**URGENCY OF DEFENDING THE COUNTRY IN THE DEVELOPMENT OF HIGHER EDUCATION CURRICULUM IN INDONESIA**

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**ABSTRACT**: *Higher Education has a big role in giving birth to the nation's generation that builds the country. Character formation is strongly influenced by learning in higher education. The country's development is strongly influenced by the spirit of the nation's generation that has a patriotic spirit. The quality of Human Resources, which only experienced strengthening in the academic field, cognitive abilities, is in fact not strong enough to build a sense of caring together to build the country. It is necessary to strengthen the character of defending the state, so that the love of the nation's generation for their country, encourages them to be able to work and build the nation. This simple study has great urgency in studying youth-based nation building. This article will discuss the role of the State Defense Curriculum in higher education and analyze the formulation of learning models that create students as a generation of patriotic characters. In the future, it is hoped that this simple study can provide an understanding for each higher education institution to be able to insert the spirit of state defense character development for students in every teaching and learning activity. This is collective homework.*

**Keywords: *Higher Education; National Defense; Generation of the Nation***

**INTRODUCTION**

Indonesia is a country with the motto "Bhineka Tunggal Ika", with the spirit built since the Majapahit era by Mpu Tantular, which is contained in the State Book of Kertagama with the complete motto, "Bhineka Tunggal Ika Tan Hana Dharma Mangrwa”[[1]](#footnote-0), which means different but still one, there is no ambiguous truth. Having a strong spirit of unity, encouraging people to have a common will to build the nation. The will together with the similarity of will into two sentences with different meanings. The common will that requires unity without unity, while the common will that requires unity in unity should be a marwah that is jointly maintained for the sake of the integrity and strength of the nation and state. That our nation and state were created because of tolerance for diversity, not the spirit of uniformity.

But in fact, conflicts that lead to disintegration are still a scourge in the effort to unite the nation-states. Conflicts that occur include differences in political, regional, ethnic, religious views and even conflicts caused by public dissatisfaction with all government policies.

Starting from the post-Reformation era, the threat of national disintegration has not been suppressed. Starting from the attempt to secede from East Timor after the popular consultation in 1999 to the separation of Timor-Tomir from the Unitary State of the Republic of Indonesia, violence due to religious and ethnic issues in several areas such as West Kalimantan, Maluku, Central Sulawesi, and Central Kalimantan, the events of May 1998 , terrorism, intolerance, radicalism, corruption to socio-economic inequality. Violence that leads to disintegration, encourages the best possible way to immediately revitalize the patriotic spirit and nationalism.[[2]](#footnote-1)

Today, cases of disintegration that are ignited by acts of violence are still common. It was recorded that cases of violence occurred in 11 provinces, such as West Java, East Java, DI Yogyakarta, DKI Jakarta, Banten, Riau Islands, Southeast Sulawesi, North Kalimantan, NTT, NTB and South Sumatra. This violent action, the writer concludes as an act that threatens the disintegration of the nation. The public's discomfort with an insecure state will lead to a degradation of trust in the state, government and its policies.

Higher Education has a big role in creating a nation that is ready mentally, emotionally, personally, morally, ethically, and even to idealize the nation's ideology. The quality of Human Resources is not enough to be judged solely on cognitive abilities. The nation's generation must be prepared in such a way as to have a patriotic, nationalist spirit. This is very influential on the development of the nation and state.

Students at the higher education level are an important element of a country's agent of change. Students are the most sensitive group that can fight for the interests of the general public. Therefore, universities that produce students for the next generation of the nation should have the spirit to instill patriotic values ​​and nationalism. It is very important to create a curriculum that is formulated not only to develop academic and non-academic abilities, but it is also important to include a character building curriculum, both in terms of religion, ethics, morals, and a patriotic spirit.

The spirit of the development of the education concept can be implemented through conceptualization by means of coaching, training and empowering Indonesian human resources in a sustainable and equitable manner. The spirit which is then in line with Law no. 20 of 2003 concerning the National Education System which states that the purpose of education is "... to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens." . So it is not appropriate, if the education curriculum only aims to produce knowledgeable students.

State defense is an obligation as stated in Article 30 paragraph (1) of the 1945 Constitution of the Republic of Indonesia, as an obligation in defense and security efforts. The obligation to defend the country must also be based on Pancasila, Archipelago Insight and National Resilience. The higher education curriculum, which is directed at the formation of patriotic characters, will be more easily measured if it applies a national defense-based curriculum.

