

ANALYSIS OF THE IMPLEMENTATION OF THE VALUE OF STATE DEFENSE IN JUNIOR HIGH SCHOOL STUDENTS IN SUKOHARJO DISTRICT IN CHARACTER EDUCATION PERSPECTIVE

Suyahman

ABSTRACT

This study aims to describe the implementation of state defense values in junior high school students in Sukoharjo Regency in the perspective of character education. The type of this research is descriptive qualitative research, with the research subjects being teachers and students of SMP class VII in Sukoharjo Regency, and the objects are the values of defending the country and character education. Methods of collecting data are interviews, questionnaires and documentation. Data analysis used qualitative analysis techniques. The results of the study: based on the results of interviews conducted with google form, information was obtained that: the implementation of the value of defending the state for students of SMP Class VII in Sukoharjo Regency in the perspective of character education was carried out less than optimally, this is evidenced by the many attitudes, behaviors and actions of students that do not reflect national defense value. The results of a questionnaire from 50 randomly selected teachers in Sukoharjo Regency obtained information: 45 teachers agreed that the attitudes, behavior and actions of students did not reflect the value of defending the country, 3 teachers disagreed and 2 teachers thought they did not know. The value of defending the State can be the main capital in shaping the character values of students. The values of defending the State include: (1) Love for the homeland; (2) Awareness of the nation and state; (3) Believe in Pancasila as the state ideology; (4) Willing to sacrifice for the nation and state; (5) Have the ability to defend the country both psychologically and physically. The conclusion is that the implementation of state defense values in seventh grade junior high school students in Sukoharjo Regency in the perspective of character education is not optimal, because it is found that there are still many attitudes, behaviors and actions of students that do not reflect the value of defending the country. The value of defending the State becomes the capital in shaping the character values of students.

Key words: *National Defense Values and Character Education*

INTRODUCTION

The concept of defending the state before and after independence had very different meanings. State defense before independence on a micro level can be interpreted as the participation of citizens of the country in fighting against the invaders. In such a context, defending the State is always connoted by carrying weapons to face and fight the enemy, so that what happens is physical contact at the expense of property, even soul and body.

In the post-independence era, defending the country is macro-meaning as every citizen's effort to participate in facing various threats, disturbances, challenges and obstacles, both physical and non-physical that come from abroad and within the country in an effort to realize the ideals and national goals of Indonesia. . Therefore, efforts to defend the State in the current era can be carried out by every citizen according to their respective abilities and professions.

The challenges and threats facing the state and nation today are actually very heavy, because what they are facing are not enemies but ideological, cultural, and drug challenges that damage the morale of the nation and state. Such challenges move very quickly and are extraordinary because they are supported by sophisticated and modern communication and transportation technology facilities and infrastructure.

Many phenomena occur among the nation's children due to the influence of culture, ideology, and drugs from other countries. In terms of ideology, for example, there is a tendency for the nation's children to prefer radical Islamic ideology, communist ideology and ideologies that are not in line with Pancasila values. In terms of culture, the nation's children are more proud of the culture of other countries than their own nation's culture, for example, wayang kulit, wayang orang, karawitan as the nation's original culture have begun to be forgotten by the nation's children, the nation's children are more proud of foreign products than their own nation's products. In terms of education, the nation's children are more proud of the quality of education in other countries and the consumptive culture has hit the nation's children. In terms of the use of illegal drugs at this time it is really concerning with the supply of drugs from other countries which are carried out illegally, both drugs, shabu-shabu so that it is so easy for the nation's children to consume. Likewise, the circulation of pornographic videos and pornographic images that are so easily accessed by the nation's children through social media so as to damage the morale of the nation's children. These various phenomena have an impact on: the delinquency of the nation's children, ranging from promiscuity, the use of illegal drugs, fights between the nation's children, bullying of friends, robbery, rape, theft and even murder. If this phenomenon is allowed to continue, it will clearly become a threat to the Unitary State of the Republic of Indonesia.

