

Research article

Development of the State Defense Curriculum to Realize the Vision of UPN Veterans, Jakarta as a State Defense Campus


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ORCIDGarcia Krisnando Nathanael: <https://orcid.org/0000-0002-9872-0692>**Abstract.**

The current threats the nations across the world are facing today are no longer limited to the traditional forms such as the military threats. As a result, a country in addition to physical strength must also acquire relevant instruments, one of which is education. The UPN Veteran Jakarta acts as a pioneer of educational institutions that instills values of national defense in its curriculum and has built a state defense campus. State defense education is crucial for a nation as it helps in spreading awareness about the nontraditional threats the nation is currently facing. To achieve this goal, nine subjects as part of the Semester Learning Plan (RPS) at UPN Veterans Jakarta were selected.

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1. Introduction

National Defense Day has been celebrated since 2006 under the Sixth President Susilo Bambang Yudhoyono. President Joko Widodo (Jokowi) then continued by further emphasizing the importance of State Defense for every human being in this republic. The importance of State Defense is needed because the threats that arise in this era of globalization no longer come from military threats or threats of a traditional nature.

Recognizing the changing nature of threats, the approach taken by the state must change its form. The current human security approach is more appropriate to be applied in dealing with threats that are taking more and more forms like today. The threat of Covid-19 is a very clear example to illustrate how the threats faced by Indonesia, even the world, are no longer militaristic but can take any form. The State Defense Program does not prioritize methods or methods that prioritize the physical like military service. However, Defending the State made all components of the nation aware that nationalism and the spirit of love for the homeland must be prioritized to face threats that may arise.

Since Defending the State has become one of the programs widely launched by the government, the Veterans National Development University (UPN) Jakarta has become

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one of the state educational institutions that are willing to become a forum for the canalization of the program. UPN Veterans Jakarta bears an identity as a State Defense Campus, in particular, this university changed its status to a state university in 2014. As a State Defense Campus, UPN Veterans Jakarta has done many things to help disseminate this program. Making State Defense training, inserting State Defense values in various courses taught in each faculty, to holding State Defense Education courses.

2. Development of the Scientific Aspects of State Defense Education

The increasingly multi-dimensional nature of the threat makes the partial dissemination of State Defense so that the resonance will not have a maximum effect. That is why State Defense must be made into the curriculum in our education system, starting with the higher education curriculum. This has been done for about two years at UPN Veterans Jakarta so that it can become a benchmark for other universities throughout Indonesia in organizing their National Defense Education.

When referring to the regulatory side, the author will refer to the Regulation of the Minister of Research, Technology and Higher Education (Permenristekdikti) of the Republic of Indonesia Number 44 of 2015 concerning National Standards for Higher Education. sustainable and also systematic or planned. Improving the quality standards of higher education must be done by strategically developing science rapidly.

At UPN Veterans Jakarta, since the odd semester of 2020, the State Defense Education course has been taught to all first-semester students in all faculties. This is following the vision of UPN Veterans Jakarta as a State Defense Campus. To it will always be developed by scientific principles.

Thus, if State Defense Education can later be taught in all universities in Indonesia, with various scientific backgrounds, surely the development of the State Defense Education curriculum will be better and more capable as an effort to educate the nation's life.

3. State Defense Education Materials

This section until the end will discuss the outline of the development of the State Defense curriculum through the deepening of what subjects will be taught in the State Defense Education course. As a pioneer, UPN Veterans Jakarta will first implement this curriculum development in its State Defense Education course which is already running

as part of the vision of the State Defense Campus. Of course, the author hopes that in the future this step can be followed by other campuses throughout the archipelago. There will be nine subjects as part of the Semester Learning Plan (RPS), following the Indonesian National Qualifications Framework (KKNI) based on Permenristekdikti Number 44 of 2015.

The first topic of discussion is the history and definition of defending the country. The history of state defense was first established since the city of Bukittinggi became the capital city of the Republic of Indonesia under the emergency government of the Republic of Indonesia (PDRI) which was held by Syafruddin Prawiranegara in 1948. As stated in the Law of the Republic of Indonesia Number 3 of 2002 Article 9 Paragraph 1 concerning Defense State defense is the attitude and behavior of the Unitary State of the Republic of Indonesia based on Pancasila and the 1945 Constitution of the Republic of Indonesia, in ensuring the survival of the nation and state, not only as a basic obligation of citizens but also is the honor of citizens as a form of dedication and willingness to sacrifice to the nation and state.

