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## STATE DEFENSE AWARENESS STRENGTHENING OF EAST JAVA VETERAN NATIONAL DEVELOPMENT UNIVERSITY STUDENT THROUGH ONLINE LEARNING IN SUPPORTING NATIONAL DEFENSE

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### Abstrak

Tujuan dari penelitian ini adalah untuk melakukan studi analisis tentang bagaimana program penguatan kesadaran bela negara mahasiswa melalui pembelajaran daring, ditinjau dari perencanaan, pelaksanaan, sumberdaya pendukung dan kendala yang dihadapi. Penelitian ini dilakukan di Universitas Pembangunan Nasional Veteran Jawa Timur. Penelitian menggunakan metode kualitatif dengan teknik pengumpulan data yaitu observasi, wawancara, dokumentasi dan diskusi kelompok terfokus. Nara sumber terdiri dari Pimpinan Universitas, Koordinator Mata Kuliah Pendidikan Bela Negara, Dosen, Teknisi Teknologi Informasi dan Mahasiswa. Temuan dari penelitian ini adalah: Perencanaan program dirancang sesuai dengan Visi dan Misi Universitas; Kesiapan sumber daya cukup baik guna mendukung program; dan Program penguatan dapat dilaksanakan dengan baik; Hambatan program meliputi kebutuhan waktu pembelajaran, kurangnya kontrol dosen terhadap mahasiswa, jaringan lambat dan keterbatasan daya simpan server. Kesimpulan dari penelitian ini adalah penguatan kesadaran Bela Negara mahasiswa dapat dilaksanakan melalui pembelajaran daring dalam rangka mendukung pertahanan nasional.

Kata Kunci: Kesadaran Bela Negara, pembelajaran daring, Penguatan program.

### Abstract

*The purpose of this research is to conduct an analytical study on how the program strengthens student defense awareness through online learning, in view of planning, implementation, supporting resources and obstacles faced. This research was conducted at the East Java Veterans National Development University. Research uses qualitative methods with data collection techniques namely observation, interview, documentation and focus group discussion. The source of informants consists of the University Leader, Coordinator of State Defense Education Courses, Lecturers, Information Technology Technicians and Students. The results of this study are: Program planning is designed in accordance with the Vision and Mission of the University; Resource readiness is good enough to support the program; and the strengthening program can be implemented properly; Program barriers include learning time requirements, Lack of control Lecturers over students, slow networking and server storage limitations. The conclusion of this research is that the strengthening of student defense awareness can be carried out through online learning, in supporting the national defense.*

*Keywords: National Defense Awareness, online learning, strengthening program .*

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## **INTRODUCTION**

Globalization by Logde is defined in Winarno, (2009) as a process that puts the world's people in touch with one another or interconnected in all aspects of life, whether in culture, economy, politics, technology and the environment. With this understanding, globalization can be said that the world's people live in an era where most of their lives are largely determined by global processes. In the current era of globalization, it has affected almost all aspects of life. Likewise, the values of nationalism and self-sacrifice for the nation and state as the nation's ancestral heritage cannot be separated from the negative impact of globalization. The facts about the condition of the nation's young generation, especially students today, are very worrying. Starting from brawls between students and even between students, the rise of drugs among teenagers from users, addicts, dealers and some have even succeeded in becoming dealers, the increasing number of teenagers who have premarital sex simultaneously with increasing abortions, rampant cases of crime and low awareness of teenagers towards education (Suardi, Nursalam, Hasnah (2020). The young generation is the nation's next generation must be at the forefront in eradicating and preventing juvenile disease. The Indonesian people must defend their positive values from the attacks of these negative values. This condition is a challenge for the nation Indonesia to be aware of the turbulence of changes that occur in society as a result of globalization. Various ways must be taken to equip the spirit and spirit of defending the country which must have deterrence and selection power against the values that develop in society for the sake of the establishment of the Unitary State of the Republic of Indonesia. nation and state and society, whether ideological, political, socio-cultural and defense and security.

Indonesian President Joko Widodo's speeches on the commemoration of National Defense Day on December 19, 2014, the President emphasized that *"The Constitution mandates every citizen with their rights and obligations to participate in national defense and security efforts."* The substance is *"Defend the Country."* The President further said that *"All children of the nation must be moved and move to defend the country according to their respective fields of service. Calls for State Defense can be made by teachers, midwives, health workers, farmers, laborers, professionals, civil servants, traders and other professions."* The President's statement shows the importance of instilling and reinforcing a sense of awareness of defending the country as a deterrent to foreign military attacks. Some people are still focused on defending the country as an attitude of patriotism against the invaders or actions against the military of foreign countries through taking up arms. Even though it is far from that, according to Subagya (2013), "state defense is the attitude, behavior, and actions of citizens who are inspired by their love for the Unitary State of the Republic of Indonesia based on Pancasila and the 1945 Constitution of the Republic of Indonesia in establishing the survival of the nation and state as a whole". So that defending the country is not just about taking up arms, but defending the country has more meaning than that in peaceful conditions like today, namely how a citizen behaves in maintaining the survival of the nation and state as a whole. In 2017, General Gatot Nurmantyo, who was the Commander of the Indonesian National Armed Forces at the time, stated that Indonesia as a country rich in the potential of natural and food resources, we must maintain and continue to be ready to manage and develop them, so that we can defend ourselves from attacks that are 'proxy war'. (Catra, Edition XXI December 2017).