Therefore, a solution must be found. If the phenomenon can be overcome, it can be a capital in preserving and defending the Unitary State of the Republic of Indonesia. There are many solutions that can be done, including implementing the values of defending the country in the social environment of the nation's children, both at home, in the community and in the school environment. The implementation of the values of defending the State in the school environment is a shared responsibility between the principal, teachers, students or in other words all school components. The implementation of the values of defending the State in the junior high school environment in Sukoharjo Regency is currently really concerning.

This is due to the discovery of various cases that contradict the values of defending the State, including; students smoke, students play truant, students dare to be with their teachers, students consume alcohol, students do gambling, students steal, students destroy public facilities of the state, students scribble on state facilities, students engage in promiscuity, fights between students, students lie, students do not work the work given by the teacher, the students are dishonest, the students do not participate in the

flag ceremony, the students do not know the national heroes, the students do not memorize the Pancasila text, the students are not adapted to sing the Indonesian national anthem, the students do not care about the red and white flag, and so on. The number of these phenomena, of course, must be addressed wisely and wisely. Why did all that happen? Who influenced him? Is there any action from the school? What is the role of parents? Is there a role for community leaders, religious leaders and youth leaders?

This research is only focused on the implementation of the value of defending the State for junior high school students in Sukoharjo Regency, in the perspective of character education. The main problem is formulated, how is the implementation of the value of defending the State for junior high school students in Sukoharjo Regency in the perspective of character education? The research objective was formulated to describe the implementation of the value of defending the State for junior high school students in Sukoharjo Regency in the perspective of character education.

THEORY STUDY

State defense is the determination, attitude, and behavior of citizens which is carried out regularly, comprehensively, and integratedly and imbued with love for the Unitary State of the Republic of Indonesia based on Pancasila and the 1945 Constitution. Every citizen has the same rights and obligations in terms of defending the country. This is a form of love for the country. In practice, defending the country can be both physical and non-physical. The physical form of defending the state can be interpreted as an effort to defend and face physical attacks that threaten the existence of the country. The non-physical form of state defense can be interpreted as an effort to play an active role in advancing the nation and state, both through education, morals, social and improving the welfare of the nation. that.

There are many views on the concept of defending the State including: According to Chaidir Basrie, the notion of defending the country is the attitude, determination, and action of citizens who are comprehensive, organized, integrated, and sustainable based on love for the country, awareness of the Indonesian state, awareness of the nation, belief, and loyalty to Pancasila. According to Darji Darmodiharjo, state defense is the implementation of a national security doctrine in order to try to create a national security defense system that is capable of securing and succeeding the national struggle in general. According to Sunarso, defending the state contains four essentials that we must defend, namely the first, the independence and sovereignty of the state, the second, national unity and integrity, the third, territorial integrity and national jurisdiction, and fourth, the values of Pancasila and the Law. -The 1945 Constitution. According to Purnomo Yugiantoro, defending the state is an attitude of people's behavior that is imbued with love for the Republic of Indonesia based on Pancasila and the 1945 Constitution to ensure the survival of the nation and state. According to Sutarman, the meaning of defending the country is divided into two parts, namely physical and non-physical. Physical state defense is for citizens who go directly to war and carry their weapons.

The existence of these various views basically has the same estuary, namely an effort to participate in dealing with various ATHGs in an effort to defend the Unitary State of the Republic of Indonesia in order to realize the ideals and goals of the State.

The legal basis for the implementation of state defense in Indonesia has been contained in various regulations, namely in the 1945 Constitution article 27 paragraph 3 and article 30 paragraph 1-5, as well as MPR Decree No. IV/MPR/1999 concerning the Outline of State Policy. There are several discussions about defending the state that have been listed in the 1945 Constitution, among others, namely: Article 27 paragraph 3 of the 1945 Constitution: it is stated that all citizens have the right and are obliged to participate in the defense of the State. Article 30 paragraph 1 of the 1945 Constitution states that every citizen has the right and is obliged to participate in the defense and security of the state. In articles 27 and 30 above, it can be concluded that defending the state is the obligation of all citizens. In addition to the articles above, there are several legal bases and regulations regarding state defense that emphasize the obligation to defend the state, namely as follows: Law No.

