

Building National Defense Awareness in Primary Schools National Development through Citizenship Education: Challenges and Opportunities in the Era of Globalization

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Abstract

Globalization has become a phenomenon that dominates the world today, bringing significant changes in various aspects of social, economic and political life throughout the world. One of the impacts that was felt was a shift in awareness of defending the country among the younger generation, including students at the National Development Elementary School. In this study, we explore the influence of globalization on national defense awareness and the role of students in building it. The methodology used in this study is descriptive qualitative, which involves in-depth analysis of the observed phenomena. Through a literature review, we investigate various perspectives on the impact of globalization on national defense awareness, including changes in national values and identity, dependence on other countries, the influence of media and technology, changes in consumption patterns, and challenges to state sovereignty. The results of the analysis show that globalization has complex and varied impacts depending on a country's political, social and cultural context. In the midst of these changes, the citizenship education paradigm in elementary schools plays an important role in building a strong awareness of defending the country. Civic education not only focuses on teaching state doctrine, but also promotes critical, analytical thinking, and a deep understanding of civic values that go beyond the boundaries of doctrine. Students, as potential agents of change in society, have a key role in building awareness of defending the country. Through education, active participation and use of technology, they can become a driving force in strengthening awareness of defending the country amidst the challenges of globalization. Students' contributions are not only limited to the use of weapons, but also through dedication in their profession and active participation in citizenship education.

Keywords

national defense; student; Civic education; globalization era



I. Introduction

Defending the country is an attitude and action that is rooted in love for the homeland, awareness of identity as part of the nation and state, and readiness to make sacrifices to maintain the stability of the country from various threats and challenges (Suwarno, 2011). This concept plays an important role in Indonesia's national development process and is the key to the country's sustainability. By involving active participation from all levels of society, from individuals, community institutions, educational institutions, to the government, in implementing the concept of national defense, it is hoped that we can overcome the challenges and threats facing the country and strengthen the foundations for a better future. Therefore, it is important for every citizen to have a spirit of nationalism, patriotism and love for the homeland so that the concept of defending the country can be realized effectively.

In this regard, the concept of defending the country is not only related to physical struggle, but also involves efforts to increase awareness of the importance of maintaining

security, order, unity and integrity, as well as improving the quality and capacity of Indonesia's human resources. All of this has a role in increasing Indonesia's national resilience. The importance of active community participation in national defense efforts is reflected in voluntary service and contributions, as well as compliance with applicable regulations. The application of this concept needs to be carried out comprehensively, involving all levels of society and related aspects, in order to provide significant benefits for the development of the country and the formation of a strong national character. Thus, it is hoped that the results of applying the concept of state defense can strengthen and build aspects of national development indicators, especially to face complex challenges in the era of globalization.

In the era of globalization, students' exposure to various foreign cultures, ideologies and values is increasingly widespread. Globalization has significant positive and negative impacts on national identity, loyalty to the country, and a sense of responsibility for the country's development and security. In the midst of an increasingly accessible flow of information, students as agents of social change have an important role in strengthening awareness of defending the country. However, the challenges in building awareness are also increasingly complex. On the one hand, there is the influence of popular culture and global flows which can dampen national identity and a sense of nationhood. On the other hand, internal and external conflicts can threaten state sovereignty, thus requiring active participation from students to maintain the integrity and security of the state.

Apart from challenges, there are also opportunities that can be utilized in an effort to build awareness of defending the country among students. An approach to citizenship education that is innovative and based on understanding national values, democracy and social justice can be an effective solution. Apart from that, the use of information and communication technology can also be used as a means to disseminate information and build awareness of defending the country. Even though it is faced with the challenges of globalization, citizenship education also offers great opportunities to strengthen awareness of defending the country among students. By combining classical and contemporary approaches, Civics courses can provide a deeper understanding of the concept of the state, the rights and obligations of citizens, as well as the importance of maintaining the integrity of the nation in the context of globalization.

Citizenship education can be a vehicle for building awareness of the importance of active participation in national development. Through practical learning such as community service and participation in social activities, students can implement the values learned in Civics courses into real life.

