



## **Preparing students as global citizens through strengthening state defense attitudes and actions**

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### **Abstract**

*Learning Citizenship Education in Higher Education faces challenges in the dynamics and global developments. One of the challenges faced in interpreting state defense for students who are young citizens. This article aims to conceptually analyze the steps to prepare students as young citizens as part of global citizens through strengthening awareness of defending the State. This study uses a quantitative descriptive research approach. Data collection techniques by distributing questionnaires randomly via google form to students of Tadulako University class 2018, 2019, and 2020 who have studied Citizenship Education. The results of the questionnaire were analyzed by percentage. The study results show that state defense's values, attitudes, and actions can be integrated into the learning of Citizenship Education in Higher Education. This is a step to strengthen students' cognitive, affective, and psychomotor aspects. That state defense is a form of student love as citizens of the State. The learning process of Citizenship Education in Higher Education, which discusses the material of state defense, is seen by students as very positive/very good and positive/good.*

**Keywords:** *citizenship education; student; national defense; global citizen.*

### Abstrak

Dalam dinamika dan perkembangan global, pembelajaran Pendidikan Kewarganegaraan di Pendidikan Tinggi menghadapi tantangan. Salah satu tantangan yang dihadapi adalah dalam memaknai bela Negara kepada mahasiswa yang merupakan warga Negara muda. Artikel ini bertujuan menganalisis secara konseptual tentang langkah menyiapkan mahasiswa sebagai warganegara muda sebagai bagian dari warga global melalui penguatan kesadaran bela Negara. Penelitian ini menggunakan pendekatan penelitian deskriptif kuantitatif. Teknik pengumpulan data dengan menyebarkan kuesioner secara random melalui google form kepada mahasiswa Universitas Tadulako angkatan tahun 2018, 2019 dan 2020 yang pernah kuliah Pendidikan Kewarganegaraan. Hasil angket dianalisis dengan persentase. Hasil penelitian menunjukkan bahwa nilai, sikap dan tindakan belanegara dapat diintegrasikan pada pembelajaran Pendidikan Kewarganegaraan di Pendidikan Tinggi. Hal ini sebagai langkah untuk mengokohkan aspek kognitif, afektif dan psikomotorik mahasiswa. Bahwa belanegara merupakan wujud kecintaan mahasiswa sebagai warganegara kepada Negara. Proses pembelajaran Pendidikan Kewarganegaraan di Pendidikan Tinggi yang membahas tentang materi belanegara dipandang oleh mahasiswa sangat positif/sangat baik dan positif/baik.

**Kata Kunci:** pendidikan kewarganegaraan; mahasiswa; belanegara; warga global

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### INTRODUCTION

Citizenship Education in Higher Education in Indonesia has a strategic and essential position. This is because, in addition to aiming to provide knowledge to students as citizens, it also develops aspects of personality and directs them as citizens who are democratic, noble, responsible, and intelligent (Dahliyana *et al.*, 2020; Nurmalisa and Mentari, 2020; Septiana, 2020). In this context, Citizenship Education in Higher Education in Indonesia always refers to and is based on the Pancasila value system as the basis of the State.

Learning Citizenship Education in Higher Education faces challenges in the dynamics and global developments. One of the challenges faced in interpreting state defense for students who are young citizens. This is increasingly important to be internalized because, in the dynamics of the Industrial Revolution 4.0, the meaning of threats and challenges faced by each country will change and be different.

For Indonesia as a sovereign state, the concept of state defense is interpreted as an attitude and action of every citizen, individually or as part of the community, to be actively involved in maintaining the sovereignty of the nation and the State of Indonesia (Rusfiana and Abidin, 2018). This is in line with the view of (Soepandji and Farid, 2018) stated that defense for Indonesian citizens is based on love for Indonesia as a sovereign state. The Republic of Indonesia is based on Pancasila and the constitutional basis, namely the 1945 Constitution of the Republic of Indonesia (Hidayah, Retnasari and Ulfah, 2020).