In addition to the articles above, there are several legal and regulatory bases regarding state defense that emphasize the obligation to defend the state, namely as follows: Law No. 20 of 1982 which states the main provisions of the Indonesian National Defense and Security which are amended by Law No. 1 of 1988. Law No. 3 of 2002 concerning national defense. Law No.29 of 1954 which states the main points of people's resistance. Law No. 56 of 1999 states about trained people. MPR Decree No. VI of 1973 which contains the concept of insight into the archipelago and national security. MPR Decree No. VI of 2000 contains the separation of the TNI and POLRI. MPR Decree No. VII of 2000 contains the role of the TNI and POLRI. Amendments to the 1945 Constitution Article 30 paragraphs 1 to 5 and article 27 paragraph 3. And Law number 23 of 2019 concerning the management of national resources for national defense. In the process of defending the nation, there are several things that become important elements, namely: Love for the Motherland. Believe in Pancasila. Willing to sacrifice for the Republic of Indonesia. Awareness of the nation and state, and have the initial ability to defend the country.

These elements are integrative, meaning that they are a unified whole in realizing the ideals and goals of the State as stated in the preamble of the 1945 Constitution which reads: in paragraph 2:: And the struggle for the Indonesian independence movement has arrived at a happy moment safely delivering the people of Indonesia to the gates of the independence of the Indonesian state, which is independent, united, sovereign, just and prosperous, and in paragraph 4: Then from that to form a Government of the State of Indonesia which protects the entire Indonesian nation and all of Indonesia's bloodshed and to promote prosperity public life, educate the nation's life, and participate in carrying out world order based on independence, eternal peace and social justice, the Indonesian National Independence is drawn up in a Constitution of the Indonesian State, which is formed in an arrangement of the Republic of Indonesia which is sovereign by the people by based on: Belief in the One and Only God, just and civilized humanity, Indonesian unity, and democracy led by wisdom in deliberation/representation, and by realizing social justice for all Indonesian people.

On that basis, defending the state has a goal: The purpose of defending the state is to maintain the survival of the nation and state. The purpose of defending the country is to preserve culture. The purpose of defending the state is to carry out the values of Pancasila and the 1945 Constitution. The purpose of defending the state is to do what is best for the nation and state. The purpose of defending the country is to maintain the identity and integrity of the nation/state. Meanwhile, the functions of defending the state include: Defending the country from various threats. Maintain the territorial integrity of the country. It is the duty of every citizen. It is a call to history. The following are some of the benefits obtained from defending the country: Forming a disciplined

attitude in time, activities, and other activity arrangements. To form a spirit of togetherness and solidarity among fellow comrades in arms. Build mentally and physically tough. Instill a sense of love for the nation and patriotism according to one's abilities. Train the spirit of leadership in leading themselves and groups. Forming faith and piety in the religion adhered to by the individual. Devoted to parents, nation, religion. Train speed, dexterity, individual accuracy in carrying out activities. Eliminate negative attitudes such as lazy, apathetic, wasteful, selfish, undisciplined. Forming honest, firm, fair, precise, and caring behavior among others.

Seeing the urgency of the existence of defending the State, the main and first step that must be done is to actualize the values of defending the State in all educational environments, both in the family, school, and community. Some examples of defending the country in everyday life: Creating an atmosphere of harmony, peace, and harmony in the family. Forming a family that is aware of the law. Increase faith and piety and science and technology. Awareness to obey school rules. Creating an atmosphere of harmony, peace, and security in the community. Keeping the village safe together. Comply with applicable legal regulations. Pay taxes on time.

The values of defending the State can basically be used as a means of implementing character education for the nation's children. Character education is a conscious and planned human effort to educate and empower the potential of students to build their personal character so that they can become individuals who are beneficial to themselves and their environment. Character education is an educational system that aims to instill certain character values to students in which there are components of knowledge, awareness or willingness, as well as actions to carry out these values. Character education is closely related to moral education where the goal is to shape and train individual abilities continuously for self-improvement towards a better life. According to T. Ramli, the notion of character education is education that prioritizes the essence and meaning of morals and morals so that it will be able to form good students' personalities. According to Thomas Lickona, the notion of character education is a deliberate effort to help a person so that he can understand, pay attention to, and practice core ethical values. According to John W. Santrock, character education is education that is carried out with a direct approach to students to instill moral values and provide lessons to students about moral knowledge in an effort to prevent prohibited behavior. According to Elkind, the notion of character education is an educational method carried out by educators to influence the character of students. In this case, it can be seen that the teacher not only teaches the subject matter but is also able to be an example.

