

Implementation of National Defense Values Through Student Character Strengthening Program at SMP Unismuh Makassar

Mustaring¹, Mustari², Muhajira Nurul Lutfiya³, Najamuddin⁴

Social Science Education, Makassar State University

e-mail: muhajirawo@gmail.com

Article Info

Article History:

Received March

Revised May

Accepted May

Keywords:

Implementation of values, National Defense, Student Character Strengthening Program

Abstract

This research aims to: 1). Analyzing the forms of activities in the character strengthening program for students at the junior secondary education level. 2). Analysis of the implementation of state defense values in students involves understanding and evaluating the efforts and activities carried out by schools to integrate and instill state defense values in students. The values of defending the country include love of the country, discipline, independence, responsibility and tolerance. This type of research uses qualitative research. The methods and data sources used to analyze the implementation of state defense values are documentation, interviews, field research and official documents from schools. The research results show that: 1). The form of activity for the Student Character Strengthening Program at Unismuh Makassar Middle School makes a positive contribution to the formation of student character. By organizing various activities that prioritize the development of personality values, this program is able to provide a holistic experience for students. The existence of extracurricular activities, character building, LDKS, and social activities can help improve the quality of students' character at Makassar Unismuh Middle School. 2). The implementation of national defense values at Unismuh Makassar Middle School provides a strong foundation in forming students' sense of love for their country and social awareness. Involving students in activities that foster a spirit of patriotism and leadership, this implementation has great potential to create a generation with high integrity and readiness to face the nation's challenges.

1. Introduction

Defending the country is an action and attitude that arises from within the Indonesian people. This attitude or behavior is driven by their love for their country or nation. Their love for their country or nation drives this attitude or behavior. In this context, what is meant is the Unitary State of the Republic of Indonesia or NKRI. The love for NKRI is based on Pancasila and the 1945 Constitution which aims to maintain the continuity of national and state life. The commitment to defending the country is not only needed by state apparatus such as the Indonesian National Police or the Indonesian National Army, but also by government security apparatus. However, in accordance with their roles and skills, not all Indonesian citizens can take such a stance. The rights and obligations of every citizen, especially citizens of NKRI, are to defend the country.

This is based on the 1945 Constitution of the Republic of Indonesia which states that every citizen is fully responsible for everything in the country. To maintain the unity of the country by instilling a sense of responsibility, discipline, toughness, tenacity, honesty, and justice. According to Article 9 Paragraph 2 of Law Number 3 of 2002 concerning National Defense, citizens can participate in national defense efforts through civic education, basic military training in a mandatory manner, service as a TNI soldier in general voluntarily or in a mandatory manner, and service according to profession. In this way, the community can be invited to participate in national defense efforts and schools can instill an attitude of National Defense. The young generation of the nation uses schools as a place to learn.

2. Literature review

National Defense Values

One of the important steps to create a

young generation that is aware and independent and responsible for the country is to improve the character of students through the application of national defense values. National defense values include loyalty, love of the homeland, fighting spirit, and a sense of responsibility, which will maintain the integrity and glory of the country.

According to (Soepomo 2018), these values are the main foundation in forming the character of the young generation who have high integrity and have great concern for their own country and nation. One way to increase awareness and perspective of citizens so that they have a sense of responsibility for the country and nation is to cultivate the principles/values of national defense. These values are important to apply in everyday life in order to strengthen unity, maintain security, and foster a sense of nationality. Implementation of National Defense

Values in the Educational Environment

The program to strengthen the character of students through the application of the principle of patriotism, the application of national defense values has become the main focus of the education curriculum in many countries. Many things have been done to include national defense values in extracurricular activities and formal curriculum. According to research conducted by (Wibowo 2020), this approach is able to build a strong sense of nationalism in students, so that they have a high commitment to national development.

