



EDUCATION MANAGEMENT PROGRAM “UNHAN MENGAJAR ” IN BUILDING THE CHARACTER OF THE NATION, LEARNING FROM INDONESIA

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ABSTRACT

The urgency of the Implementation of State Defense is based on the need for national defense to deal with non-military threats. This is the concern of the Defense University, which has *core values* in the field of Defense and State Defense. The Defense University organizes state defense activities through the character education program “Unhan Mengajar” or The Defense University Teaching to foster awareness of defending the country. This study aims to describe the activities in the Teaching Defense University program management. The theoretical basis used is the theory of Lickona and Terry. The descriptive qualitative method uses interview data collection techniques, observation, and documentation studies. This study's data sources were the Head of Institute for Research and Community Development (LPPM), the Dean, the Head of the Center for Community Service, Study Program Secretariat (Sesprodi), Lecturers, Alumni, and Teachers. The results of the research show that planning involves the academic community of the Defense University through the formulation of Vision and Mission, Environmental Analysis, Goals and Targets, Strategy, Curriculum, and Resources; The organization of the Teaching Defense University consists of policymakers, Study Program organizers, and students as actors. Implementation of the Teaching Defense University through directive, motivational, teaching, mentoring, and coordinating activities, activities carried out according to planning; supervision of the Defense University teaching through monitoring and evaluation; supporting and inhibiting factors, namely students, students, facilities and infrastructure; and efforts to improve the Teaching Defense University are to improve supervision, development planning and human resources. The conclusion of the study: The Management of the Defense University Teaching Program to Increase State Defense Awareness of High School Students (SMA) is organized based on management principles, namely Planning, Organizing, Implementation, and Supervision.

Keywords: Management, Defense University Teaching, State Defense Awareness Development

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1. Introduction

Indonesia is a large country that proclaimed its independence on August 17, 1945. The struggle for independence has a long history that is obtained by the bloodshed of heroes. History has described and recorded that the formation of the Indonesian nation was based on the desire to break away from

the colonialists. The desire to be free from these invaders was then wrapped by a sense of nationalism. The revival and birth of a sense and spirit of nationalism in Indonesia can actually be seen from the major events taking place in the world (Beal and Noel, 1980). The great momentum that occurred in the world, then initiated at least three great



momentums in Indonesia, such as in 1908, there was the National Awakening, the Youth Pledge in 1928, and the Proclamation of Independence in 1945. Departing from these three great moments, a sense of nationalism was formed. Indonesia which has the *meaning* of Indonesian values. This sense of nationalism can strengthen national resilience to date, in the ideals and goals of the *state*. (Armada and Wahidin, 2018)

The struggle of the Indonesian people will never end to defend the independence of the Republic of Indonesia (Silotonga et al., 2020). The dynamics of increasingly diverse changes, increasingly modern threats, and the challenges of globalization that are increasingly rapidly growing no longer require war to be fought with battles that require military weapons. By looking at Indonesia's strategic environment which is diverse with tribes and cultures, it can be seen that Indonesia is an attraction for outsiders. The attraction is like two sides of a knife that greatly affects the integrity of the Unitary State of the Republic of Indonesia. Indonesia's geographical land area is 1.937 million km², the sovereign sea area is 3.1 million km², and the Exclusive Economic Zone (EEZ) sea area is 2.7 million km². The distance from west to east is longer than the distance between London and Siberia as described by Multatuli. Indonesia is the largest archipelago in the world, consisting of about 18,108 large and small islands (ANRI, 2012). This geographical condition is enriched by cultural diversity, namely there are 2,500 types of regional languages or almost double the number of ethnic groups which reach 1,340 ethnic groups (BPS, 2010).

Seen from the geopolitical point of view, it is a spatial instrument that the state can use to achieve its various interests (Lorig et al., 2005). Three factors must be known and understood, namely the history of the birth of a country, nation and homeland itself, as well as ideals and ideologies that are believed to be a truth in life and the survival of the state and nation. Karl Houshoffer (1896 - 1946), in his theory of expansionism taught this geopolitical understanding as a doctrine of expansionism in the form of political

geography, which focuses on issues of border strategy, the living space of the nation as well as racial, and economic and social pressures as factors that necessitate division. new wealth in the world.