From several studies that have been carried out related to the urgency of defending the country for citizens, especially for students as young citizens, (Faisal and Sulkipani, 2015) have researched strategies to build awareness of state defense through student regiment

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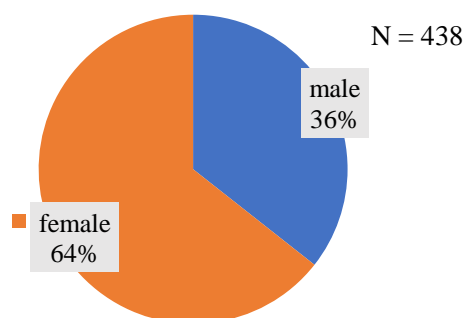
organizations. Other research conducted by (Dahliyana *et al.*, 2020) suggests that Citizenship Education materials that can develop and foster state defense include; (1) National ideology, national identity, insight into the archipelago, wiyata mandala, history of the struggle of the Indonesian people, and Indonesian independence. (2) The material of nationalism and patriotism, such as honesty in words and actions, caring for the environment, being willing to sacrifice, prioritizing the public interest, and setting an example. Therefore, in this context, developing awareness of state defense is important and must be owned by every citizen to carry out rights and obligations to the State. Research conducted by (Yuli, Satino and Sulastri, 2020) stated that state defense is an effort to maintain and improve the national resilience of the Indonesian nation citizens. The participation of citizens in efforts to face or mitigate threats is carried out in the form of efforts to defend the State.

Furthermore, (Retnasari and Hidayah, 2020) stated that defending the country is a milestone in the patriotism of young citizens. The young generation is an asset in building the nation as development capital. Steps to develop a state defense attitude in students as young citizens can be done through Pancasila Education. Efforts to maintain the existence of Pancasila as the state ideology for Indonesia need to be intensified (Fadilah, 2019). In the view of (Indrawan and Aji, 2018), the act of defending the State carried out by citizens is the right and obligation to defend and maintain the independence and sovereignty of the State from all threats faced. This is then followed up in the form of active citizen participation. Efforts to form intelligent and good citizens are the goals of Citizenship Education in Higher Education (Nanggala, 2020).

Based on these thoughts and rationales, this article aims to analyze the steps that can be taken to prepare students as young citizens who are part of global citizens in realizing attitudes and actions to defend the State. This is important because at this time, there have been many changes caused by the dynamics of social change and the Industrial Revolution 4.0 (Goel *et al.*, 2020). The assumption is that during the Industrial revolution 4.0 and Society 5.0, it will be increasingly necessary to strengthen the values, attitudes, and actions of real state defense from students as young citizens.

### **METHOD**

This research was conducted at Tadulako University, a State University in Palu, Central Sulawesi Province. This research is quantitative research using a quantitative descriptive approach. Data collection techniques by distributing questionnaires (Creswell, 2014). The research respondents were Tadulako University students batch 2018, 2019, and 2020 who had attended the Citizenship Education Course. Student respondents until the writing of this article were 438 students (Figure 1).



**Figure 1:** Number and Gender of Respondents from Students

The data collection instrument in the form of a questionnaire compiled using a google form was distributed randomly to Tadulako University students who had attended Citizenship Education courses in 2018, 2019, and 2020. The questionnaire distribution was carried out on 17 – 28 June 2021. The data analysis step from the questionnaire was carried out by calculating the percentage. The results of calculating the percentage are then analyzed and interpreted descriptively.

## **RESULTS AND DISCUSSION**

### **Understanding the concept of state defense**

Every Indonesian citizen has rights and obligations to maintain and secure the State. This seems to be a normative provision contained in the 1945 Constitution of the Republic of Indonesia in article 30, paragraph 1. In such a context, every citizen becomes a subject in defense of the State, and independent activity is a good thing. As stated by (Lutfiana and Rizki, 2020), every Indonesian citizen will feel essential and honored if they can actively participate in maintaining the security of the Indonesian State, in safe conditions or in conditions of getting threats from outside. In the current State of development, it is worth realizing that the potential threats from outside are very varied and complex in line with the dynamics of technological development (Suriata, 2019; Putri *et al.*, 2020).