3. Research Methods

This type of research is a qualitative research that aims to describe in depth the Implementation of National Defense Values Through the Student Character Strengthening Program at SMP Unismuh Makassar. Qualitative methods can be interpreted as a process of research and understanding based on study methods that investigate isosocial and humanitarian problems. In this research process, descriptive data is produced which is interpreted as research that aims to explain or

describe a certain condition or situation based on data obtained in detail as appropriate according to the problems set in this study (Setyosari, 2010: 29). From this description, this study is intended to analyze the Implementation of National Defense Values Through the Student Character Strengthening Program at SMP Unismuh Makassar.

This research was conducted in Makassar City, precisely at SMP Unismuh Makassar. The reason the researcher chose this location was because the location was considered quite appropriate for the title that the researcher raised in this study. This is expected to make it easier for researchers to obtain further information related to the Implementation of National Defense Values Through the Student Character Building Program at SMP Unismuh Makassar.

The focus of the research is a very important factor in exploring information (data) in depth. The focus of this research is: 1. Analyze and describe how national defense values can be integrated and implemented through a character building program for students. This research will involve an analysis of the successes and challenges faced in implementing national defense values at the junior high school level. 2. Inhibiting and supporting factors for the Implementation of National Defense Values Through a Character Building Program for Students at SMP Unismuh Makassar. While the description of the focus in this research is: 1. Efforts to implement national defense values through a character building program for students require a holistic approach involving the TNI, schools, educators, parents, students and the community. 2. The implementation of national defense values through a character building program for students is faced with various inhibiting and supporting factors. Understanding these factors is important for designing effective strategies in achieving program objectives.

The data sources obtained by the researcher come from primary data and secondary data. Research Instruments The main research instrument in this study is the researcher himself as the interviewer. As the

researcher and main instrument, it starts from (1) planning, (2) collection, and (3) data so that in writing the research report, everything is done by the researcher while still paying attention to the direction and instructions from the supervisor/mentor commission.

4. Results and Discussion

Results

Character building program for students educating and practicing the values of national defense is an important part of education that aims to form a generation with strong character, noble morals, and awareness and responsibility towards the country. The following are a number of character building program activities for students educating and practicing the values of national defense: a. Character Building Program Activities for Students: ①Character Building The Character Building Program is one of the... character building program activities for students that aims to develop positive values, ethics, and positive attitudes within themselves.

This program is designed to help students develop a good personality, responsibility, empathy, integrity, and social skills towards others. ②LDKS Involves students in outdoor activities that require teamwork, communication, and courage. Holds session meetings and discussions that discuss the principles of leadership, role division, and conflict resolution. 60 Character Development Through Extracurricular Activities, students strengthen their character through extracurricular activities such as scouts, debates, or sports activities that emphasize the values of honesty, discipline, and fighting spirit. b. Implementation of National Defense Values Organizing civics subjects that include an understanding of history, the constitution, and responsibilities as citizens. Involving students in training discipline and leadership. To develop attitudes, responsibility and good leadership are not enough.

Implementation of national defense values and character strengthening programs must be comprehensive and integrated in the curriculum and school activities. Involving

various stakeholders such as educators (teachers), parents, and the community is also important to achieve goals effectively.

National defense is the right and obligation of citizens in an effort to maintain the integrity of Indonesia. The instillation of basic signs of national defense which include Love of the homeland, awareness of nation and state, loyalty to Pancasila willing to sacrifice for the nation and state, loyalty to Pancasila willing to sacrifice for the nation and state, having the initial ability to defend the country and the spirit of realizing a sovereign, just and prosperous country is a mandatory thing that has been ingrained in every Indonesian society, the implementation of the attitude of defending the country does not only have to be involved in becoming a TNI or POLRI to maintain public security and order, becoming a citizen according to the profession that is mandated is also a small part of defending the country, for example, students who study at school are a real example of efforts to defend the country. Schools have a central role in giving birth, forming and growing citizens who love the country, schools are one of them all There are so many efforts How to defend the country can be done in various contexts and does not have to join the war or become a soldier.