The legal basis for the law regarding efforts to defend the state is also contained in the 1945 Constitution, namely Article 27 paragraph (3), which states that all citizens have the right and are obliged to participate in efforts to defend the state. Then, Article 30 paragraph (1) states that every citizen has the right and obligation to participate in national defense and security efforts. Thus, citizens should participate in the defense of the state, unless otherwise stipulated by law. The defense that is realized by participating in national defense efforts is the responsibility and honor of every citizen.

State defense is an orderly, comprehensive, integrated, and continuous determination, attitude, and action of citizens, which is based on their love for the homeland, along with awareness of life as a nation and state. That is, defending the state is the obligation and responsibility of citizens to maintain the existence and sovereignty of the state. Defending the state is not only the duty and responsibility of the Indonesian National Army (TNI), but the responsibility of all of us because it is a right, an obligation, as well as the responsibility of all components of the nation without exception.

The Ministry of Defense's Education and Training Agency (Badiklat Kemhan) has developed a state defense curriculum since 2016. Five curricula have been approved, namely for the early level (PAUD/TK and equivalent), SD, SMP, SMA, and Universities. The five values in the state defense program include love for the homeland, awareness of the nation and state, belief in Pancasila as the state ideology, being willing to sacrifice for the nation and state, and having the initial ability to defend the state. These values will be disseminated to students who take the State Defense Education course.

The third topic is the purpose of defending the country. The purpose of defending the state is to maintain the survival of the nation and state, to preserve culture; carry out the values of Pancasila and the 1945 Constitution, do what is best for the nation and state, and maintain the identity and integrity of the nation and state. As a result, it can instill a sense of love for the nation and patriotism according to one's abilities, form honest, firm, fair, precise, and caring behavior among others, as well as form a disciplined attitude for time, activities, and other activities arrangements.

The fourth topic will discuss the relationship between state defense and the Ministry of Defense. This relationship is based on the 2015-2019 National Defense General Policy, namely: (1) The development of national character as part of the mental revolution is carried out through fostering awareness and ability to defend prepare human resources for national defense, as well as strengthening identity. a nation with personality and culture based on Pancasila and the 1945 Constitution of the Republic of Indonesia; and (2) Empowerment of Ministries/Agencies and Regional Governments through increasing awareness of state defense within Ministries/Agencies and Regional Governments, both towards the main elements and other elements of the nation's strength, through capacity building and synergy of forces in facing threats to support national defense.

The fifth topic of discussion is about defending the country and its relation to national security. When it comes to security, the concept no longer merely describes the military realm. The concept of human security shows that security does not have a purpose only to provide security to the state, but also citizens and mankind as a whole. Threats that arise can be from abroad, as well as within the country. This means that the concept of security is seen as a holistic unit, including human security, public security, internal security, and of course national security (defense).

The problem will arise when we distinguish between defense and security. There will be serious consequences, moreover, security problems often stem from foreign infiltration or invasion (overseas). Given this difference between defense and security, overlapping handling between agencies in Indonesia may arise because each institution feels responsible for the threats that arise.

According to J. Kristiadi, it can simply be said that national security is a safe condition from threats to the existence of a nation and state. Due to national security issues concerning the existence and survival of the nation and state, the formulation of policies must involve all components of the nation. Later, the subjects taught are closely related to the typical threats faced by this nation. For that, it is necessary to recognize the type of threat and also its nature.

The sixth topic of discussion is material on national defense and national defense.

Defending the country when it was originally launched was aimed at being part of the national defense and security system. As the main component, the TNI is responsible for organizing national defense and security. The state defense system is a universal defense system that involves all citizens (reserve components), territories, and other national resources, and is prepared early by the government and is carried out in a total, integrated, directed, and continuous manner to uphold state sovereignty, territorial integrity and the safety of the whole nation from all threats.

According to KJ Holsti's opinion, that defense is a national interest that is considered as a core value or something that is considered the most vital for the country and concerns the existence of a country. So, national defense is also one of the main elements of a country because it involves the interest to protect its citizens, territories, and political system from emerging threats. On that basis, a country's defense policy should be included in the blueprint of Indonesia's defense grand strategy. This grand defense strategy is the foundation and foundation of democratic principles in the context of defense in this country.