As we know, citizenship education is a general subject that must be introduced to every student in all departments because it has an important role in building awareness of national defense and increasing students' active participation in social, political and cultural life. Citizenship education provides a foundation of knowledge and in-depth understanding of the country's political, legal and government systems. Students need to understand their rights, obligations and responsibilities as citizens who are an integral part of national and state life. Without sufficient understanding of this, students may not realize the importance of their role in building and protecting the country. Second, through citizenship education, students are invited to understand the values and principles of democracy, social justice, pluralism and human rights. This is important to shape students' character as agents of change who are aware of the importance of diversity, tolerance and justice in society. In this way, they can become leaders who are responsible and have integrity in advancing the nation and state

Apart from that, citizenship education also provides space for students to study actual and complex issues related to social, political and cultural dynamics at the local, national and global levels. With a deeper understanding of these various issues, students can develop the analytical, critical and problem-solving skills needed to become effective actors in formulating solutions to the challenges faced by their nation and state. Citizenship education has a strategic role in shaping students' character as responsible citizens and aware of their rights and obligations towards the state. Through this course, students are introduced to the basic values of democracy, human rights, pluralism, tolerance and cultural diversity which are a strong foundation for building awareness of defending the country.

However, current facts show that Citizenship Education (PKn) lessons and moral education delivered by lecturers in class have not succeeded in inspiring every action of students in an effort to instill awareness of defending the country. This is mainly caused by students' lack of interest in learning, where Civics subject matter is considered study material that only needs to be memorized and then tested on the mid-semester exam (UTS) or final semester exam. After that, the material is often forgotten without leaving a meaningful impression. Furthermore, in the school environment, learning approaches often still follow learning patterns at the high school level, where students are often limited by strict rules and dense subject matter, which may not suit their needs or interests. This results in a lack of space for ideas originating from students to develop and receive the attention they deserve. Thus, the reality is that after students complete the final semester exams (UAS), the enthusiasm to develop and contribute often fades.

This is one of the efforts that must be criticized by teaching staff in schools, There is a kind of indication that the hope for the growth of the creative, anticipatory and innovative nature of Civics lecturers in learning practices for students' understanding today is still inadequate. All of this is considered as one of the factors causing the low quality and quantity of Civics learning processes and products. The quality of the Civics learning process can be seen from the implementation of learning which is no more than daily learning activities, where the learning material does not touch the student's consciousness, but is merely a requirement for passing the school exam where the teaching material must be memorized according to the textbook.

Thus, citizenship education is not only important as part of the academic curriculum in schools, but also as a means of forming students' character and critical attitudes in understanding and facing the complexity of challenges in the era of globalization. Thus, the introduction of citizenship education to all students in all majors is a must to ensure that each individual has a strong sense of national defense and a commitment to contribute to the country's development.

Based on the above background, research on building awareness of national defense among students at National Development Elementary Schools through citizenship education is not only relevant, but also urgent to be carried out. This research can provide a deeper understanding of the challenges and opportunities in strengthening awareness of defending the country amidst the dynamics of the globalization era, as well as providing policy recommendations that can be implemented to increase student participation in efforts to build a stronger and more prosperous nation.

II. Literature of Review

2.1 National Defense

Defending the country is a concept that uses a human security perspective because the material taught is not only related to the military, but how to fight non-conventional threats (Irawan: 2018). Defending the country is a constitutional mandate, but its implementation requires new formulations that are in line with the challenges and developments of the times. National Defense is a concept formulated by the legislative apparatus and top officials of a country regarding the patriotism of a person, a group or all components of a country in the interest of maintaining the existence of that country. Apart from being the obligation of all citizens, it is an honor that is carried out through willingness to make sacrifices, responsibility and full awareness of service.

In Pratama's opinion, M (2022) Defending Megagara is a good action to foster awareness of national defense in every citizen who has the right and obligation to defend their country by strengthening their identity as an independent nation based on the Pancasila worldview. can be applied or not applied in Indonesian society, all of this is also supported by individual awareness as Indonesian citizens to be able to respond wisely in this era of globalization so that this era can be useful and make the Indonesian nation more advanced and developed.

Defending the country is a milestone in the civilization of patriotism for young citizens. The young generation is an asset in building the nation (development capital). Efforts to build an attitude of defending the country in students through Pancasila education in schools are important considering globalization. The existence of local wisdom is being looked at again as an alternative in education in the era of globalization (Hidayah, 2019).

2.2 Citizenship Education

Citizenship Education or PKN is education that contains the values of the rights and obligations of citizens so that they become citizens who can think sharply and think critically in life in society and the state. Citizenship Education is a program whose main aim is to develop citizens in a better direction according to the criteria and measures of the preamble to the 1945 Constitution (Azrah 2003: 9).