The concept of state defense contained in the laws and regulations in Indonesia is straightforward and can be well understood by students. According to students, the concept of state defense will have implications for attitudes and actions taken as Indonesian citizens. Table 1. shows the results of a study of the regulations in force in Indonesia which contain the meaning of defending the State and the implications of the concept of defending the State for Indonesian citizens.

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Table 1. The meaning of Defending the State and its implications for Indonesian citizens

Normative Provisions	Meaning of State Defense	Implications
1945 Constitution of the Republic of Indonesia, Article 27 Paragraph (3), and Article 30 Paragraph (1)	<ul style="list-style-type: none"> <li>• awareness of state defense is a right and obligation for every citizen</li> </ul>	Citizens defend the State as a right and an obligation without exception.
Law of the Republic of Indonesia No. 39/1999 on Human Rights, Article 68	<ul style="list-style-type: none"> <li>• every citizen is obliged to participate in defense of the State following the provisions of the legislation</li> </ul>	<ul style="list-style-type: none"> <li>• Citizens must defend the State in a broad sense.</li> <li>• a form of state defense that can be carried out in multidimensional and multi-perspective</li> </ul>
Law of the Republic of Indonesia Number 3 of 2002 concerning National Defense, Article 2 and Article 9 Paragraphs (1) and (2)	<ul style="list-style-type: none"> <li>• every citizen participates in state defense efforts organized in the Preliminary State Defense Education (PPBN)</li> </ul>	<ul style="list-style-type: none"> <li>• the form of state defense for citizens can be done through preliminary education on state defense</li> <li>• citizens need to understand well the various and complex forms of threats to the State</li> </ul>
Law Number 23 of 2019 concerning Management of National Resources for National Defense, article 2.	<ul style="list-style-type: none"> <li>• A determination, attitude, and behavior, as well as the actions of citizens, both individually and collectively, in maintaining state sovereignty, territorial integrity, and the safety of the nation and State which is imbued with love for the Unitary State of the Republic of Indonesia based on Pancasila and the Constitution of the State Republic of Indonesia Year 1945 in ensuring the survival of the Indonesian nation and the State from various threats.</li> </ul>	<ul style="list-style-type: none"> <li>• citizens have rights and obligations in defending the country</li> <li>• a form of state defense that every citizen can carry out to maintain and defend the sovereignty of the State</li> <li>• participation of citizens in the effort to defend the State can be by (a) participating in citizenship education; (b) basic compulsory military training; (c) serving as TNI soldiers voluntarily and obligatory; and (d) dedication following their respective professions.</li> </ul>

The urgency of developing state defense for students as young citizens in Indonesia will be increasingly strategic. The challenges faced by citizens in the present and the future will significantly affect their attitudes and actions of citizens. Strengthening attitudes and actions to defend the State for students as young citizens aim to; (1) increase student awareness as citizens to be ready to actively participate so that the sovereignty of the Indonesian nation and State is maintained; (2) foster interest and choice of professions chosen as part of the form of state defense; (3) increasing positive attitudes towards the consistent implementation of the fundamental values of Pancasila in everyday life; (4) increase student awareness to consistently maintain the identity and integrity of the Indonesian nation and State; and (5) inspire students as young citizens to actively defend the country from all threats they face. This is in line with the views of the (National Resilience Council, 2018) and (Lutfiana and Rizki, 2020).

Each generation interprets national defense differently. In the pre-independence period, the meaning of defending the country was a form of struggle for independence from colonialism.

Therefore, defending the country is interpreted as the spirit of struggle values. At present, defending the State is more interpreted as attitudes and actions of citizens always carrying out activities to achieve the goals of the State, namely a just, prosperous and prosperous society. Therefore, state defense is interpreted as positive attitudes and actions based on the values of Pancasila in everyday life. The concrete forms of state defense in the view of students include; a non-discriminatory attitude, ability to communicate well in social life, establish positive and harmonious relationships, tolerant attitude, mutual respect for differences, and ready to participate in military service if required by the State.