On the other hand, the Veterans of the Freedom Fighters, continued the struggle by paying more attention to the future of the nation through education, namely by establishing 3 Universities in the late 1950s, which are now known as the Yogyakarta Veterans National Development University, East Java Veterans National Development University in Surabaya and Jakarta Veterans National Development University. Veteran warriors laid the foundation of service to the nation and state. This noble intention is expressed by the Sasanti or

motto "**Widya Mwat Yasa** " which means: "*Demanding knowledge in the context of serving the Nation and State with a pure and sincere heart*". Or with the simple sentence "*Science for Nation Development*". This motto is maintained and is the identity of UPN "Veteran" Yogyakarta – East Java – Jakarta, and is used as a motto or slogan in producing graduates of the nation's cadres. The nation's cadres will not appear suddenly but through the process of education and regeneration according to the problems and challenges. Nowadays, naturally, the problems and challenges will be different when compared to the previous period, so the education and cadre processes, both in terms of material methods, must also be different. These nation's cadres will later become the spearhead in the fight to remain upright and the existence of the Unitary State of the Republic of Indonesia in the arena of global society. They will have a sense of nationalism/national insight which is a buffer in defending the State in the face of ideological, political, economic, socio-cultural and national security and defense problems. To be able to produce cadres who have awareness of defending the country and strong national insight, it must be designed systematically and sustainably.

It should be fully realized that the awareness of defending the country is not something that grows by itself in every citizen. Efforts are needed to strengthen awareness of State Defense in a planned and mature manner so that they can instill in citizens the foundations and values of defending the country as follows, namely: (a). *love for the homeland*, (b). *aware of the nation and state*, (c). *believe in Pancasila as the state ideology* and (d). *willing to sacrifice for the nation and state of Indonesia* and (e). *have the initial ability to defend the country*. The five basic values of defending the state should be seen as the virtues of life that must be lived by citizens at all levels. Thus, education is seen as the most appropriate way or means to make citizens aware of the importance of defending the country's values. Because as a means of awareness (conscientization), education illuminates *creativity* (reason), arouses and warms *feelings* (emotions), and strengthens the *intention* (will) of citizens so that they have a *sense of belonging* (*sense of belonging*), a sense of responsibility (*sense of belonging*) . *responsibility*) and a high commitment to the fate of the nation and country. *The "outcome" or the expected result of state defense awareness education are citizens who are aware of their rights and obligations to defend the country, and who are able to maintain state sovereignty, territorial integrity, and the safety of the entire nation.*

Presidential Instruction No. 7 of 2018 concerning the 2018-2019 National Action Plan for State Defense, observes that its implementation can follow the Pentahelic Model involving elements of the Government, Education World, Business World, Society and Media. Elements of the world of education come from academic circles such as schools, universities and research institutions. On the other hand, the synergy between the Ministry of Defense, the TNI and the government throughout Indonesia has not yet been implemented optimally, so an analysis is needed to create safe conditions related to the interests of state defense supported by the regions (Pitaloka & Wibawani, 2019; Rahman, 2015) . In the current era of Globalization, in addition to strengthening awareness of State Defense, attention is also focused on the pandemic of the spread of the Corona-19 or Covid-19 disease that has hit the whole world since December 2019.

To anticipate the spread of Covid-19 and strengthen awareness of State Defense, the Chancellor of the East Java National Development University, issued Circular Number: SE/05/UN63/TU/2020 concerning Readiness and Prevention of the Spread of Covid-19 at the East Java "Veteran" National Development University. , March 14, 2020, which mandated that starting on March 16, 2020 lecture activities, Mid-Semester Examinations (UTS) and Final Semester Examinations (UAS) were carried out online. In the implementation of online learning. UPNVJT has included the National Defense Education course as a compulsory subject since 2014 in its curriculum as a form of strengthening its students' awareness of State Defense. In addition, there are compulsory general courses with a national perspective, namely Pancasila Education, Citizenship Education, Religion and Indonesian Language,

Leadership and Entrepreneurship. Strengthening awareness of State Defense through the implementation of State Defense Awareness Education as an implementation of the mandate of the Constitution Article 27 paragraph (3) of the 1945 Constitution: "Every citizen has the right and is obliged to participate in efforts to defend the state". The strengthening of State Defense awareness of UPNVJT students is carried out through *full online* State Defense Education lectures in the odd semester of the 2020/2021 Academic Year.