Based on some of the views of character education above, it can be concluded that character education is noble character education for children by involving aspects of character education. The essence of character education is in the form of knowledge, feelings, and actions. Emotional intelligence will prepare children to face all kinds of life challenges and spiritual intelligence will form children who are obedient to worship and are devoted to their parents, are responsible, and sincere. From here, it is appropriate for character education to start from within the family which is the first environment for the growth of a child's character, then developed in school, and applied in community life.

The function of this education is to shape the character of a student so that he becomes a person who is moral, has noble character, is tolerant, tough, and behaves well. To develop the basic potential in humans so that they become individuals who think well, have good hearts, and behave well. To build and strengthen the behavior of a multicultural society. To build and improve the nation's civilization that is competitive in international relations.

Character education should be done from an early age, namely from childhood. This education can be carried out in the family, school, and neighborhood environment, as well as utilizing various learning media. Basically, the main purpose of character education is to build a strong nation, where the people are noble, moral, tolerant, and cooperative. The goal of character education according to the Ministry of National Education is to develop the character of students so that they are able to realize the noble values of Pancasila. If the purpose of character education is based on religion and the nation, then the goal is to instill the spirit of leadership and responsibility of students as the next generation of the nation, develop the ability of students to become independent, creative and national-minded human beings, develop a school life environment as a safe learning environment, honest, full of creativity and friendship, and with a high sense of nationality and full of strength. In principle, the development of national culture and character is not included as a subject but is integrated into subjects, self-development, and school culture.

Therefore, teachers and schools need to integrate the values developed in cultural and national character education into the 2006 Education Unit Level Curriculum (KTSP) or 2013 Curriculum (Kurtilas), Syllabus, and Learning Program Plans (RPP). The following principles are used in the development of cultural education and national character, namely: Education is a tip for applying the principles of science and technology to humans, Education is a process of interaction between humans which is marked by a balance between the sovereignty of students and the authority of educators, Education in principle lasts a lifetime, education is an effort to prepare students to face an increasingly changing environment, and education improves the quality of personal and community life. Meanwhile, the Greeks gave the principle of character education as an effort to help humans become human. The real purpose of education is to humanize humans. The purpose of humanizing humans is to make humans into complete human beings who have the ability to control themselves, are knowledgeable and love their homeland. To realize this, it is necessary to inculcate the values of character behavior.

The values of character education need to be elaborated in order to obtain a description. Descriptions are useful as a discussion or benchmark for achieving the implementation of character education values in school. The 18 values of character education described are as follows:

1. Religious, obedient attitudes and behavior in carrying out the teachings of their religion.
2. Honest, behavior based on efforts to make himself a person who can always be trusted in words, actions, and work.
3. Tolerance, attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others who are different from themselves.
4. Discipline, actions that show orderly behavior and comply with various provisions and regulations.
5. Hard work, behavior that shows genuine efforts in overcoming various barriers to learning and assignments, and completing tasks as well as possible.
6. Creative, think and do something to produce new ways or results from something that is already owned.
7. Independent, attitudes and behaviors that are not easy to depend on others in completing tasks.
8. Democratic, a way of thinking, behaving, acting that assesses the same things and obligations of himself and others.