In the opinion of Alvira, S (2021), pursuing Citizenship Education will foster a patriotic spirit, national spirit and love for the homeland as well as awareness of the struggle of the Indonesian people in seizing rights and defending independence from the hands of colonialists. We as Indonesian citizens need to have a high sense of nationalism, a sense of love for our homeland, namely by applying the values of Pancasila in our daily lives. That is why citizenship education is so important that it has even been taught since we were in elementary school. Samsuri, expressed his opinion that Citizenship Education can be interpreted as preparation for the young generation or future generations to become citizens who have the knowledge, skills and values needed to be able to actively participate in society. Referring to this opinion, citizenship education is basically directed at instilling the nation's moral values in students from an early age, because this education is a benchmark in carrying out obligations and obtaining rights as citizens, for the sake of the nation's prosperity and fame.

2.3 Globalization

Globalization itself can be interpreted as a process of economic, political, social and cultural integration between countries throughout the world (Ferdiansyah, F, 2011).

Globalization has had a significant impact on various areas of human life, including culture, economics, politics and society. For example, the growth of international trade as a result of globalization allows countries to trade goods and services at regional and international levels, which ultimately contributes to increasing global economic prosperity. One of the things that really influences the development of globalization is the rapid progress of technology. Technology is a tool or product to help meet human needs (Ratmanto, 2005). Technology has increased connectivity throughout the world, so that people can communicate with each other effectively and efficiently. This causes the flow of information, goods, services and capital from various parts of the world to flow more easily across national boundaries (borderless).

Globalization that occurs throughout the world makes progress in the field of technology continue develop. Technological advances, especially advances in communication and information technology has given birth to a world without borders. Currently, there are various problems in a country quickly and easily known by people outside the country. With the help of internet, information can flow quickly to all corners of the world and makes things easier people to access information without being limited by time and place. Challenge The new things that every country has to face arise as a result of a world without limits in this era of globalization. (Mukhamad Murdiono, 2014)

III. Research Methods

This research is a descriptive qualitative type, which aims to present data in the form of words. This approach is in accordance with the opinion of Bogdan and Taylor who describe qualitative research as a method that produces descriptions based on observed symptoms. (Moleong, 2002) Collection of literature or references relevant to research topics is carried out through various sources such as journals, books and scientific articles, with careful selection based on quality and relevance. Next, discourse analysis is carried out on the selected literature to identify patterns and themes that appear in the text, using close reading techniques which involve careful and in-depth reading to reveal important aspects in the text (Tarigan, H. Guntur, 1984). After discourse analysis, the researcher interprets the results of the analysis and relates them to the research topic, then compiles the findings. In this context, discourse analysis techniques are used to gain a deeper understanding of the concept of using citizenship learning in raising students' awareness of defending their country as a response to challenges and opportunities in the era of globalization.

IV. Results and Discussion

4.1 The Influence of Globalization on National Defense Awareness

The influence of globalization on awareness of national defense can be seen from various points of view. Although globalization brings many benefits, such as economic integration, cultural exchange, and technological progress, it also has several impacts that can affect the awareness of national defense in a country. The following are some of the influences of globalization on awareness of defending the country at National Development Elementary Schools:

1. Changes in National Values and Identity

Globalization often brings cultures and values from abroad that compete with local values. This can cause a shift in national identity and the values that a nation upholds. In this case, awareness of national defense may be affected because students may be more exposed to global values than local values.

2. Dependence on Other Countries

With economic and political integration at the global level, a country may become more dependent on other countries in terms of security, economics, or foreign policy. This can change people's perception of the importance of defending the country, because there may be a tendency to rely on other countries to face challenges or conflicts.

3. Influence of Media and Technology

Globalization also accelerates the exchange of information through mass media and digital technology. This can influence people's perceptions of citizenship issues and state policies. In the context of national defense awareness, media and technology can be used to strengthen or hinder efforts to build that awareness, depending on the narrative presented.

4. Changes in Consumption Patterns

Globalization also brings changes in people's consumption patterns, including consumption of culture, products and services from abroad. This can affect awareness of defending the country because students may be more focused on personal interests and consumption rather than their contribution to the country and society.

5. Challenges to State Sovereignty

A country's integrity and sovereignty are often tested in the era of globalization. Issues such as free trade, migration, and environmental management can trigger conflicts between national and global interests. In this context, awareness of defending the country can be faced with the challenge of finding a balance between national interests and participation in the global community.

The influence of globalization on awareness of national defense can be very complex and vary depending on a country's political, social and cultural context. It is important for educational institutions and governments to understand these impacts and develop appropriate strategies to build a strong awareness of defending the country amidst the challenges of globalization.