In the implementation of strengthening awareness of State Defense through online learning of State Defense Education, there are signs that must be followed in order to achieve the learning objectives. Therefore, strengthening awareness of State Defense should not immediately carry out online learning without paying attention to the correct method and structure, because it will cause problems in the learning process, as well as being able to reduce its quality. Inappropriate online learning methods and structures for State Defense Education will be able to significantly reduce the quality of education itself. Therefore, it is necessary to do research with a focus on analyzing the strengthening of awareness of State Defense of UPN Veteran East Java students through online learning in order to support national defense, with research questions as follows:

1. How is the planning to strengthen the awareness of State Defense for the students of the East Java Veterans National Development University through online learning?
2. How is the implementation of strengthening awareness of State Defense for students of the East Java the Veterans National Development University through online learning?
3. What are the resources to support strengthening awareness of State Defense for the students of East Java Veterans National Development University students through online learning?
4. What are the obstacles to the program strengthening the awareness of State Defense Students of the East Java Veterans National Development University through online learning?

To answer these questions, data collection and data analysis will be carried out on the State Defense Awareness Strengthening program, so that it can be seen the preparation of resources, implementation and constraints as well as the output of the State Defense awareness strengthening program for UPNVJT students.

## **RESEARCH METHODS**

The research method used is a qualitative research which intends to understand the phenomena of what is experienced by the research subject, for example behavior, perception, motivation, action, etc. holistically and by means of description in the form of words and language, in a special context. natural and by utilizing various natural methods (Moleong, 2014). The type of qualitative research approach used is a case study approach. Case study research is a study in which the researcher carefully investigates a program, event, activity, process, or group of individuals. Cases are limited by time and activity, and researchers collect complete information with various data collection procedures based on a predetermined time (Creswell, 2009). Sometimes much will be gleaned in case studies that examine individuals, classes or educational institutions (Fraenkel, 1990). The researcher uses a case study approach in institutions with a focus on strengthening awareness of State Defense of East Java Veterans National Development University students through online learning in the context of National Defense. .

. The research subjects who became resource persons (*informants*) in this study were the Chancellor, Vice Chancellor I for academics, Coordinator of State Defense Courses, Lecturers of State Defense Education Courses, Application Device Developers. Student representatives. The technique of determining *informants* is done by *purposive sampling*, which is selected with certain considerations and goals and informants who are in the best

position in providing the information needed (Sugiyono, 2016). The object of this research is the East Java Veterans National Development University in Surabaya.

The observation technique used in this study is participatory observation, in this observation the researcher is involved with the daily activities of the person or object being observed. Qualitative researchers can also be involved in a variety of roles, ranging from non-participants to full-fledged participants (Creswell, 2009). While making observations or observations, researchers participate in doing what the data sources are doing, and participate in feeling the implementation of strengthening awareness of State Defense through online learning. In studies with a participatory observation approach, researchers are actively involved in the situation and program being studied (Fraenkel Jack R, 1990). Furthermore, the interview technique is used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be investigated, but also if the researcher wants to know things from the respondents more deeply. This data collection technique is based on *self-reports* or *self-reports*, or at least on personal knowledge and beliefs (Sugiyono, 2016). In-depth interviews in this study are a way of collecting information data directly, face to face with research subjects and with supporting informants, with the aim of getting a complete picture of the topic under study. In this case the researcher is directly involved with the activities of the research subject. Documentation is used as a complement to the use of participatory observation methods and in-depth interviews in qualitative research. Documentation collected by researchers in the form of several activities carried out in planning, implementation and post-learning. In this study using triangulation techniques in determining the validity of data sources. Data triangulation is defined as checking data from various sources in various ways and at various times. The purpose of researchers using triangulation techniques in this study was to test the validity of the data that researchers obtained in the field by utilizing something else.

Data analysis in this study used data analysis techniques modeled by Miles, MB, & Huberman, AM (1994), through a cycle of data collection, data condensation, data presentation and data verification. The data obtained from various data collection methods, both active observation, interviews and documentation, collected various information. There is information needed in this research, there is also information that is not related to the research. The process of analyzing qualitative data takes place simultaneously, along with data collection in the field. The researcher makes a transcript when he finishes collecting data while he is still in the field, sorting and selecting (condensing) the data, then coding and coding to mark his analysis on parts or data segments that are considered important to start an analysis of a particular phenomenon, and through the development of categories and themes, it is used to develop an explanatory construction to strengthen the awareness of State Defense of UPNVJT students through online learning.

## **RESEARCH RESULTS AND DISCUSSION**

The research conducted is limited to strengthening the awareness of State Defense of UPNVJT students through online learning of State Defense education. Data was collected through participatory observation of researchers, interviews with resource persons, internal and external documentation. The findings obtained from the data analysis process are as follows:

