

Study about Civic Education Program in Building Awareness of Defending the State

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Abstract: The aim of the research was to find out the role of civic education in building awareness of state defense at one of the senior high schools in Bengkulu City, to find out the role of civic education teachers in building awareness of defending the state at one of the senior high schools in Bengkulu City and to find out the efforts made by schools in building awareness self-defense state. The method used in this study is random sampling or random samples. While data collection techniques using observation, interviews and documentation, data analysis techniques the authors use data reduction, data display and verification. The results of the research, Civic educations have a strategic role in preparing citizens who are intelligent, responsible, cultured, have a sense of nationality and are ready to defend the country. Although it cannot be separated from other supporting facilities such as extracurriculars at schools and professional teachers. Some of the teacher's roles in instilling students' state defense morals and attitudes are as the teacher as a vessel, teacher as control, Teacher as facilitator, And teachers as evaluators, Efforts made by the school in cultivating and developing students' national defense awareness are by having professional teachers who teach in accordance with their fields, and by holding positive activities organized by the school itself, as a means for students to learn to practice it outside of the class.

Keywords: Civic Education, Awareness, Defending The State

1. Background

The era of globalization and modernization has had such a big impact on the life of the Indonesian people, especially the lives of the younger generation who always want to try new things and smell modern even though these things are not in accordance with the culture of the Indonesian nation. The entry of foreign cultures that are so diverse is then imitated and carried out by most Indonesian youth without being selective which will eventually lead to a moral crisis in adolescents who are the next generation of the nation.

The younger generation is the next generation who play an important role in advancing the State of Indonesia. The younger generation has been given the mandate to take on the task of running and leading the Indonesian nation in the future who have aspirations to be a dynamic, innovative generation for the benefit of the nation who will eventually become someone who has the soul and spirit of defending the country (God, T.A. 2015: 103) .

As children of the nation and citizens, we need to have the ability to participate in state defense efforts. This ability is very important so that the beloved Unitary State of the Republic of Indonesia can carry out its function, namely realizing the goals of the state. The goals of the Unitary State of the Republic of Indonesia are very noble, namely: to protect the whole nation and all of Indonesia's bloodshed, promote public welfare, educate the nation's life and participate in carrying out world order based on eternal peace and social justice. To realize the goals

of the State as stated in the preamble of the 1945 Constitution, the role of citizens is needed in various aspects of life. One aspect of life that demands the participation of citizens in the field of state defense and security.

Article 30 paragraph (1) of the 1945 Constitution states that "every citizen has the right and obligation to participate in the defense and security of the State". Whereas in paragraph (2) it is stated that "State defense and security efforts are carried out through a system of defense and security of the entire people by the TNI and POLRI as the main force, and the people as the supporting force". While the concept of defending the State is regulated in the 1945 Constitution article 27 paragraph 3 that "every citizen has the right and obligation to participate in efforts to defend the State". Defending the Country itself is "the attitude and behavior of citizens who are inspired by their love for the Unitary State of the Republic of Indonesia which is based on Pancasila and the 1945 Constitution in establishing the survival of the nation and state" (Paul, S. 2017: 206).

Remembering the importance of defending the country which is a form of love for one's own country can create relations between citizens. In the current era of globalization, many people do not know the meaning of defending the country. Only a handful of people know and understand it. Therefore, we as the younger generation must know the meaning of defending the country and apply it in everyday life.

In the spirit of unity and oneness, love for the motherland, awareness of defending the country and the insight of one nation that has enabled us to be able to maintain and uphold the independence of the Unitary State of the Republic of Indonesia until now. For this reason, all citizens must have a strong understanding and awareness of defending the country for the existence of the Unitary State of the Republic of Indonesia, which is referred to as the spirit of defending the country. The spirit of defending the country must be instilled in all citizens in an early, integrated and tested manner at all levels of life of the Indonesian nation.

In this day and age, defending the country does not have to go to war, but is realized by studying seriously and producing good works that are exhibited to other countries so that our country is not looked down upon and our country's position is the same as developed countries (Budimansyah 2008:64). For this reason, the role of education is very much needed to build and shape the younger generation who have the spirit of defending the country. This is as stated by Mudyardjo (2007:23), that education is a conscious effort made by families, communities and governments through guidance, teaching and/or training activities that take place at school and outside school throughout life, to prepare participants students so that they can play roles in various living environments appropriately in the future.