Discussion

Vision and Mission

Unismuh Makassar Middle School is dedicated to strengthening character education through comprehensive programs integrated into all aspects of the educational process. The school's vision, "Steady Faith, Excellence in Intellectual Pursuits, Graceful Morality, and Alert Work Ethic," reflects its commitment to holistic student development. The school applies both the K-13 curriculum and the independent curriculum, emphasizing the cultivation of moral and ethical values. Its mission focuses on several key objectives, including establishing the foundations of monotheism in all areas of life, equipping students with problem-solving skills and the ability to think critically and creatively, instilling moral values such as respect for the

Creator, fellow humans, and the environment, and preparing students with practical skills to succeed in the workforce.

Character Development Goals

Character education at SMP Unismuh Makassar aims to produce graduates who excel not only academically but also in their personal character and behavior. According to Corley and Philip (Budimansyah, 2014:5), "Character is the attitude and habits that facilitate moral action." This underscores the idea that character education is a continuous process of spiritual, religious, and intellectual growth, helping individuals develop behaviors that benefit both themselves and their communities. The school's approach ensures that students embody strong ethical principles, positioning them to succeed in life with integrity and respect for others.

National and Local Framework for Character Education

The character education framework at SMP Unismuh Makassar aligns with both national and local regulations. At the national level, Presidential Decree No. 87 of 2017 on Strengthening Character Education (PPK) emphasizes five core values: religious devotion, nationalism, integrity, independence, and mutual cooperation. These values are further reinforced by local government initiatives in Makassar City, which prioritize character education to ensure holistic development. Budimansyah (2014:14) emphasizes that character education must involve all stakeholders in the national education system, including educators, policymakers, and parents, to ensure effective implementation at both macro and micro levels.

Implementation and Outcomes

The school's character education programs are the result of collaboration between policymakers, school leaders, educators, and parents, ensuring a shared understanding of the educational goals. Observations indicate that these programs have successfully instilled strong character values in students, both in the classroom and in their

daily lives. These values include respect for religious diversity, fostering independence and simplicity, promoting respect for cultural differences, and emphasizing that the learning process is more important than the final outcome.

SMP Unismuh Makassar strives to develop students who are intelligent, honest, caring, and resilient. Budimansyah (2014:6) asserts that "Character, in a coherent manner, radiates from the results of nurturing the mind, heart, feelings, and will," producing "smart, honest, caring, and tough individuals." The school ensures that its character education programs go beyond theoretical concepts by focusing on practical application, thereby enabling students to internalize these values and achieve meaningful character development.

5. Closing

Based on the results and discussions conducted, it can be concluded that the implementation of national defense values through the character-strengthening programs at SMP Unismuh Makassar provides significant contributions to shaping the character of students. The findings can be summarized as follows:

1. **Student Character Strengthening Programs**
The various character-strengthening activities organized at SMP Unismuh Makassar have positively contributed to the development of students' personalities. By organizing diverse activities that emphasize personal growth, the program offers a holistic experience for students. Extracurricular activities, character-building sessions, leadership training (LDKS), and social activities play a vital role in enhancing the quality of students' character, fostering well-rounded development.
2. **Implementation of National Defense Values**
The implementation of national defense values at SMP Unismuh Makassar has established a strong foundation for nurturing a sense of patriotism and social awareness among students. By involving students in activities that promote patriotism and

leadership, the program effectively cultivates a generation with high integrity and preparedness to face national challenges. This approach strengthens their commitment to the nation and enhances their ability to contribute meaningfully to society.

Recommendations

Based on the conclusions drawn, the following recommendations are proposed:

1. **Diversification of Character-Building Activities**
Expand the variety of character-building activities to include aspects such as leadership development, teamwork, and ethics. This will provide students with more comprehensive opportunities to enhance their skills and moral values.
2. **Active Student Involvement**
Actively involve students in the planning and implementation of character-building activities to foster a greater sense of ownership and responsibility. This participatory approach will empower students and strengthen their commitment to the program.
3. **Collaboration with External Institutions**
Strengthen partnerships with relevant institutions, such as the Indonesian Army and government agencies, to provide students with direct experiences related to national defense. These collaborations will deepen their understanding of patriotism and civic duty.
4. **Integration of National Defense Values into the Curriculum**
Develop more integrated learning programs that incorporate national defense values into the school curriculum. This will ensure that students consistently engage with these values in both academic and extracurricular settings.
5. **Encouragement of Social and Community Engagement**
Encourage students to participate in social activities and community service to reinforce their involvement in national development. These activities will help instill a sense of social responsibility and commitment to the

welfare of the nation.