### **Research result.**

#### **1. Planning for Strengthening State Defense Awareness of UPNVJT Students Through Online Learning.**

Planning for strengthening state defense awareness of UPNVJT Students through online learning of State Defense Education Subject is carried out based on the Vision of the East Java Veterans National Development University which is "Becoming a Superior University

with State Defense Character", and the seven mission points to produce graduates who are superior and have State Defense character. Based on the graduate criteria and market needs, the UPNVJT education system was developed, through the stages of needs analysis, education system design, education system development and education system evaluation. Education system planning at UPNVJT is directed at achieving the vision, mission and market needs to be able to help: (1) meet the need for a workforce with a national perspective, (2) expand educational opportunities, (3) improve the quality of education, and (4) increase effectiveness and efficiency of education administration. Planning for the education system at UPNVJT is carried out to fulfill the need for a skilled workforce. quality and national perspective. Planning to strengthen awareness of State Defense is realized by implementing national compulsory subjects namely Pancasila Education, Citizenship Education, Indonesian Language, Religious Education and local compulsory subjects namely State Defense Education, Entrepreneurship and Leadership. Planning to strengthen awareness of State Defense through online Learning of State Defense Education includes curriculum preparation, lecturer planning, learning material planning and Semester Learning Plans, Learning Management Systems planning, and learning evaluation planning. Planning to strengthen awareness of State Defense through learning the State Defense Education course aims to make students master the theoretical concepts of State Defense and have awareness of the values of State Defense and the skills to socialize the values of State Defense to the community.

## **2. Strengthening State Defense Awareness through Implementation of Online Learning.**

The implementation of online learning for State Defense Education Subject is carried out as follows:

**2.1 Design of State Defense Education Subject Online Learning.** In the Implementation of Strengthening State Defense Awareness through online learning, learning design is systematically carried out with the aim of producing semester learning plans (RPS) along with learning tools, such as assessment instruments and learning objects that are efficient and effective. In the curriculum design, the State Defense Education course is in all study programs and to realize what is mandated in the UPNVJT Vision. Strengthening State Defense Awareness is carried out through the design of online learning for State Defense education carried out in the following stages:

**a.** Identifying graduate learning outcomes (CPL); **b.** Formulating course learning outcomes (CPMK); **c.** Formulating the sub-CPMK of State Defense Education; **d.** Conducting a learning needs analysis; **e.** Determine indicators of achievement of sub-CPMK; **f.** Establish assessment criteria and develop assessment instruments; **g.** Select and develop learning methods; **h.** Develop learning materials; and **i.** Organizing learning meetings 14 times in one semester. The 14 meeting learning materials in the form of teaching materials in file format PPT, Pdf and video file formats are stored on the Internet on the Google Drive platform, which can be accessed by students.

## **2.2 Preparation of Learning Objects of The State Defense Education Subject.**

Strengthening State Defense Awareness through Online Learning State Defense Education Subject is designed and developed with various learning objects. Learning objects are all entities, digital or non-digital, that can be used for learning, education, or training. In the context of online learning, learning objects are digital learning resources that can be packaged and reused in modules, units, courses, or learning programs. The objects of online learning for State Defense education include text, images, videos, audio, animations, simulations, quizzes, assignments, and discussion forums.

## **2.3 Implementation of Learning**

### **a. Preparing for learning**

The UPMVJT Elearning LMS can be thought of as a virtual classroom. Lecturers organize learning in LMS Elearning UPNVJT and treat it as a substitute for real classrooms. Learning preparation in LMS includes the following activities: (1) Writing greeting sentences to students; (2) Write learning messages in each learning session; (3) Write down links to sources or learning materials; (4) Placing learning objects, including assignments, in learning sessions as needed; (5) Installing both synchronous (eg *teleconference*) and asynchronous (eg discussion forums) interaction facilities in learning sessions as needed; (6) Setting up the SIOBEL application system to be used for online OutBound activities. This application is one of the strategic approaches to the process of internalizing the values of State Defense Characters; (7) Prepare Mid Semester and Final Semester assessments which are carried out simultaneously.

**b. Managing Learning.** The following are the steps for managing online learning for State Defense education at LMS Elearning UPNVJT: (1) Learning is managed since the first week of lectures; (2) The introduction from the lecturer shows that online learning is carried out under the guidance of a lecturer; (3) Socialize the lecture contract to be agreed for one semester; (4). Another *video conference* session can be held for 30 minutes to convey important messages related to learning that has been prepared in the LMS; (5). Longer video conferencing can be conducted only when absolutely necessary and by agreement with the student; (6). Turn on discussion forums with feedback questions from lecturers to provoke student responses or take advantage of the BreakRoom facility on the Zoom Meet or Google Meet platforms.

**c. Give Feedback.** Feedback can be obtained by lecturers through various learning activities through the UPNVJT Elearning platform as follows: (1). Quiz: Auto-correction; Scores appear immediately after the quiz is done; and/or Provided *feedback* in the form of discussion on each question and *general feedback* in the form of lecturer comments regarding quiz results; (2). Assignment: *Feedback* is given manually by the lecturer; *Feedback* is in the form of grades and comments from lecturers on student work.

**d. Organizing a Teleconference.** In addition to the UPNVJT Elearning Science LMS, synchronous interaction using video conferencing mode is still needed to emphasize the *presence* of lecturers as learning facilitators. Various video conferencing software that can be used in online learning for State Defense education include: Cisco Webex; Zoom Meetings; Microsoft Teams; and Google Meet. Each software has its own advantages. More choices depend on tastes, habits, or because it has been determined by the institution where you work, and ethics in attending *teleconferences*.