9. Curiosity, attitudes and actions that always seek to know more deeply and widely from something that is learned, seen and heard.
10. The spirit of nationalism, a way of thinking, acting, and having insight that places the interests of the nation and state above the interests of themselves and their groups.
11. Love for the homeland, a way of thinking, acting, and acting that shows loyalty, care, and high appreciation for the nation, the physical, social, cultural, economic, and political environment of the nation.
12. Appreciate achievements, attitudes and actions that encourage him to produce something useful for society, and recognize, and respect the success of others.
13. Friendly / communicative, actions that show a sense of pleasure talking, hanging out and working with others.
14. Love of peace, attitudes, words and actions that cause others to feel happy and secure in their presence.
15. Likes to read, the habit of taking time to read various readings that provide virtue for him.
16. Care for the environment, attitudes and actions that always try to prevent damage to the surrounding natural environment, and develop efforts to repair the natural damage that has occurred.
17. Social care, attitudes and actions that always want to help other people and communities in need.
18. The responsibility, attitude and behavior of a person to carry out his duties and obligations that he should do to himself, society, environment, country and God Almighty.

The values of character education are applied since childhood or what psychologists call the golden age because early age is proven to greatly determine a child's ability to develop his potential.

METHOD

This type of research is descriptive qualitative research. The place of research is SMP in Sukoharjo Regency. The research period is 3 months starting from November 2020 to January 2021. The research subjects are teachers and students of SMP in Sukoharjo Regency, and the object of research is the value of State Defense and character education. Methods of data collection using: observation, interviews, and documentation. The validity of the data is done by triangulation of sources and methods. The data analysis technique uses qualitative analysis techniques which consist of 4 steps, namely; data collection, data reduction, data display, and data verification.

RESULTS AND DISCUSSION

1. Result

Based on the results of field observations that the researchers conducted on 12 junior high schools that were taken randomly from November 2 to 12, 2020, it was found: various attitudes, behaviors and actions that did not reflect the values of State Defense including; students do not memorize the Pancasila text, students do not memorize singing the Indonesia Raya anthem, students do not memorize the text of the proclamation of independence, students do not memorize the opening of the 1945 Constitution, students do not memorize national heroes, students do not have a perfect attitude in respecting the red and white flag, students are not disciplined in their actions. following the ceremony, students collect assignments often late, students take things do not return to their place, students play truant, students violate school rules, students smoke, students do not care about the cleanliness of classrooms and schools, students let their friends fight, students scribble on walls, students throw away trash is not in place, students are brave with their teachers, students are selective in choosing friends, fights between students, students do alcohol, students promiscuously, and so on, agree that the values of State Defense contain many character values.

The results of interviews with 12 teachers in 12 Sukoharjo Regency Junior High Schools that the researchers conducted from 10 to 15 December 2020 obtained information: the teacher did not understand the essence, urgency and substance of the values of State Defense, the teacher allowed his students to violate the values Defending the State, the teacher does not provide habituation, exemplary in behaving, behaving and acting that reflect the values of Defending the State, the teacher being indifferent to the implementation of the values of Defending the State, according to the teacher implementing the values of Defending the State through Scouts, PKS, the Red Cross Ramaja, and Paskibraka are right, they agree that the values of State Defense contain many character values.

The results of interviews with scout coaches, PMR, paskibraka, and PKS from 12 junior high schools in Sukoharjo Regency that the researchers conducted from 21 to 25 December 2020 obtained information: according to him the implementation of the values of State Defense through extracurricular activities is good, training facilities and infrastructure inadequate, school support is very lacking, parental support is very lacking, lack of participation activities at the sub-district, district, provincial and national levels, budget is very minimal, coaches and trainers are lacking, agree that the values of State Defense contain many character values .

The results of an interview with 120 seventh grade junior high school students from 12 junior high schools in Sukoharjo Regency that the researchers conducted from 20 to 25 January 2021 obtained information: less interested in extracurricular activities (scouts, PKS, PMR, paskibraka Because the coaches are not good at training them, the activities are monotonous, no competitions, lack of training tools, children do not understand the essence, urgency, substance of the values of State Defense, students violate the values of State Defense by imitating other friends, teachers do not get angry if they violate the values of State Defense , the absence of firm action from teachers and schools, the values of Bela engara become a reflection of character education.