Table 2 shows that 52.51% of student respondents really understand the concept of defending the country as a form of love as a citizen of the nation and State. As many as (45.66%) of student respondents have understood. This indicates that the students have understood what to do as young citizens. In the view of students, all threats in various forms that endanger the sovereignty of the State and the safety of the nation need to be defended by all citizens, including students. Threats and disturbances that are seen as endangering the sovereignty of the nation and State in the current era are drugs, terrorism, and foreign cultural infiltration into Indonesia, including cultural infiltration through the internet.

Table 2: Students' Views on the Meaning of State Defense

Answer Options	f	%
very understanding	230	52.51%
understand	200	45.66%
don't understand	8	1.83%
do not understand	0	0.00%
total	438	

In the view of students, the current condition of society is still many who do not or even do not care about the State. A clear example that can be observed during the current Covid-19 pandemic is that there are still many residents who still ignore the health protocols and policies set by the government. As a result, the number of those exposed to COVID-19 has increased. Drug trafficking is expanding and increasing in number so that more and more young people are exposed to drugs. In addition, society is increasingly massively ignoring the norms and tolerance of life. Intolerance in socio-religious life is increasing. From a global perspective, rapid developments in information technology and modernization have implications for the weakening attitude of nationalism, the fading of the spirit of cooperation, and the increasing number of cybercrimes.

### Understanding of Global Citizenship

The more rapid the flow of globalization, the more implications for the attitudes and actions of citizens to become global citizens. These conditions and situations require all citizens to be part of a global citizen. The existence of a diversity of goals and being very open to global

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situations and conditions form a global citizen with broader norms and ethics. The process of globalization has significantly changed the world's civilization. Global citizens are required to balance the development of thinking, identity, and communicating with others. It has to do with knowledge about what is essential and proper from different cultures as a global citizen. Therefore, it will be closely related to aspects of relationships and responsibilities to others (Braskamp, 2008).

The development of communication in the world is increasingly not limited by national boundaries. It is like the world is without limits anymore. Human movement and mobility physically and mentally are increasingly accessible and independent; exploring space and time can be done by anyone, anytime and anywhere. As young citizens who live in the era of disruption, students will have relations with citizens with different characteristics and views. Relationships will be established even though they do not meet physically. This will pose challenges and opportunities in cross-cultural communication. Therefore, global competence will be needed, namely multidimensional capacity. Globally competent individuals can examine local, global and intercultural issues, understand and appreciate different perspectives and worldviews, interact successfully and respectfully with others, and take responsible action towards sustainability and collective well-being. (Schleicher, 2018). This increasingly high and intense global dependence involving nations worldwide requires the involvement of citizens around the world to seek alternative solutions to problems faced together actively. This reality, of course, creates the world in a state of unavoidable interdependence.

In a broad sense, global citizen refers to individuals who prioritize and prioritize the identity of "global citizens" above their identity as communal citizens. In a narrower sense, this means the emergence of individual attitudes that prioritize the interests and needs of the world's citizens above the interests of their communal groups, even above their interests. Global citizens are not just communal citizens or ordinary citizens, but more profound than that, the meaning of global citizens focuses on aspects of abilities, skills possessed by a person so that they can contribute to the future of the world, and human survival in the long term. (Kishino and Takahashi, 2019).

Cogan provides several characteristics of citizens related to current global trends. The characteristics that global citizens must see and own are: (1) approach the problem from the perspective of a global citizen, (2) cooperate with other people, (3) responsible for the roles and responsibilities of citizens, (4) think critically and systematically, (5) resolve conflict without violence, (6) implement a way of life that is in harmony with environmental protection, (7) respect for human rights, and (8) active in community activities and utilize technology and information optimally (Prayetno, 2017; Syaifullah, Affandi and Somantri, 2020).