In the conceptual approach to formulating the conception of national defense, Indonesia cannot be separated from the trends in the development of the strategic environment, the characteristics of future conflicts, the nature of threats from abroad and domestically, as well as Indonesia's national interests. From the information obtained to answer all these trends, then a national strategy is determined to achieve the national interest, especially to obtain an elaboration of strategies and targets in the field of national defense.

Effective defense development must be carried out. This is because the threat of defense is changing so fast, in line with the development of science and technology, which has also changed the character of a country's defense. If in the past the so-called defensive threats were always aimed at enemies who came from outside, with a certain level of weaponry, now it is different. Non-conventional defense threats have also given birth to various types of non-conventional weapons. The problem of defense (defense) is currently being mixed with security (security), especially related to these unconventional threats. That is, the battlefield is starting to widen, ranging from physical war (hard power) to diplomacy (soft power).

The seventh topic of discussion is about defending the country and the difference between conscription and military service. Military conscription is by definition a concept that deals with recruiting citizens voluntarily. The purpose of recruiting is for military institutions which will later be used to mobilize troops in the event of war or crisis. Military service usually has special requirements that must be met by a citizen. In conscription,

the focus of training is emphasized on tactics and fighting techniques in the form of basic soldiering training. This is different from the concept of defending the country which generally can be followed by everyone. Students generally do not participate in military service and have never been to Indonesia. That is why State Defense Education is very essential to be applied in universities.

The eighth topic is defending the country and non-traditional threats. In essence, defending the state is closely related to the perspective of national security (human security). To deal with intangible threats, this human security perspective is more effective in deterrence than military or traditional approaches. In this millennial era, the changing nature of the concept of security itself is increasingly evident from the many non-traditional issues that arise. The role of the state as a user of military institutions is thus decreasing. Non-traditional threats arise from issues of poverty, ignorance, underdevelopment, and injustice. These issues developed into problems, such as separatism, terrorism, violence, and disasters caused by human activities. These issues are increasingly eroding and threatening the unity and integrity of the nation, nationalism, patriotism, and human security of the Indonesian nation.

The last topic, or the ninth, is the relationship between defending the country and religiosity. Regarding religiosity, the dominant subject of course is Islam because it is the majority religion in Indonesia. The importance of including elements of religiosity are elements of the spirit of nationalism, love for the homeland, nation, and state, willingness to sacrifice, and nationalism in the state defense program if there are additional elements.

The author emphasizes the element of religiosity to be included in State Defense Education because the element of religion will always be the basis for understanding and implementing the spirit of nationalism, nationality, and love for the homeland. Without elements of religiosity in State Defense Education, self-defense to face non-traditional threats will easily collapse. Religion will be a filter, as well as a reinforcer, for the foundations of nationality and faith.

In closing, the form of State Defense Education, especially through Citizenship Education, as well as Basic Military Education, according to the author, seems too rigid, formalistic, boring, and of course too militaristic. Therefore, State Defense Education which will be taught to university students should not be delivered like that. Once again, this is because the nature and types of threats facing the nation today are different, no longer militaristic.

The culture and academic climate of universities will be a very appropriate means to spread it so that state defense education is indeed more appropriate if an official

curriculum is made at the university level. The nuances of criticism and high discourse on campus make the study of state defense a dynamic topic and certainly debatable. Scientific debates are very important to continue to examine the essence of defending the country itself, because according to the author, defending the country is not a rigid, formalistic concept, but evolves with the times. Likewise, if UPN Veterans Jakarta wants to develop the National Defense curriculum, the novelty element of the State Defense itself must continue to be an academic discourse.

4. Conclusion

The importance of the state defense curriculum in the education sector makes the author very serious in implementing it. In this case, UPN "Veteran" Jakarta, which is a pioneer, has made various efforts to realize the vision of a state defense campus. Non-traditional threats that are increasingly occurring make the value of defending the country a must to be instilled in every sphere of life, one of which is in the world of education. Making the concept of defending the state in universities that are not military nuances is also the right way to implement it. This of course cannot be separated from the changing threats from traditional or military nature to non-traditional threats or those that are more dynamic and do not have to go through physical threats.

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