The results of the questionnaire that the researchers distributed through the google form application to teachers, scout coaches, PKS, PMR, Paskibraka, OSIS (a total of 250 respondents) about the implementation of the values of defending the State for grade VII students in junior high schools throughout Sukoharjo Regency which the researchers distributed on February 20, 2021 information obtained: how in table 1 below/

Table 1 The results of the questionnaire on the implementation of the state defense value for grade VII junior high school students in Sukoharjo district

No	Question	Respondent's Answer			Total
		Very know	Less know	Do not know	
1	The essence, urgency, and substance of the value of defending the State	135	65	50	250
2	Forms of implementing the value of defending the country	165	30	55	250
3	Teachers / coaches know how to educate the value of defending the country	200	35	15	250
4	The teacher / coach knows that the student has violated the value of defending the country	240	7	3	250
5	Teachers / coaches know the teacher's actions how to deal with students who violate the values of defending the country	125	75	50	250
6	Teachers / coaches know extracurricular activities for the implementation of the value of defending the country	120	75	55	250
7	eachers / coaches know how to monitor and evaluate the implementation of the value of defending the country through scouting	95	100	55	250
8	eachers / coaches know how to monitor the implementation of the value of defending the State through PKS	110	80	60	250
9	Teachers/ coaches know how to monitor the implementation of the value of defending the State through PMR	115	85	50	250
10	Teachers / coaches know how to monitor the implementation of the value of defending the State through Paskribaka	102	118	40	250
11	Teachers / coaches know that the value of defending the country is the capital of character education	205	20	25	250

2. Discussion

Based on the research results obtained through field observations, interviews and questionnaires with teachers, scout coaches, student council coaches, scout coaches, PKS coaches, PMR coaches, paskibraka coaches, school principals, and seventh grade students of SMP in Sukoharjo Regency, the following explanation can be given. .

Based on the results of observations in the field, it is clear that the findings are that the implementation of the value of defending the State for grade VII junior high school students in Sukoharjo Regency is not optimal because there are many attitudes, behaviors, actions taken by students in various forms that do not reflect the value of defending the State. In addition, it was also found that the attitudes, behaviors, and actions of the teachers did not reflect the habituation and example in actualizing the values of defending the State in the school environment in everyday life.

In connection with the results of interviews conducted with teachers, school principals, scout coaches, student council coaches, PKS coaches, PMR coaches, Paskibraka coaches, information was obtained that teachers, school principals, scout coaches, student council coaches, PKS coaches, PMR coaches and Paskibraka coaches This is motivated by lack of understanding of the essence, urgency, substance of the value of defending the State, forms of the value of defending the State, how to educate the value of defending the State, time constraints and others. In relation to the results of interviews with seventh grade junior high school students in Sukoharjo Regency, information was obtained: teachers, principals, coaches are less serious, less creative, less innovative in instilling the value of defending the State, teachers do not understand the forms of the value of defending the State, teachers lack skilled in instilling the value of defending the State.

In relation to the results of the questionnaire to teachers, school principals and coaches; generally obtained information: In relation to the results of the questionnaire to teachers, school principals and coaches; In general, information is obtained: from 250 respondents who understand the essence, urgency, and substance of the values of defending the state, there are as many as 135, this means that there are still many who do not understand so that if the implementation of the values of defending the state is not optimal, it is something logical. In terms of understanding the forms of implementing the value of defending the state, from 250 respondents who understand 165 this means that there are still many who do not understand so that if the implementation of the value of defending the state is less creative and innovative, it is something that is natural. In terms of how to educate the value of defending the State, from 250 respondents who understand there are 200, this means that in educating the value of defending the State, it is quite good. In terms of understanding that students violate the values of defending the State from 250 respondents who know 240 of these things, this means that it is conclusively proven that there are many violations of attitudes, behaviors and actions that deviate from the values of defending the State committed by students. In terms of what teachers should do if they see their students violating the values of defending the country, of 250 respondents only 125 respondents understand that an action must be taken, this means that there are still many respondents who are ignorant of the attitudes, behaviors, and actions of students who violate the values of defending the country. . In terms of understanding what extracurricular activities can be used as a means to implement the values of defending the State from 250 respondents who understand only 120 respondents, this means that there are

still many respondents who do not understand so that if the implementation of the values of defending the State through extra-curricular activities is less than optimal, it is something natural. . In terms of monitoring and evaluating the implementation of defending values, less than the maximum is something reasonable.