### **Fostering Awareness of State Defense Attitudes and Actions for Students as Citizens**

The fundamental values of state defense in the view of the Indonesian National Defense Council consist of (a) love for the nation and State, the homeland of Indonesia, (b) awareness

as citizens of the nation and State, (c) loyalty to the State and Pancasila ideology, (d) willingness to as a citizen to sacrifice for the sake of the nation and the State, (e) have the preliminary ability to defend the country and (f) have the spirit to create a sovereign actively, just and prosperous State (National Resilience Council, 2018). The attitude and behavior of defending the State need to be intensively fostered to become the awareness of every citizen. Therefore, continuous, systemic and systematic, and planned development is needed.

Citizenship Education in higher education in Indonesia has a strategic position as a vehicle for fostering and strengthening national values and awareness of the nation and State as citizens. Therefore, learning Citizenship Education in higher education is essential to emphasize civic values' real and concrete aspects. Fostering state defense awareness, being a good and intelligent citizen, and being democratic is the direction of Citizenship Education in higher education worthy of being developed. Citizenship education is given to students as an effort to awaken and have a commitment to continue to have the Unitary State of the Republic of Indonesia (NKRI) and will always try to be determined to remain in an independent country and a united state. (Muzayanah, 2020).

Figure 2 shows that at the individual level, the development of state defense is oriented towards upholding compliance with norms, values, and a foundation of attitudes and actions to have a personal leader. It is oriented toward agreement on values and norms, mutual compliance, and commitment to creating a conducive environment at the community level. At the national level, it is oriented towards building a shared commitment to maintain the nation's noble values as primary values. They can live in peace, tolerance, obeying the law, anti-violence, justice, and prosperity.

Three Main Pillars of State Defense Awareness Development

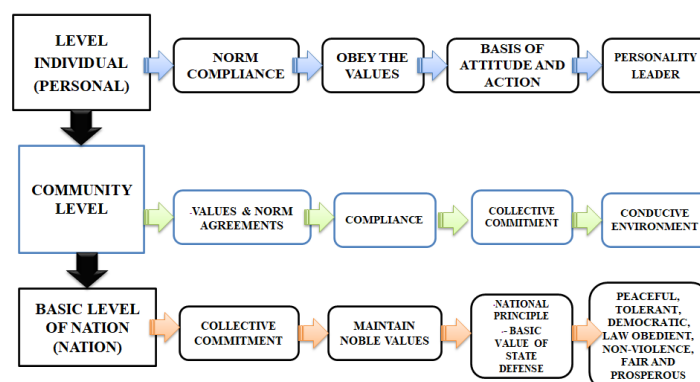


Figure 2: pillars of fostering awareness of state defense

Table 3 shows that learning about defending the State in the Citizenship Education course in higher education has been perceived by student respondents as very positive/very good at 28.77% and positive/good at 68.49%. This indicates that learning about national defense deserves to be continued to be developed, and the material is even strengthened by providing examples, case studies, and problem-solving.



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Table 3: Impact of Learning about State Defense for Students

Answer Options	f	%
very positive	126	28.77%
positive/good	300	68.49%
not good	7	1.60%
no impact	5	1.14%
total	438	100.00%

Students as young citizens believe that today's efforts to defend the State need to be intensified through various programs and education that are structured and systematic. In the view of students, the concrete form of defending the country in the current era is through choosing a profession that is occupied and can be proud. For example, as an athlete, students can win and make the nation and country proud or achieve academic and non-academic achievements. (Rahadian, 2018) suggests that a student who can be capable and have a good character is a concrete manifestation of the learning process that results in higher education. Aspects of students' creative, innovative, skilled, responsive, cooperative attitudes will measure success that deserves to be developed.