The measurable criteria of the values contained in the value of defending the state are five basic values, namely love for the homeland, willing to sacrifice, aware of the nation and state, Pancasila as the state ideology, and the ability to defend the country, both physically and non-physically.[[3]](#footnote-2) The curriculum is then expected to reflect the values of defending the country mentioned above.

**Problem**

# Cases of violence, whether perpetrated by the nation's generation or targeting the victims of the nation's generation, are collective homework. If cases of violence are considered to be simple and ordinary criminal cases, without being seen as having the potential to lead to national disintegration, demoralization, degradation of concern for the nation and state, it will become a dangerous thing. Higher education has a big role in building a generation of people who are knowledgeable, have character, are responsible and have

# national values, love the homeland.

**Research Methods**

The research design is a socio-legal research (socio-legal research). Therefore, this research is characterized by a socio-economic study of law. Law is conceptualized as law as what it is (functioning) in society. The data analysis used in this study is qualitative data analysis, namely collecting data, classifying it and then connecting it with significant theories with the problem, then concluded to determine the results.

**Discussion**

Talking about cases of violence, brawls, terrorism, corruption and even all actions that have the potential to provoke disintegration, it is not only related to the responsibility of each individual. Reporting from previous research, the problem of disintegration is caused by various reasons, namely as follows: [[4]](#footnote-3)

1. Internal factors concerning the ability or quality of the human person.

This factor is related to the problem of individualistic, narcissistic, who favor themselves or private groups, without being able to see the needs of the masses. It does not match the conditions of Indonesia's diversity which encourages tolerance in pluralism.

1. Cultural factors or culture.

Almost the same as internal factors, these cultural factors bring narcistic ethnicity, or groups based on cultural culture. Does not accept culture outside the culture of his own group. Placing the group as an exclusive group, and better than other groups with their own culture.

1. External-structural factors.

The power structure can also give birth to the disintegration of the nation. Unwise power, many policies that actually do not solve the problem. The number of frauds with the abuse of power, as well as Corruption, Collusion and Nepotism, causes people to experience a degradation of trust and ultimately has the potential to encourage people to disintegrate.

In terms of "neutralizing" the causes of internal, cultural and external-structural factors, the role of Higher Education packaged in Higher Education is very much needed. Education which incidentally is a neutral and fundamental element for the improvement of various living systems, from improving internal factors, culture in society and structural policies, can encourage the elimination of the negative impacts of the factors mentioned above.

Education has a strong role in the formation of personality character. Not only through formal education institutions, non-formal education, and informal, even the family has a very big role. In the National Education System Law no. 20 of 2003, there are differences in the model of these educational institutions. Formal education is a structured and tiered educational path consisting of basic education, secondary education, and higher education. Non-formal education is education outside the formal education pathway, carried out in a structured and tiered manner, such as course institutions, training institutions, study groups, community learning activity centers, and taklim assemblies, as well as similar educational units. Finally, the informal education model is defined as a family and environmental education path. Informal education activities are carried out by families and the environment in the form of independent learning activities.

Curriculum revitalization is urgently needed. The higher education curriculum must be based on the values of ideology, constitution, and the value of defending the state. Higher education as a forum for character building and giving birth to agents of national change. Article 4 of Law Number 12 of 2012 concerning Higher Education regulates the functions of higher education institutions, among others, namely:

1. develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation;
2. develop an innovative, responsive, creative, skilled, competitive, and cooperative academic community through the implementation of the Tridharma; and
3. develop Science and Technology by paying attention to and applying the values of Humanities.

Meanwhile, the goals of higher education are contained in Article 5 of Law Number 12 of 2012 concerning Higher Education:

1. developing the potential of students to become human beings who believe and fear God Almighty and have noble character, are healthy, knowledgeable, capable, creative, independent, skilled, competent, and cultured for the benefit of the nation;
2. the production of graduates who master the branches of Science and/or Technology to fulfill the national interest and increase the nation's competitiveness;
3. the production of Science and Technology through Research that pays attention to and applies the values of the Humanities in order to be useful for the progress of the nation, as well as the progress of civilization and the welfare of mankind; and
4. the realization of community service based on reasoning and research work that is useful in advancing the general welfare and educating the nation's life. The role of universities in Indonesia is quite important in contributing to community development and being a supplier of human resources needed for the running of the wheels of economic, political and cultural life. Even the concept of community development was also born from educated circles produced by universities.