The role of education is a very important element, because education is expected to grow quality Indonesian people. As stated in the Law on the National Education System (UUSPN) No. 20 of 2003 which states that national education is education that is rooted in culture based on Pancasila and the 1945 Constitution with the aim of educating the life of the nation and developing whole human beings, namely human beings who believe and devoted to God Almighty, and have noble character, have knowledge and skills, physically and mentally healthy, have a steady and independent personality, and national responsibility. Through national education it is hoped that it can improve the quality of education and the dignity of Indonesian people, so that national education can produce people who are educated, have faith, have knowledge, are skilled, and have a sense of responsibility.

Thus, through National Education it is hoped that it can foster and deepen a sense of love for the motherland, strengthen the spirit of nationalism and a sense of social solidarity. In addition, it is also expected to foster self-confidence as well as innovative and creative attitudes and behavior (Hasbullah, 2013: 124).

During the current nation-building period, the main functions of education include educating the nation, developing national awareness and attitudes of nationalism as human resources in the process of developing national personality and identity. Therefore, the development of State Defense awareness needs to be instilled and grown from an early age to all Indonesian citizens. One of the means for developing an understanding of state defense awareness is through education. Thus national education activities need to be organized and managed in such a way that national education as an organization is a means of realizing the national ideals of the Indonesian people.

Apart from that, to achieve this, appropriate education is needed, namely Citizenship Education. Citizenship Education is explained in the Ministry of National Education (2006: 49), Citizenship education is "a subject that focuses on the formation of citizens who understand and are able to carry out their rights and obligations to become intelligent, skilled, characterized Indonesian citizens mandated by Pancasila and the Constitution. -The 1945 Constitution of the Republic of Indonesia". Based on the statement above, we can conclude that Citizenship Education is education that equips students with basic knowledge and skills related to citizen-state relations and state defense education to defend the Unitary State of the Republic of Indonesia and become citizens that the nation and state rely on. Indonesia to suit the civics Education goals below.

According to Djahiri (1994/1995:10), the aims of Citizenship Education (Civic) are as follows: God Almighty and of noble character, possessing knowledge and skills, physical and spiritual health, a steady and independent personality and a sense of community and national responsibility."And in the 1945 Constitution Article 30 concerning State security and Defense Law No. 3 of 2002 also explains civics education which refers more to how to build public awareness of the importance of building a spirit of Nationalism and love for the motherland or Defending the Country and as stated in the goals of Education citizenship itself. And what is a problem for the State of Indonesia is one of the negative effects of post-reform where the spirit of nationalism and love for the country faded. differences of opinion between groups or disagreement with government policies is a natural thing in a democratic political system. However, various anarchist actions, racial conflicts and separatism that often occur in the name of democracy give the impression that there is no longer any spirit of togetherness as a nation. Group interests, even personal interests, have become the main goal.

The enthusiasm to defend the country seemed to have faded. Defending the State is usually always associated with the military or militarism, as if the obligation and responsibility for defending the country lies only with the Indonesian National Armed Forces. In fact, based on Article 30 of the 1945 Constitution, defending the country is the right and obligation of every citizen of the Republic of Indonesia. Defending the country is the effort of every citizen to defend the Republic of Indonesia against both external and domestic threats.

However, in reality, currently people tend to be apathetic or indifferent to what is happening to the State of Indonesia, for example, several small islands which belong to Indonesia have been taken by other countries. Even though Article 30 of the 1945 Constitution clearly states that every citizen is obliged to participate in defending his country.

Therefore, the government carried out a new program, namely the State Defense Program, which is aimed at every citizen. And to raise awareness of defending the country from an early age, the role of CIVIC education is needed so that it can apply several lessons that can build students' awareness in schools of the importance of defending the country.

At one of the senior high schools in Bengkulu, it is undeniable that many students as the next generation have an attitude of defending the country or low nationalism. This can be seen from the behavior of students who are not solemn in following the flag ceremony. At the time of public respect for the red and white flag, many students behaved inappropriately, their standing attitude and respect were arbitrary and they seemed to forget to remember the services of the heroes. Another example is that they prefer to use language that is considered slang in their daily life rather than using good and correct Indonesian. This shows the waning sense of love for the motherland and pride in being an Indonesian nation.