**e. Managing Collaborative Learning .** In strengthening the awareness of State Defense through the implementation of online learning of State Defense Education, it can be done with a collaborative learning approach. Some learning strategies (eg project-based learning) need to group students into small groups to work together to complete an assignment or work. Collaborative learning is a process that educates through critical, analytical, inductive, deductive, reflexive thinking processes and triggers "*high order thinking*" through creative, participatory dialogue to achieve an understanding of the truth of the basic substance of the study, work real and foster lifelong learning motivation. *Learning management systems* (LMS) are generally equipped with facilities to divide students from one study group into several small groups. To monitor group activities and trigger group discussions, lecturers need to be involved in groups and provide motivation or trigger discussions within the group. Besides LMS Elearning UPNVJT, there are several application platforms that can be used to implement learning, including Zoom Meet, Google Meet, Microsoft Teams, Cisco Webex etc.

**f. Implementing Learning Evaluation .** Evaluation is an assessment of the learning process of State Defense Education is an effort to give value to teaching and learning activities carried out by lecturers in achieving teaching goals, namely Course Learning Outcomes

(CPMK), namely students who have awareness of State Defense and apply it in daily life both at home and abroad. campus and off campus. Assessment can be grouped into 4 elements, namely Assignment Values, UTS Values, UAS Values and Online Outbound Values. The value of the assignment includes the value of attendance, the value of group assignments, the value of individual assignments and the value of behavior during learning. The weight of the assessment is the Task Value of 20%, the UTS Value of 30%, the UAS Score of 30% and the Online Outbound Value of 20%.

#### **2.4. Strategy for Strengthening State Defense Awareness.**

Law No. 20 of 2003 concerning the National Education System, states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills that it is necessary for himself, the community, the nation and the State. Strengthening awareness of State Defense is carried out in realizing what is mandated by the National Education System law through online classroom learning, online campus culture, online State Defense outbound as follows:

**2.4.1 Strengthening of Online Class-based State Defense Awareness.** Activities to strengthen awareness of the Online Class-based State Defense include:

- a. Develop a National Defense Education curriculum where the Learning Outcomes of Graduates are based on the UPNVJT Vision and market needs.
- b. Strengthening online classroom management, through the UPNVJT LMS Elearning platform which can facilitate the process of awareness of the value of State Defense.
- c. Optimizing the use of teleconference software such as Google Meet, Cisco Webex, Zoom Meet, and Microsoft Teams in the process of raising awareness of the value of State Defense.
- d. Able and master the use of online learning methods in order to strengthen awareness of defending the country.
- e. Evaluating the implementation of online lectures.
- f. Improve the skills of lecturers in strengthening awareness of State Defense by using online learning application tools.
- g. Realizing the importance of strengthening awareness of defending the country by both lecturers and students.
- h. Good relations between lecturers and students for smooth online learning.
- i. Building online learning by taking into account the individual differences of students.
- j. Feedback from lecturers in every learning activity can strengthen students' awareness of State Defense.

#### **2.4.2 Strengthening Awareness of State Defense based on Online Campus Culture.**

In the implementation of strengthening awareness of the State Defense based on the online Campus Fashion, the activities can include online class activities and OutBoung Daring activities. The culture that is implanted includes:

- a. Starting learning with reports from lectures, praying, and listening to the National Defense march song.
- b. Ending the lesson by listening to the Indonesia Raya march, praying and the final report of the lecture.
- c. Time discipline in online learning using teleconference, submission of individual assignments and group assignments.
- d. Implementing behavior and character according to the values of State Defense during online lessons.
- e. Lecturers set an example for students to follow.
- f. Prioritizing UPNVJT campus rules, norms, and ethics.
- g. Emphasizing the habituation of Widya Mwat Yasa, namely the values of the UPNVJT campus identity.



- h. Building literacy concepts and strategies to create a campus literacy culture.
- i. Empowering campus ecosystem and management.
- j. Identify strategies to build campus culture to strengthen awareness of State Defense.
- k. Implementing UPNVJT's Vision of **Becoming a Superior University with State Defense Character** in the online learning process.

**2.4.3 Strengthening State Defense Awareness based on Online State Defense OutBound.** Activities to strengthen awareness of State Defense based on OutBound Online include:

- a. Maintain the cleanliness of the family and community environment and grow crops in the yard.
- b. Proud to use domestic products such as batik, community creative crafts,
- c. Practicing the values of Pancasila in everyday life.
- d. Have friendships with people of different ethnicity and religion.
- e. Carry out rights and obligations as citizens.
- f. Think and do the best for the nation and state.
- g. Participate in National Defense seminars/webinars.
- h. Defending the nation and state from various threats such as being the Covid-19 task force.
- i. Willing to sacrifice, help others sincerely and selflessly.
- j. Protecting body and soul through sports and religious activities.
- k. Think positive, always prioritize togetherness, and don't want to win alone (*win win solution*).

### **3. Strengthening State Defense Awareness through Preparation of Learning Resources.**

Online learning resources for state defense education consist of Human Resources for ICT team lecturers and students, Curriculum, Teaching Materials and Learning Management Systems.