Based on the discussion of the research results above, if it is associated with the existence of the value of defending the State in the perspective of character education, the following explanation can be given.

The value of defending the country is essentially an integral part of character education. So implementing the values of defending the country means carrying out some character education. It is realized that the process of globalization will continuously have an impact on changing the character of Indonesian society. Lack of character education will cause a moral crisis that results in negative behavior in society.

According to Thomas Lickona, there are at least seven reasons why character education should be given to citizens from an early age, namely; is the best way to ensure students have good personality and character in their lives. The development of character education must have a clear designation in an effort to build the morals and character of the nation's children through educational activities. The scope of character education is in the form of basic ethical values and positive character forms, which further demands clarity of character identification as the embodiment of moral behavior. Character education without character identification will just be an endless journey, an adventure without a map. Then, the scope or targets of character education are educational units, families, and communities. The role of these three aspects is very important in order to form and instill character education in students. This is largely determined by the spirit, motivation, values, and goals of education.

The value of defending the State as an integral part of character education must be cultivated, socialized, and actualized in everyday life at school. The following are the steps for implementing the values of defending the State as a means of character education to become school culture: Agreement on the character to be achieved and targeted by the school. Because it is impossible for one school to apply the 18 characters set by the Ministry of Education and Culture. Building an understanding that schools want to cultivate positive character for all school members and this requires a process. Develop a comprehensive plan to intensify the development and learning of the character to be achieved or targeted by the school. Integrate selected characters into learning throughout the curriculum on an ongoing basis. Through a workshop, teachers must determine a clear approach/method to subjects that can be used to instill the characters that have been agreed upon by the school. Disseminate the agreed character to all school members. Develop a school motto, which is based on the agreed character. Determine indicators of the success of this program. Conduct an evaluation of the character program. Give appreciation to school members who show changes towards a cultured character.

The elements of the value of defending the State can be used as a means to carry out character education including: religious, independence, nationalism, love for the homeland, responsibility, democracy, caring.

CONCLUSION

Based on the results of the research and discussion as described above, it can be concluded that the implementation of the National Defense value for junior high school students in Sukoharjo Regency is carried out through extracurricular activities, namely: Paskibraka, Scouts, PKS and PMR. In its implementation, this is not optimal because there are still many attitudes, behaviors and actions of students that do not reflect the values of State Defense. The implementation of State Defense values can be a means of character education, especially in instilling character values: religious, unity and integrity, love for the homeland, nationalism, discipline, cooperation, responsibility, patriotism and the values of gotong royong and democracy.

