba, religious education aimed at guiding consciously the physical and spiritual development of learners by educators towards the establishment of a noble personality (Insan Kamil). Religious education is a school attempt to introduce and educate how to devote to God Almighty, do all the good as He commands, and stay away from all the bad things that are prohibited. The result of religious education is reflected in the moral and noble character of the students.
- 2) Citizenship education
The implementation of civic education in schools aims to provide learners insight into the state so that they behave as a good citizen. In addition to the insight into the statehood, learners also are awakened to the rights and obligations for the nation and country.
- 3) Flag ceremony
The flag ceremony aims to foster the spirit of love the homeland. It does not make sense if ceremonies held are merely ceremonies. There is always purposes and aims of organizing such activities. One of sacred and monumental things in the flag ceremony is raising red and white flag. At the time of raising the flag, all participants of the ceremony will pay respects. This is in addition to the respect and appreciation of the souls of the heroes who passed away in the establishment of the Unitary Republic of Indonesia.
- 4) Conducting worship

¹⁰<https://news.detik.com/berita-jawa-tengah/d-3634661/mendagri-lepas-6500-mahasiswa-unnes-untuk-dilatih-bela-negara>

¹¹Op Cit, Jacobus Ranjabar SH, M.SiHlm. 167

⁸Op Cit, Jacobus Ranjabar SH, M.Si Hlm. 167

⁹Op Cit, Zainul Itihad Amin, Hlm. 59

Conducting worship here means doing religious activities such as Duha prayer, performing Dhuhur or midday prayer together or other religious activities, guided by religious education teacher or teacher appointed by the school. Performing prayers together (*jamaah*) or other worship activities are aimed at the maintenance of devotion to God Almighty, training students to pray on time, learning in religious nuances, so it is expected that learners can consider worship as part of our servitude to Khaliq, The Creator.

5) Organizing extracurricular

Extracurricular is an official activity outside of learning hours. Extracurricular aims to make students able to develop more their interests and talents in accordance with their abilities. But there must be purposes of extracurricular activities which are not merely as one of requirements to get certain points from the government. A mandatory extracurricular, scouting is intended to instill character, discipline, responsibility, self-reliance and cooperation. Another extracurricular, Youth Red Cross aims to make the students skilled in first aid, training for caring and sensitive to the tragedy experienced by others. Extracurricular Karawitan and traditional dance are an effort to know and love the local culture as part of the national culture.

IV. CLOSING

The implementation of state defence does not have to be in a militaristic perspective. Defending the country is not only in a form of the state defence force, but there are other strategies to cultivate the spirit of nationalism. Schools efforts have had its ways inculcate the spirit of defending the country. The ways adapt to the physical, psychological, and age of learners such as teaching and learning religions, civic education, organizing extracurricular to equip and develop insight into nationalism, skilled, noble character and love of the homeland.

The emergence of spirit of defending the country makes schools as formal education institutions that have implemented right strategies where the activity is attached in the formal activities (teaching-learning process) and non-formal activities (extracurricular). So that, learners are expected from the outset to contribute in terms of devotion, love of the homeland, care for others and skilful as an implementation strategy to defend the country.

V. CONCLUSION

- a. strategies of the implementation of state defence in schools by the teaching-learning process and activities in classes that contain elements of devotion to God Almighty, insight into nationality, skill-oriented activity containing love the motherland's heritage, so the strategy of the implementation of state defence is concretely manifested in schools.
- b. Some supporting factors of the activities are that schools have organized a religious and moral education, civic education, flag ceremony, the conduct of worship in

school and extracurricular activities supporting and reinforcing state defence program, long before the state defends program by the government. Things hamper the implementation strategies to defend the state in schools seem still formal and only taught in schools. Whereas its application can be controlled and supervised by family, community, and environment where learners live.

- c. the real forms of the implementation of the strategy of state defence in schools are the process of teaching-learning containing faith and piety, insight into nationality, love of the homeland, and the holding of religious activities, love of the homeland through the flag ceremony, as well as fostering the skills related to the understanding of local cultures as part of national culture.