Geopolitics is a basic consideration in the administration of a country based on its geographical location (Prezio et al., 2013). To win a race, as a citizen, it is obligatory to understand the terrain so that they know what the best strategy should be in the competition. Similar to the state, a country needs geopolitics to determine national political development based on geographical conditions and situations in achieving the country's goals. Indonesia as an archipelagic country and a pluralistic nation has its own geopolitics, namely the insight of the archipelago.

The concept of the Archipelago Insight as Indonesian Geopolitics, the essence of the Archipelago Insight is the unity and integrity of the nation and the territorial integrity of the Unitary Republic of Indonesia. The Indonesian perspective includes; The embodiment of the archipelago as a political unit, the embodiment of the archipelago as an economic unit. With the area of the Indonesian archipelago and various ethnic groups, Indonesia needs a character education model to increase awareness of defending the country, at the Defense University, the Defense University has been running the "Teaching Defense University" education.

The Defense University teaching aims to: (a) Accelerate the dissemination of the implementation of State Defense Awareness Development which has been regulated in the Minister of Defense Number 32 of 2016 concerning Guidelines for State Defense Awareness Development and (2) Increase the speed of community development efforts towards the establishment of a harmonious and dynamic society that is ready to face changes in the development of the strategic environment through fostering awareness of state defense that instills socio-cultural values and norms in the life of a developing community in the life of the prevailing society.



The long-term goal is that after participating in the state defense awareness training from the students, the students will get the title of state defense cadre. Thus, the target of forming 100% Indonesian National Defense cadres in 2045 can be achieved according to the target time.

In addition, it is hoped that students' knowledge of defense and state defense can increase so that they can increase awareness of defending the country which is marked by the attachment of the five basic values of defending the country in students (Coleman et al., 2008). Related to this, one common thread can be drawn that the Defense University teaching program is in accordance with the vision, mission, and objectives of the Defense University.

The formulation of the objectives of the Teaching Defense University program can be seen from the Study Program and Students in making a plan for implementing activities. The Defense University has determined schools except during the KKDN implementation, which is determined by the results of a survey conducted by the Faculty and Study Programs (Alie et al., 2008).

In accordance with the aim of the Teaching Defense University, namely the development of a community that is ready to adapt to the dynamics of rapid changes in the strategic environment. In many defense studies, we can see that the development of the strategic security environment continues to occur, giving birth to various types of threats that are transformed into various forms. Threats are not only military threats but also non-military threats that attack various fields including Ideology, Politics, Economics, Social, Culture, Defense, and Security.

The Head of the Institute for Research and Community Service (Ka LPPM) of the Defense University explained that the Defense University Teaching is a community service aimed at providing benefits to the community, especially in the educational environment, in this case for high school students.

If traced from the beginning of the process of organizing state defense carried

out by students, from the beginning, students who are declared to have passed the final selection are required to participate in matriculation activities for 1 month. In the first week to the third week students get a general lecture on the Defense and State Defense System.

For one week, students are trained in the basic sciences of defending the country. The curriculum used refers to the curriculum at the State Defense Education and Training Center and the Minister of Defense Regulation Number 32 of 2016 concerning Guidelines for State Defense Awareness Development. The Minister of Defense has explained that the Pusdiklat State Defense is the *leading sector* in the implementation of the State Defense Awareness Development program. The Minister of Defense then became a reference for the Defense University in determining the theme of Community Service for the Teaching Defense University.