REFERENCE

- Agus. (2015). *Bela Negara Peluang dan Tantangan di Era Globalisasi*. Yogyakarta: Graha Ilmu
- Abidin, Zainal dkk. (2014). *Buku Ajar Pendidikan Bela Negara*. Surabaya: UPN Veteran Jawa Timur.
- Asriati, N. (2012). Mengembangkan karakter peserta didik berbasis kearifan lokal melalui pembelajaran di sekolah. *Jurnal Pendidikan Sosiologi dan Humaniora*, Vol 3, No 2, 106-119. <http://jurnal.untan.ac.id/index.php/JPSH/article/view/3663/3670>
- Arjoso, Amin. 2000. *Pancasila Dasar Falsafah Negara*. Yayasan Kepada Bangsa. Jakarta.
- Anas Salahudin, 2013, *Pendidikan Karakter; Pendidikan Berbasis Agama dan Budaya Bangsa*, (Bandung: CV Pustaka Setia
- Abdul Majid, 2011, *Pendidikan Karakter Perspektif Islam*, (Bandung: PT Remaja Rosdakarya,
- Budimansyah, D. (2010). *Penguatan Pendidikan Kewarganegaraan Untuk Membangun Karakter Bangsa*. Bandung: Widya Aksara Press
- Budimansyah, D. (2010). *Mari Berpartisipasi Dalam Bela Negara*. Bandung: Genesindo.
- Budimansyah, D. dan Suryadi, K. (2008). *PKn dan Masyarakat Multikultural*. Bandung: Program Studi Pendidikan Kewarganegaraan Sekolah Pascasarjana. UPI
- Creswell, J. W. (2010). *Research Design, Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar
- Darmawan, C. (2013). *Pendidikan Bela Negara dalam Konteks Keamanan Nasional*
- Muradi (2013). *Penataan Kebijakan Keamanan Nasional*. Bandung: Dian Cipta
- E. Mulyasa, 2011, *Manajemen Pendidikan Karakter*. (Jakarta: Sinar Grafika, 2011)
- Fatchul Mu'in, 2011, *Pendidikan Karakter: Konstruksi Teoritik dan Praktik*. (Jogjakarta: Ar-Ruzz Media,
- G. Ó Tuathail. 1996. *Critical Geopolitics: The Politics of Writing Global Space*. Minneapolis: University of Minnesota Press (Volume 6 in the Borderlines series) and London: Routledge.
- Kansil, CST dan Kansil, Christine ST. 2001. *Pancasila dan Undang – Undang Dasar 1945*. Pradnya Paramita, Jakarta.
- Kris Wijoyo Soepandi & Muhammad Farid. 2018. *Konsep Bela Negara Dalam Perspektif Ketahanan Nasional*. Vol. 48 (3). Hal. 448
- Suwarno Widodo. 2011. *Implementasi Bela Negara Untuk Mewujudkan Nasionalisme*. Vo.I (1). Hal 19
- Lemhannas RI. 2012. *Geostrategi dan Ketahanan Nasional*. Jakarta.
- Lemhannas RI. 2012. *Wawasan Nusantara*. Jakarta.

- Mumford, Andrew. 2013. *Proxy Warfare*. Polity Press. Cambridge.
- Narwanti, Sri. (2011). *Pendidikan Karakter*. Yogyakarta: Familia.
- Purnomo Yusgiantoro, Ceramah Menteri Pertahanan RI di depan anggota HIPMI pada Kegiatan Pemantapan Nilai-Nilai Kebangsaan di Lemhannas RI 18 Februari 2014.
- Pusat Kurikulum Kemdiknas. (2009). *Pengembangan dan Pendidikan Budaya dan Karakter Bangsa: Pedoman Sekolah*. Jakarta: Pusat Kurikulum Balitbang Kemdiknas.
- Ruland, Jurgen, 2012. *The Politics of Military Reform*. Springer. London.
- Retno Listyarti. 2012, *Pendidikan Karakter dalam Metode Aktif, Inovatif, dan Kreatif*. (Jakarta: Erlangga,
- Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta
- Samsuri. (2011). *Pendidikan Karakter Warga Negara*. Yogyakarta: Diandra Pustaka Indonesia.
- Soekarno, Ir. 2012. *Susunlah Pertahanan Nasional Bersendikan Karakteristik Bangsa – Amanat Presiden Soekarno pada Peresmian Lembaga Pertahanan Nasional di Istana Negara, tanggal 20 Mei 1965*. Jakarta.
- Soepandji, Budi Susilo, *Bangsa Indonesia – Menjadi Komponen Cadangan Tanah Air*, PT. Grasindo, Cetakan III. 2012.
- Thomas Lickona. Terj Lita S, 2013, *Pendidikan Karakter: Panduan Lengkap Mendidik Siswa Menjadi Pintar dan Baik*. (Bandung: Nusa Media,
- Tim Penyusun. (2019). *Wawasan Kebangsaan dan Nilai-nilai Bela Negara*. Jakarta: Lembaga Adminitrasi Negara
- Undang-Undang Nomor 20 Tahun 2003 Pasal 3 Tentang Sistem Pendidikan Nasional.
- Zubaedi. (2011). *Desain pendidikan Karakter, Konsepsi dan Aplikasi dalam Lembaga Pendidikan*. Jakarta: Kencana

Suyahman

Lecturer of the PPKn Study Program

Faculty of Teacher Training and Education

University of Veterans Build Nusantara Sukoharjo

Email: suyahman666@gmail.com