Students as the younger generation play an important role in building awareness of defending the country in the context of globalization. There are several links between students as the younger generation and awareness of defending the country, namely Agent of Change, students are often considered as potential agents of change in society. They have energy, a desire to contribute, and the ability to influence public opinion. In the context of awareness of national defense, students can be a driving force in building awareness of the importance of defending and advancing national interests amidst the current of globalization. Furthermore, students' deep understanding in their learning process at school has the opportunity to gain a deep understanding of the history, values, and challenges faced by their nation. With this understanding, they can articulate the importance of defending the country in maintaining the sovereignty and sustainability of their country in the era of globalization. In addition to active participation in Citizenship Activities, students are often involved in various citizenship activities, both at the local and national levels. They participate in social actions, political campaigns and other activities aimed at fighting for the interests of society.

Awareness of defending the country becomes the moral basis for their participation in these efforts.

As major users of technology and social media, students have the power to disseminate information and build awareness of national defense among fellow students and the general public. They can use these platforms to mobilize support, fight for civic issues, and voice their views on the importance of defending the country. Additionally, students often have an inclusive perspective, with an understanding of global challenges and local issues. They can understand how globalization affects their country and how defending the country is an important element in maintaining national identity and interests amidst the strong currents of globalization.

Thus, students as the younger generation play an important role in building awareness of defending the country. Through education, active participation and use of technology, they can become effective agents of change in strengthening awareness of defending the country amidst the challenges of globalization.

In the midst of the challenges of globalization, the actualization of awareness of defending the country among students is still relatively low. The decline in awareness of defending the country among the younger generation is a challenge for us, even though awareness of defending the country is a complex and subjective concept, difficult to measure directly. However, there are several indications that indicate a decline in awareness of defending the country among the younger generation. One indicator of the decline in awareness of defending the country is the low level of political participation among the younger generation, including the level of participation in general elections, local elections and other political activities. If the younger generation is less active in the political process, this could indicate a lack of awareness of the importance of their contribution to the country's development. Apart from that, globalization and technological developments have brought major changes in the way the younger generation interacts with information and culture. Often, social media and popular culture dominate their attention more than civic and national issues. This can result in a lack of awareness of critical issues relating to the state and society.

4.2 Paradigm of citizenship education in elementary schools

The educational paradigm of the world of education is reflected in four main aspects: students, lecturers, materials and educational management. In this context, there are two paradigm poles that are often contradictory, namely the feudalistic paradigm and the humanistic paradigm.

The feudalistic paradigm assumes that educational institutions, including schools, act as places to train and prepare students for the future. In this paradigm, students are seen as mere objects in the learning process, while lecturers are seen as the only source of correct knowledge and information that must be obeyed. Lecturers' attitudes tend to be authoritarian and bureaucratic, while learning materials are structured rigidly, which can hinder the creativity of students and lecturers. Education management, including learning management, tends to be centralized, bureaucratic and monolithic. In terms of implementing learning strategies, the approach used tends to be dogmatic, indoctrinative and authoritarian.

On the other hand, the humanistic paradigm emphasizes respect for students' individuality and freedom in the learning process. In this paradigm, students are seen as active subjects who have the potential to learn and develop fully. Lecturers act as learning facilitators who inspire and guide students in exploring knowledge and developing skills. Learning materials are arranged flexibly to support student creativity and exploration.

Education management in the humanistic paradigm tends to be more decentralized, democratic and participatory based.

In the context of higher education, the shift from a feudalistic paradigm to a humanistic paradigm represents the evolution of a learning approach that is more inclusive, student-oriented, and responsive to individual needs. A more humanistic approach can provide greater space for students to develop their potential optimally, as well as prepare them to become leaders who think critically, creatively and competitively in the current era of globalization.

Civics education (PKn) in schools is often considered only as teaching state doctrine, even though Civics science has developed widely beyond the boundaries of state doctrine. Social studies regarding the behavior of citizens who participate in Civics are also part of Civics studies. Therefore, Civics teaching in educational institutions must meet scientific standards. In this way, students will have objective knowledge of Civics and not just based on subjective knowledge.

Emphasis on state doctrine in teaching Civics in schools can reduce the effectiveness of that education in preparing students to become critically thinking and competitive citizens. Furthermore, Civics learning that is only doctrinaire can limit students' understanding of the complexity of social and political problems faced by society.