The State Defense Curriculum can be internalized by universities. Higher Education as the institution providing Higher Education. The growth of higher education must be able to play its role in every dharma of higher education. Tri Dharma of Higher Education starting from education and teaching, research, and community service. The implementation of the tri dharma of higher education is expected to cover all the values ​​of defending the country. The values ​​of defending the state can be used as a roadmap in conducting research and community service, and developing a curriculum based on defending the state. Not only focusing on the goal of producing graduates who are smart and accomplished, but also with quality morally and character.

Law number 12 of 2012 concerning Higher Education, in particular Article 58, confirms that the Functions and Roles of Higher Education are as follows:

(1) Student and Community learning forums;

(2) educational forum for future leaders of the nation;

(3) Science and Technology development center;

(4) center for the study of virtue and moral strength to seek and find the truth; and

(5) center for the development of national civilization.

The roles and functions of Universities as set out in the articles of the Act above, place Universities as centers of Human Resource development. It is not an excessive demand, if it is stated that universities have an important role in determining the future of Indonesian Human Resources. It is hoped that it can produce future generations who are intelligent, skilled, independent and have the character of defending the country.

Furthermore, incorporating the values ​​of defending the state in the curriculum, referring to the basic article of the constitution, namely Article 27 paragraph (3) of the 1945 Constitution of the Republic of Indonesia, which reads "Every citizen has the right and is obliged to participate in national defense and security efforts. ", and Article 30 Paragraphs (1 and 2) of the 1945 Constitution of the Republic of Indonesia, which further stipulates that every citizen has the right and is obliged to participate in the defense and security of the state". In addition, Law Number 3 of 2002 concerning National Defense Article 9 Paragraphs (1 and 2) states:

* 1. Every citizen has the right and is obliged to participate in efforts to defend the country which is embodied in the Implementation of National Defense.
  2. The participation of citizens in efforts to defend the state as referred to in paragraph (1) is carried out through civic education, compulsory basic military training, voluntary or obligatory service as TNI soldiers, and service in accordance with the profession.

The values of the attitude of defending the state are the strength of the Indonesian state in national development efforts in order to achieve national goals. Through the values ​​of defending the country, it is hoped that it can print the character of a generation that has attitudes and behaviors that match the struggle, love the homeland and are willing to sacrifice for the homeland and nation. Instilling character for the youth of the nation's generation is expected to create a generation that loves the homeland, nation, state, and is ready to carry out development, as well as overcome all forms of threats from within and outside.

Curriculum development that internalizes the values ​​of defending the country must be integrated into every subject. The role of the lecturer is needed not only as a facilitator of knowledge, but also as a figure who can help inculcating the values ​​of Pancasila and State Defense. Scientists without a sense of love for their nation and country cannot become scientists who make a major contribution to their nation.

It is necessary to build a curriculum that instills habits that instill the values ​​of defending the country continuously, consistently and sustainably. This habituation can only be done if the Higher Education and the academic community in it have the same vision in the goal of forming graduates with the character of defending the state. This vision needs to be built not only for some universities, but because the development of modernization globalization also brings negative impacts.

Today's modern generation must be "fortified" with a strong character, the character of defending the country and love for the homeland. Do not let the bad impact of modernization of globalization, instead print a modern generation of individualists, less concerned about the environment, because they are more comfortable with technological advances, and are influenced by the culture of modernization which is not the nation's own culture. Further, it is necessary to take anticipatory steps towards the negative impact of globalization on the values of nationalism of the nation's generations. These steps include: [[5]](#footnote-4)

1. Instilling attitudes to students to love domestic products;
2. Fostering the values of Pancasila which are the basis of the state;
3. Instilling and implementing religious teachings is not only the responsibility of religious teachers, but is the responsibility of all teachers in the field of study
4. Informing to select the flow of globalization in all fields, through learning. By anticipating the negative influence of globalization on moral development, and instilling the values of nationalism and the noble ideals of our nation which have been outlined in the Law of the Republic of Indonesia.

**Conclusion**

# The State Defense Curriculum can be internalized by universities. Universities as institutions providing higher education are responsible for organizing teaching and learning activities that are packaged in the state defense curriculum. The national defense curriculum is not only the responsibility of several universities, but what is needed is a shared spirit to produce the next generation with the character of defending the country, having good ethical morals, not only academic quality. The intended curriculum is a curriculum that internalizes love for the homeland, is willing to sacrifice, is aware of the nation and state, Pancasila as the state ideology, and the ability to defend the country, both physically and non-physically.

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