2. Method

The method used in this study is random sampling or random samples. While data collection techniques using observation, interviews and documentation, data analysis techniques the authors use data reduction, data display and verification. In testing the validity of the data, researchers used the triangulation technique, which is defined as a data collection technique that combines various existing data collection techniques. If the researcher collects data by triangulation, the researcher actually collects data, namely checking the credibility of the data using various data collection techniques and various data sources.

3. Results and Discussion

a. The role of Civic Education in building awareness of State Defense at one of the senior high schools of Bengkulu

Education is an activity that is consciously and deliberately, as well as full of responsibility carried out by adults to children so that interaction arises from the two so that the child reaches the desired maturity and continues according to its objectives contained in Law Number 2 of 1989, it is clearly stated that the goals of National Education are: To educate the life of the nation and develop the whole Indonesian human being, namely human beings who believe in and fear God Almighty and have noble character, have knowledge and skills, physical and spiritual health, a solid and independent personality and sense of social and national responsibility. In short it is said that the purpose of national education is to educate the life of the nation and develop the Indonesian people as a whole, with the following characteristics:

- a. Believe and fear God Almighty
- b. Noble manners
- c. Have knowledge and skills
- d. Physically and mentally healthy
- e. Steady and independent personality
- f. Responsible to society and nation.

Meanwhile, the purpose of having Citizenship Education subjects is for students to have the following abilities:

- 1) Think critically, rationally and creatively in responding to citizenship issues.
- 2) Participate actively and responsibly and act intelligently in community, national, state and anti-corruption activities.
- 3) Develop positively and democratically to shape themselves based on the characteristics of the Indonesian people so that they can live together with other nations.
- 4) Interact with other nations in the world arena directly or indirectly by utilizing information and communication technology.

So it can be concluded that the purpose of Citizenship Education emphasizes the development and fostering of citizens who are smart, skilled, and have character and act in accordance with Pancasila and the 1945 Constitution explains the function of the Citizenship subject as it is written that citizenship education is a vehicle for forming citizens who are smart, skilled, and have character who are loyal to the Indonesian nation in the habit of thinking and acting in accordance with the mandate of the Pancasila and the 1945 Constitution. As well as the standard regulations that underlie the implementation of citizenship education, namely among others:

1. The 1945 Constitution: (1) The second and fourth paragraphs of the Preamble to the 1945 Constitution write the ideals, goals and aspirations of the Indonesian nation regarding independence, (2) Article 27 paragraph 1, equal status of citizens before law and government, (3) Article 27 paragraph 3, matters and obligations to participate in state defense efforts, (4) Article 28A letter (j) concerning Human Rights, (5) Article 31 paragraph 1, Citizens' right to education. (6) Article 30 paragraph 1, Rights and Obligations of citizens in the defense and security of the state.
2. Law of the Republic of Indonesia Number 20 of 1982, regarding the basic provisions of the defense and security of the Republic of Indonesia (State Gazette 1982 No.51, TLN 3234), contained in articles, including: (1) Article 18 Rights and Obligations citizens who are realized by participating in state defense efforts are carried out through pre-defense education as an integral part of the national education system, (2) Article 19 paragraph 2, Pre-defense education must be followed by every citizen and carried out in stages, namely the first stage beginning at the elementary to secondary level education and in the scout movement and the advanced stage in the form of civics education at the higher education level.
3. Law of the Republic of Indonesia Number 20 of 2003, concerning the national education system and based on the Decree of the Minister of National Education No. 232/U/2000, regarding guidelines for curriculum development.

From what has been explained above, we can conclude that CIVIC subjects have a strategic role in preparing citizens who are intelligent, responsible, civilized, have a sense of nationalism and are ready to defend the country, even though all of this cannot be separated from other supporting facilities made by the school so that the above goals can be achieved optimally, namely like the extracurriculars in schools where the material contents in it contain material about love for the motherland and teacher professionalism as well as national defense training which is directly organized by the government.

b. The Role of Civic Education Teachers in Building Awareness of Defending the Country

Education is a process of changing or increasing the positive side of a person's behavior and character. In the world of teacher education is an important element that directly participates and share in the process.