In this context, Civics teaching in schools must focus on a broader understanding of various aspects of citizenship, including social, political, economic and cultural issues. Civics learning materials must include various theories, concepts and research that are relevant in civics studies. In this way, students will be equipped with more in-depth and objective knowledge about their role as citizens in society.

Apart from that, Civics teaching in schools must also promote students' critical and analytical thinking in facing various contemporary challenges and issues. Students should be encouraged to develop strong analytical skills and the ability to present open, evidence-based arguments in discussing civic issues.

Maksum and Faisal (2016) emphasized that the practice of Civics values in daily life in society is directly related to the value of defending the country. These values include maintaining cleanliness, behaving honestly, helping each other, respecting other people, setting aside pocket money to donate to those in need, as well as building attitudes of nationalism, respect, tolerance and cooperation between citizens.

The practice of Civics values is a concrete implementation of the values of defending the country. By maintaining cleanliness, for example, a person shows concern for the environment and common welfare, which are the core values of national defense. Behaving honestly in all situations is also part of loyalty to the country and respecting justice, which are fundamental values in defending the country.

Helping each other for the common good, setting aside pocket money to donate to those in need, and visiting other people are concrete forms of empathy, solidarity and social care, which are the values reflected in defending the country.

Apart from that, building an attitude of nationalism, respect, tolerance and cooperation between citizens is an effort to strengthen national unity and integrity, as well as respect diversity in society. These values are the foundation for an active attitude in defending and advancing the common interests of the country, which is the essence of defending the country.

Based on the results of the discussion, it is known that the characteristics of students in defending the country do not only focus on physical values, through citizenship education students can increase awareness of defending the country in small things around them first, such as maximizing their time as students with useful activities, loving Indonesia, having

morals, good skills, and have a national insight. Maximizing your time as a student with useful activities can be used by participating in campus organization activities at the University level up to the Study Program, not violating norms as a student and carrying out your rights and obligations as a student. The focus of schools as learning communities is to encourage teachers and professionals to investigate the role of professional learning in the school context (Steyn, 2014)

According to Sinaga (2017), students' current conception of national defense has shifted from the assumption that national defense is only carried out through the use of weapons. Currently, defending the country can be realized through professionalism in carrying out their respective professions. This view illustrates that a strong country is a country that has citizens who are united in defending, fighting for, and protecting their country from various threats, both military and non-military.

Apart from that, Law no. 3 of 2002 concerning National Defense emphasizes that citizen participation in non-physical national defense can be done through civic education and service in accordance with their respective professions. Citizenship education in schools is very important in this context.

Citizenship education is a mandatory subject in schools, as regulated in Article 35 Paragraph (3) of Law no. 12 of 2012 concerning Higher Education. The higher education curriculum must contain courses such as Religion, Pancasila, Citizenship and Indonesian. The function of citizenship education is to ensure that students have competence in national insight, patriotism, democracy, legal awareness, respect for diversity, and participation in building a nation based on Pancasila. Thus, students' contribution to defending the country is not only limited to the use of weapons, but also through service in their profession and active participation in civic education. This reflects the important role of higher education in forming students as agents of change who are responsible and committed to nation building..

V. Conclusion

Highlighting various important aspects related to the influence of globalization on awareness of national defense, the paradigm of citizenship education in National Development Elementary Schools, and the role of students in building awareness of national defense is very important. The influence of globalization on awareness of national defense includes changes in national values and identity, dependence on other countries, the influence of media and technology, changes in consumption patterns, and challenges to state sovereignty. Although globalization brings benefits such as economic integration and cultural exchange, its impact can also change the perception and awareness of national defense among the younger generation. The citizenship education paradigm at National Development Elementary School plays a key role in building awareness of defending the country. The paradigm shift from a feudalistic to a humanistic approach reflects an evolution in a learning approach that is more inclusive, responsive and student-oriented. Civic education must promote critical, analytical thinking and a deep understanding of civic values that go beyond the boundaries of state doctrine. Students have an important role in building awareness of defending the country in this era of globalization. Through education, active participation and use of technology, they can become effective agents of change in strengthening awareness of defending the country amidst the challenges of globalization. Students' contributions are not only limited to the use of weapons, but also through service in their profession as well as active participation in civics education. In the context of decreasing awareness of national defense among the younger generation, it is important for

the government and educational institutions to take strategic steps to revive awareness of national defense. This includes strengthening civic education, promoting active participation in civic activities, and utilizing technology and social media as tools to build awareness of national defense.

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