**a. Human Resources Preparation.** In the implementation of online learning of State Defense education. Educators/lecturers play a very important role in online classroom management. Lecturers are required to have good knowledge, skills and attitudes so that they are able to manage online learning. In the implementation of State Defense online learning, lecturers have many roles. The role of lecturers in giving assignments to students in the lecture process. Several strategic steps taken to improve the quality and competence of human resources, especially educators/lecturers and the ICT team are as follows: (1) Organizing PEKERTI education and training for young lecturers; (2) Developing the quality of lecturers by participating in State Defense training workshops; (3) Improving the quality of the ICT Team; (4) Assistance by senior lecturers towards young lecturers; (5) Coordination of pre-lecture, during, and post-lecture lecturers so that the implementation of learning is in accordance with the learning plans and objectives; (6) The involvement of lecturers in updating the State Defense material is adjusted to the current situation and context.

**b. Curriculum Development.** The National Veterans Development University of East Java, developed its curriculum by analyzing market needs combined with UPNVJT's vision of "Being an Excellent University with National Defense Character". Furthermore, in compiling the curriculum, it is done by determining the profile of UPNVJT graduates which is translated into the formulation of graduate learning outcomes (CPL), courses and their credit weights, and the preparation of course organization in the form of a matrix. In simple terms, the stages of developing the National Defense education curriculum consist of: (1) Determining the graduate profile & formulating Graduate Learning Outcomes (CPL); (2) Determination of study materials & course formation; (3) Preparation of the course organization matrix. UPNVJT determined that the State Defense Education Course is one of

The General Courses (MKU) that must be followed by all students, in addition to other MKUs such as Indonesian Language, Religious Education, Citizenship Education and Pancasila,

**c. Textbook Preparation** . The preparation of textbooks for the State Defense Education course, has been initiated since 2014, a Working Group Team for the Preparation of Teaching Materials for State Defense courses was formed. The textbooks were designed and compiled referring to the Vision and Mission of UPNVJT and the ability of Higher Education graduates to respond to market needs, namely graduates who having superior character, having good moral character, imbued with fighting spirit and energy and having a high national perspective. To get the desired graduates, the team designed, compiled the Textbook materials including:

1) **The Importance of State Defense Education** . In this presentation, it is also stated about some of the foundations that form the basis of the State Defense Education itself. Article 27 paragraph (3) of the 1945 Constitution states that "every citizen has the right and is obliged to participate in efforts to defend the state". To carry out this noble task, in order to do it well, it is necessary to have an adequate educational process so that what is expected can be achieved.

2) **The substance of the essence, values and conceptions of State Defense** . In this section, students will not only explore the meaning of defending the country but also how awareness of defending the country is grown and developed so that it becomes an integral part of insight and mindset in students so that they have the ability and resilience in facing and overcoming problems that exist in the context of national life. and state.

3) **Threats** that will endanger the personality and integrity of the nation, both military and non-military threats.

4) **How to implement state defense in national development** . This section will highlight some of the actual dimensions of the implementation of state defense from the aspect of national life.

Besides the Textbooks compiled by the Team from UPNVJT, the Coordinator of the State Defense course has collected other teaching materials in the form of teaching materials for each meeting from the 1st online Lecture Meeting to the 14th meeting. Teaching Materials in the form of softcopy files in PDF, PPT, Video, TXT, format files Animated Videos etc.

**d. Learning Management Systems (LMS) setup** . The National Veterans Development University of East Java developed a *Learning Management System (LMS)* , a system used to carry out the learning process by utilizing Information and Communication Technology (ICT). This system is the result of a systematic integration of learning components by paying attention to quality, learning resources, and is characterized by learning interactions (*engagement*) across time and space. The important objective of the UPNVJT Elearning LMS is to provide access and facilities for students to build their knowledge independently and purposefully, as well as to provide an important role for lecturers as designers, triggers, facilitators, and learning motivators. The implementation of e-learning in teaching and learning activities and the development of the UPN Veteran East Java website is expected to be able to increase the positive image of the UPNVJT Institution in the community as well as to spur the improvement of the competence and professionalism of the lecturers.

4. **Barriers to the Implementation of Strengthening State Defense Awareness through Online Learning**. From the findings obtained by the researcher, the obstacles to the implementation of Strengthening State Defense Awareness of UPNVJT students through Online Learning for the State Defense Education subject are as follows:

a. **The need for a long time in Implanting the Value of State Defense** . Strengthening awareness of State Defense, is a process of inculcating values that will shape students to have

strong national insight personalities. Through taste and intention, thought, exercise, initially students know the Value of State Defense from the learning provided. Furthermore, understanding the facts, the concept of State Defense values, and practicing the values of State Defense in campus life, and finally being applied in people's lives. The formation of a strong national-minded personality requires a long period of time starting from toddlerhood, kindergarten to university, and working and social life.