It is essential to develop materials on state defense in Civic Education learning in higher education in various forms, materials, and sources. In order to prepare students as global citizens, the material needs to be adapted to the efforts of anticipating, adapting, or overcoming the impact of dynamics that occur locally, regionally, and globally (Dahliyana *et al.*, 2020; Lutfiana and Rizki, 2020). A SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis is needed to determine the position and measure the existing state defense capabilities. The program to strengthen attitudes and actions to defend the State needs to consider the direct and indirect challenges, threats, and disturbances from inside and outside that can jeopardize the nation and State's integrity, identity, and survival. Apart from being a primary obligation, efforts to defend the country are also an honor for every citizen, which is carried out with full awareness and responsibility and is willing to sacrifice in the service of the country and nation. As citizens, it is appropriate to participate in defending the country as a form of our love for the country and nation.

Conceptually and holistically (psychologically, pedagogically, and socio-culturally), civic education aims to ensure that every young citizen/student has a sense of nationality and love for the homeland in Pancasila values and morals, values, and values norms of the State Constitution. the Republic of Indonesia in 1945, the values and commitment of Unity in Diversity, and the commitment to the Unitary State of the Republic of Indonesia. (Winataputra, 2016). In an effort to form intelligent and good citizens of the world, it is necessary to develop a caring attitude towards the condition of society and an attitude to be able to make changes for the better. (Nanggala, 2020). A caring attitude means having the ability in the perspective to be a global citizen.

Table 4: Students' Views as Young Citizens in Facing Problems

Answer Options	f	%
priority to finish well	231	52.74%
avoid conflict in solving problems	177	40.41%
according to ability	26	5.94%
finish quickly, which is essential to finish	4	0.91%
total	438	100.00%

Table 4 informs that students studying citizenship education have been prepared to face social problems in the global era. The students view that they will prioritize solving problems well (52.74%), and avoiding conflicts in solving problems (40.41%). This means that students are ready and responsible for dealing with problems in their perspective well and without conflict.

With table 4, it can be analyzed that students have been able to have awareness and readiness to face their future. The ability and readiness to solve problems well and resolve problems without violence and conflict is a good thing and should be supported. Therefore, curriculum development and broadening of knowledge and materials on state defense are essential for higher education. Citizenship Education courses in higher education are oriented to efforts to provide awareness as citizens and part of the world's citizens and provide insight in the form of understanding the condition of the Indonesian nation and the world's conditions. Students need to have insight into developing themselves, and Citizenship Education provides the insight students need (Yamanto, Budimansyah and Bestari, 2015; Martini *et al.*, 2020). Citizenship Education deserves to develop materials related to the fundamental values needed in broad social interactions. The position of universities is significant in advancing and preparing students as citizens of the world (Peach and Clare, 2017). Therefore, values that deserve to be developed are values that can grow and develop the role of citizens in the implementation of rights and obligations that everyone must carry out as part of a global citizen. Citizenship education in higher education is an alternative education that can be oriented to the character-building of students to have awareness as part of the world's citizens. Citizenship education in higher education should also be oriented to efforts to train the aspects of attitudes, insights, and social skills of citizens in order to be able to actively participate in solving social problems, conflicts and global issues.

**CONCLUSION**

State defense requires the participation and active role of every citizen. The toughness, tenacity, and ability of students to develop their potential to match national strength are good social capital. Citizenship Education Courses in Higher Education can integrate the attitudes and actions of defending the State in their learning by providing material reinforcement for students' cognitive, affective and psychomotor aspects. The students have understood that the

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attitude and actions of defending the country are a form of love for the nation and country (52.51%) and understanding (45.66%). This indicates that the students conceptually understand what to do as young citizens. Learning about defending the State in the Citizenship Education course in higher education has been felt by students positively. 28.77% have a very positive view, and 68.49% consider it positive/good. The students view that they will prioritize solving problems well (52.74%), and avoiding conflicts in solving problems (40.41%).

The implication of this research shows that to prepare students as global citizens, the material for state defense in Civic Education learning needs to be adapted to efforts to anticipate, adapt, or overcome the impact of dynamics that occur locally, regionally, and globally. Aspects of curriculum development and broadening of knowledge and understanding of state defense materials are essential for higher education

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