Internship learning is one of learning morals and attitudes especially towards the nation and people in that country. Some of the roles of the teacher in cultivating the morale and attitude of defending one's country students are as follows:

1. The teacher is an example of the experience of defending the country's values.
2. The teacher acts as a control for students in understanding and growing a sense of belonging to the country.
3. The teacher acts as a facilitator to facilitate the process of understanding students in fostering an attitude of defending the country.
4. The teacher acts as an evaluator for the implementation of students' state defense attitudes at school and outside school together with the parents of students.

Based on the discussion of the results of the research above, it turns out that the role of civic teachers influences attitudes in cultivating a state defense attitude in lessons with the methods applied by civic teachers. The more intense the teacher is in providing direction and tutoring and an attitude of responsibility to children, the tendency for student achievement and sense of responsibility will also increase. This is in accordance with educational psychology theory that a child's cognitive development is highly influenced by the role of parents outside of school and teachers. in the school environment, especially in providing motivation to children. The results of this study can also be a suggestion for parents and other teachers as well as other schools, that increasing learning achievement and a sense of responsibility for fostering an attitude of defending the country is not enough through a learning process that only processes one subject but covers all subjects and the role of the teacher- another teacher. Thus, it is hoped that in the future there will be a synergistic relationship between parents and schools in improving children's learning achievement.

c. Efforts Made by The School In Building Awareness Of Defending The Country

In fostering awareness of defending the country at one of the senior high schools in Bengkulu, the school carries out cooperation between students, teachers and the school environment who always pay attention to the development of their students both at school and outside the school environment.

Defending the country is the attitude and behavior of citizens imbued with their love for the Unitary State of the Republic of Indonesia which is based on Pancasila and the 1945 Constitution and every citizen has the right and obligation to participate in efforts to defend the country based on the 1945 Constitution article 30

paragraph (1) and that means that teenagers or children who are still in school are also required to participate in defending the country which can be realized by:

- Increase imtak and science and technology.
- Cultivating GDN (national disciplinary movement) in schools includes: regular policies, clean culture, and work/study culture.
- Developing social awareness in schools, for example by sincerity to collect social funds, infaq, zakat, shodokah, to help school residents in need.
- Maintain the good name of the school by not committing acts that have a negative impact on the school.
- Study hard to get good performance.

However, there are many threats that damage the younger generation, such as drugs, promiscuity, and the negative impact of easy access to the internet, which in our opinion are very influential in damaging our youth when viewed from today's era.

There are several efforts made by schools to foster awareness of defending the country in their students, namely:

1. The role of the school in viewing the diversity of students' abilities in receiving material on defending the country is very large, the teacher does not use a monotonous method in giving material.
2. Students are involved in all learning processes both in class and outside the classroom. It is hoped that the results of the learning process will be even better.
3. Learning is balanced between material and practice. The learning process in class is indeed very important and determines the results of the learning process, but most students prefer practical learning and that is what shows the success of students in class.
4. Active supervision is always considered. The cohesiveness carried out by the teacher to jointly supervise students while at school is also an effort for the success of students in the learning process.
5. The school also activates extracurriculars such as Scouting, PKM, Paskibraka and others, so that students can understand more about the attitude of defending the country and love for the motherland.

4. Conclusion

Civic subjects have a strategic role in preparing citizens who are smart, responsible, civilized, have a sense of nationalism and are ready to defend the country. Although it cannot be separated from other supporting facilities such as extracurricular activities at school. Some of the teacher's roles in cultivating the morale and attitude of defending a student's country are as follows: Teachers as examples of the experience of defending the country's values. The teacher acts as a control for students in understanding and cultivating a sense of belonging to the country. The teacher acts as a facilitator to facilitate the process of understanding students in fostering an attitude of defending the country. The teacher is as an evaluator for implementing students' state defense attitudes at school and outside school together with the parents of students. Efforts made by the school in growing and developing students' awareness of state defense are by having professional teachers who teach according to their fields, and by having positive activities held by the school itself, as a way for students to learn to practice it outside the classroom.

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