b. **Lecturer Constraints in Learning Control** . In online learning, lecturers are required to have good information technology competencies, in addition to having competence as educators. Learning activities are designed and applied using UPNVJT LMS Elearning software and other application software such as Cisco Webex, Zoom Meeting, Microsoft Teams and Google Meet. Lecturers as hosts in teleconference learning must prepare materials; organize and manage conferences; deliver material; respond to questions directly or via chats, share, organize, control discussion rooms; Supervise the activities of each student. The lecturer is the center for controlling the course of learning, so this condition will affect the process of strengthening the awareness of State Defense for students.

c. **Internet Network Constraints**. Online platform applications have differences both in terms of advantages and disadvantages of each. The main obstacle in running this application is that it requires a fast internet network. Students use internet networks from various Internet Network Providers such as Indosat, Telkomsel, XL, IM3, and others which sometimes the quality of access speed varies between big cities and regions.

d. **UPNVJT's LMS Elearning infrastructure has not been able to fully support the needs of independent Online Learning** . The development of the UPNVJT Elearning LMS aims to support elearning learning both Asynchronously (semi online) and Synchronous (full online). In the implementation during the Covid-19 pandemic which requires all courses to be carried out online, there are obstacles related to server capabilities and connection access speed. This is indicated by a file upload limitation that cannot exceed 1M Kb. The BlueButton Teleconference application has limitations when more than 200 classes are used simultaneously, many fail to access logins, so that in the implementation of online learning, lecturers still use other application platforms such as Zoom, Webex, and Google Meeting. Therefore, it is necessary to make improvements to improve the quality of connections and gradually increase the carrying capacity of a high server that can support teaching and learning activities in order to achieve UPNVJT's vision of Becoming an Superior University with State Defense Character.

## **Discussion**

The research findings as described above are used as a starting point in conducting further studies on strengthening awareness of State Defense of UPNVJT students through online learning of State Defense Education Subject in order to support national defense. The target of this program is primarily aimed at the younger generation or millennials, which according to Joel Stein and Goldman Sachs quoted by Agus Suherman (2018) are those born between the 1980s and 1990s or early 2000s. Namely, this generation has the following characteristics: (1) in terms of age, this generation is very productive and dynamic, which has high enthusiasm for changes that occur in its environment; (2) this generation has adequate literacy in technology, including information technology, so that the ongoing process and the results achieved from this program can be easily disseminated to other members of the community; (3) This generation also has pride and at the same time a passionate longing for cultural heritage, so that the program to strengthen awareness of State Defense through learning that requires information technology can run as planned. More Agus Suherman stated that p endekatan workforce planning ( *manpower planning approach* ) prepares Human

Resources to become a productive workforce in the future. The program to strengthen awareness of State Defense through online learning of State Defense education is an

educational process seen as a vehicle to prepare students to become well-educated human resources (students), namely human resources who are creative, innovative, competitive, have the attitude and personality and character of Defense. A superior country, and have adequate life skills to live independently and develop themselves. Thus, program planning based on the Vision, Mission and market needs is a plan with an employment approach with the character of State Defense, which is an appropriate plan in the context of the educational process that produces graduates according to the needs of the community and the world of work.

In online learning, systematic learning design needs to be done. The goal is to produce a semester learning plans along with learning tools, such as assessment instruments and learning objects that are efficient and effective. Of the various popular learning design models, Nizam (2020) in the Online Learning Guidelines Booklet, briefly presents the stages according to the ADDIE model. The stages in this model is done in a systematic, logical, and structured in order to ensure the achievement of the learning outcomes of graduates are the analysis, the design, development, implementation and evaluation. At each stage with the ADDIE model, the orientation is based on the learning output, which is to produce students with the character of State Defense. In the implementation of the State Defense Strengthening Awareness through Education Online Education in the State Defense UPNVJT, including instructional design, course materials, *setting* assignments and *setting* ratings has to be prepared before the lecture. The role of lecturers in online lectures is different from the role of lecturers in conventional lectures. Lecturers are required to prepare lectures and provide feedback in the UPNVJT Elearning. Forms of online learning objects for State Defense education, including text, images, videos, audio, animations, simulations, quizzes, assignments, and discussion forums. In the implementation of online learning, lecturers are required to have competence as an educator and competence in the field of information technology. Lecturers prepare learning through LMS Elearning UPNVJT, manage learning, provide feedback which is a strengthening process, conduct teleconferences, carry out collaborative learning by utilizing the breakroom feature, strengthen awareness by internalizing the values of State Defense and carry out learning evaluations. Lorin W. Anderson (2001) states that in the learning process there are 4 dimensions of knowledge that may be set as learning objectives, namely factual knowledge, conceptual knowledge, procedural knowledge and metacognitive knowledge. When associated with this knowledge, online learning of State Defense Education can accommodate the four dimensions of knowledge. The application of teleconference techniques, discussions in collaborative learning, requires students to equip themselves with knowledge and concepts on the problems of defending the state to be solved. Discussion participants do not only learn about what, but also learn how to properly solve problems. This allows students to control, regulate and improve their cognition. The result obtained is a meaningful learning and strengthening awareness of the value of State Defense for students. According to Riyanto (2010), in order to implement character education in schools, there are four (4) application models, namely: a) the autonomy model by placing character education as a separate subject, b) the integration model by uniting the values and characters to be studied. formed in each subject, c) Extracurricular model through an additional activity oriented towards student character building, d) Collaborative model by combining the three models in all school activities. UPNVJT implements National Defense character education by combining three models, namely setting State Defense Education courses as local compulsory subjects, integrating national character education courses for Religious Education, Indonesian Language, Pancasila Education and Citizenship Education, as well as Outbound Models that are oriented towards student character building. . This is also in line with the method or strategy of internalizing the strengthening of State Defense awareness for students based on

online classes, campus culture-based and online Outbound-based. By integrating the three approaches in implementation, the results of strengthening the character of State Defense awareness will run more effectively.