Bibliography

Source Book

1. Affandi, I. (2014). *Idealist, Pragmatic, and Religious*. Bandung: Mutiara Press.
2. Affandi, I., et al. (2015). *Strengthening National Identity: Learning from National Performance and Culture Japan*. Bandung: Mutiara Press.
3. Affandi, I. (2019). *Returning to the Original 1945 Constitution*. Bandung: Kencana Utama.
4. Affandi, I. (2020). *Reforming Reform*. Bandung: PT Remaja Rosdakarya.
5. Affandi, I. (2021). *Political Education: Leadership and Pioneering*. Bandung: PT Remaja Rosdakarya.
6. Brubaker, R. (2004). In the Name of the Nation: Reflections on Nationalism and Patriotism. *Citizenship Studies*, 8(2), 115-127.
7. Calhoun, C. (1993). Nationalism and Ethnicity. *Annual Review of Sociology*, 19, 211-239.
8. Creswell, J. W. (2015). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Jakarta: Gramedia Pustaka Utama.
9. Dault, A. (2005). *Islam and Nationalism: Repositioning Universal Discourse in National Context*. Jakarta: Pustaka Al-Kautsar.
10. Dewantara, K. H. (2011). *Part One Education* (4th ed.). Yogyakarta: MLPTS.
11. Emzir. (2010). *Qualitative Data Analysis Methodology*. Jakarta: PT Radja Grafindo Persada.
12. Giddens, A. (1985). *The Nation-State and Violence*. Berkeley & Los Angeles: University of California Press.
13. Hutchinson, J., & Smith, A. D. (Eds.). (1994). *Nationalism*. Oxford & New York: Oxford University Press.
14. Kemhan RI. (2015). *Indonesian Defense White Paper*. Jakarta: Ministry of Defense of the Republic of Indonesia.

Journal Articles

1. Akar, B., & Albrechth, M. (2017). Influences of Nationalism on Citizenship Education: Revealing a "Dark Side" in Lebanon. *Journal of the Association for the Study of Ethnicity and Nationalism*. doi:10.1111/nana.12316.
2. Anwar, C. (2014). Internalization of the Spirit of Nationalism Through Habituation Approach (Philosophical Perspective). *Journal of Islamic Studies*, 1(June), Faculty of Education and Teacher Training, Raden Intan State Islamic Institute of Lampung.

Thesis

1. Anggara, R. (2015). *Model for Developing National Defense Values in Members of the Student Regiment*. Department of Civic Education, Postgraduate School, Indonesian University of Education.
2. Dewi, N. (2017). *Study of Citizenship Education in Developing Nationalism Values in Homeschooling Students*. Department of Citizenship Education, Postgraduate School, Indonesian University of Education.
3. Dewantara, J. A. (2018). *National Defense Model Through Go Green-Based Mutual Cooperation Practices in Glintung Village, Malang*. Department of Civic Education, Postgraduate School, Indonesian University of Education.
4. Juhari, S. Y. (2015). *Development Strategy for Civic Culture Through National Defense Education for Youth Nationalism and Patriotism*. Department of Civic Education, Postgraduate School, Indonesian University of Education.
5. Kolo, A. (2019). *Coaching Nationalism through Citizenship Education in the Border Region of Indonesia and Timor Leste*. Department of Citizenship Education, Postgraduate School, Indonesian University of Education.
6. Yunita. (2016). *National Defense Education (PBN) as a Means of Developing Students' Nationalism Attitudes*. Department of Civic Education, Postgraduate School, Indonesian University of Education.