The program resource component of strengthening awareness of the State Defense of UPNVJT students through online learning, consists of Human Resources for ICT team lecturers and students, Curriculum, Teaching Materials and *Learning Management Systems*. Learning supporting factors need to be well prepared in the context of implementing learning to strengthen awareness of State Defense in a dynamic community environment. Indonesia is one of the largest population countries in the world, Indonesia's large human resources must be able to be utilized properly, the reason for changing the curriculum in Indonesia is the demographic bonus of abundant productive age human resources as the main capital of nation development (Bappenas, 2017). The global era demands changes in all fields, human behavior is always changing along with the times, of course demanding adjustments in the field of education in preparing human resources in accordance with the demands of the times. UPNVJT's policy in implementing the State Defense education program is of course in order to prepare Indonesian human resources who have the character of State Defense and are able to compete with other nations. The preparation of educational resources is directed to meet the demands of the community's needs, including: Increasing the competence of lecturers and education staff, preparing teaching materials that keep up with the times, preparing and designing curriculums that can produce graduates with character and market needs, improving Learning Management Systems. This can be interpreted that the preparation of good resources for Lecturers, Curriculum, Teaching Materials, and Infrastructure, has a fairly high level of conformity, so that it can provide value, benefits and uses in supporting the strengthening of State Defense awareness of UPNVJT students through online learning of State Defense Education. .

The findings obtained by the researcher regarding the obstacles to the implementation of Strengthening State Defense Awareness of UPNVJT students through Online Learning for the State Defense Education course are: A long time in inculcating the values of State Defense; Lecturers' constraints in controlling students and learning equipment; Constraints on the slow internet network and access constraints in some areas where communication and internet networks have not yet been established; and LMS Elearning Infrastructure whose capacity has not been able to meet peak needs. The development of information technology is very fast and dynamic, especially software for learning that uses multimedia objects, requiring speed and large storage capacity. Facing these obstacles requires structured and integrated efforts so that obstacles in strengthening awareness of State Defense can be reduced to a minimum, to produce educational outputs, namely students who have national insight and character of State Defense.

From the description above, it can be understood that UPNVJT is one of the universities that has a high concern for the character of National Defense. The establishment of UPNVJT was pioneered by veteran fighters who wanted to contribute to the service of the country through education. Along with the change in status to a State University, the pioneering fighters are still maintained by making Widya Mwat Yasa the identity of UPNVJT and setting the Vision "Becoming a Superior University with National Defense Character". This condition makes UPNVJT students and graduates as State Defense Cadres who have the potential to become members of the Supporting Components or Reserve Components, and in turn support the State defense system.

## **CONCLUSION.**

The findings that can be drawn from the results of research and discussion are as follows:

1. That the planning of the State Defense awareness program for UPNVJT students through online learning of State Defense Education Subject has a fairly strong foundation and readiness. The planning of this strengthening program is carried out carefully and involves existing resources and is developed based on the Vision, Mission of UPNVJT and market needs. Thus an appropriate learning program planning will produce students and graduates who have the character of State Defense. This condition provides a fairly high opportunity in the implementation of learning program plans that are able to increase awareness of State Defense.
2. Whereas the online learning of State Defense Education at the Veterans National Development University , East Java, is carried out through the stages of Learning Design, Preparation of Learning Objects and Implementation of Learning. The product of the online State Defense Education Learning at the Veterans National Development University, East Java, can illustrate the strengthening of students' awareness of State Defense. This can be illustrated from: (1) Students' understanding of the Value of State Defense in participating in Online Classes shows an improving direction in terms of attendance, responsiveness, assignments, UTS and Uas, (2) The success of internalizing State Defense values in terms of student activities in participating in OutBound Online .
3. That the preparation of good resources for Lecturers, Curriculum, Teaching Materials, and Infrastructure, has a fairly high level of conformity, so that it can provide value, benefits and uses in supporting the strengthening of State Defense awareness of UPNVJT students through online learning of State Defense Education.
4. Whereas in strengthening awareness of State Defense through online learning of State Defense education, there are obstacles and obstacles that affect the program of strengthening awareness of State Defense. These constraints include: (1) the need for a long time in the embedding of State Defense Values; (2) Lecturer Constraints in Learning Control; (3) Internet Network Constraints; and (4) UPNVJT LMS Elearning Infrastructure Limitations. With these obstacles, it slightly affects the achievement of the targets of the State Defense awareness program.

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