The targets of the Teaching Defense University are guided by the Rector's Regulation Number 55 of 2016 concerning the Master Plan for Community Service, namely:

- a) Increasing the quality and quantity of human resources capable of performing Community Service in a professional, moral and ethical manner.
- b) increased coordination and cooperation as well as synergistic interaction of various Sub Satkers at the Defense University in Community Service activities, both as a process to gain knowledge and for community service;
- c) increasing Community Service activities that can be seeded and gain recognition, both at national and international levels;
- d) increasing cooperation and partnerships with various government agencies and the business world as well as the community in controlling, utilizing the results of Community Service and developing science and technology for community service; and
- e) increasing the quality and quantity of Service results that are relevant to the Community Service agenda and utilization

2. Literature

Education is a social activity, in theory and practice it is always developing. Humans have active and exploratory thinking, not passive and receptive. Humans not only have the ability to receive knowledge, but are able to create knowledge which is the result of their interaction with the environment, so that acquiring knowledge is a transaction activity. Humans act on their environment, then they experience certain consequences. Humans learn from their traditional experience with the world around them, authentic matters concerning human beliefs are personal matters but what is deemed necessary to know must be demonstrated to other people who meet the requirements and take sides objectively. In other words, trust is private, while knowledge is always public.

Dewantara (2011: 344) explains that according to Ki Hadjar Dewantara, education is one of the main efforts to provide spiritual values that exist in the life of the cultured people to each new generation (submission of culture), not only in the form of maintenance but also with the purpose of advancing and developing culture, towards the whole of human life.

Experience as the basis and purpose of Education, in Dewey's view (2004:ix) experience is the basis of education with the terminology experience is the means and purpose of education. So that education is a process of extracting and processing experience continuously.

Sagala (2007:61) explains that learning in Corey's view is a process in which the environment in which a person is located is deliberately arranged in such a way as to allow that person to participate in certain behaviors under special conditions or produce responses to certain situations, learning is an important part of learning (Dalton et al., 1999). Education Learning will run effectively when using appropriate methods will provide the learning process to the learning objectives that have been formulated. Education policies and methods must always evolve as environmental conditions are always evolving.

3. Methodology

Management Research of the Defense University Program Teaching by Defense University Students to Foster State Defense Awareness of High School Students it uses a qualitative method. Bogdan and Biklen in Salim (2012:45) state that one of the main characteristics of qualitative research is descriptive, namely the data collected takes the form of words or pictures rather than numbers.

Qualitative method as the right method in this research, this is reinforced by Moleong (2007:6) which states that research that intends to understand the phenomenon about things experienced by the research subject as a whole, and by way of description in the form of words and language, in a special context that is natural and by utilizing various scientific methods.

Qualitative researchers as *human instruments*, have the function of determining the focus of research, selecting informants as data sources, collecting data, assessing data quality, analyzing data, interpreting data and making conclusions on everything (Sugiyono, 2015: 59-60).

4. The Defense University's Character Education Program

4.1 Unhan Mengajar Management

Obtaining information and data in this study was carried out through interviews, documentation studies, and observations regarding the Management of the Defense University Teaching at the University of Defense which consists of Planning, Organizing, Actuating, Controlling, problems faced, and solutions to these problems.

The Planning of the Teaching Defense University Program begins with collecting data and information on the Teaching Defense University Program Plan to increase the awareness of the State Defense for High School Students through interviews and document studies. Based on this, research findings at the Defense University produce data and information that can be explained:

a. Vision and Mission ; Based on the results of the interview with Head of the LPPM, it was explained that the vision and

mission of implementing the Defense University teaching program refers to the vision and mission of the Defense University which is contained in Permenristekdikti Number 60 of 2017 concerning the Statute of the Defense University, namely in 2024 to become a *world class defense university* with world class standards. research-based that preserves national values.

The Defense University's vision is then translated into achievement steps or we can call it a mission as follows:

- 1) Providing access to education in the field of defense and state defense supported by the values of the struggle and struggle of the Indonesian nation.
- 2) Develop the science of defense and state defense as an interdisciplinary field as an academic reference and in the interest of increasing the ability of the state defense system and defending the country.
- 3) Organizing quality-based learning, research, and community service activities supported by an integrated system through independent innovation and strategic partnership relationships with stakeholders at national and international levels.
- 4) Organizing modern management with a participatory approach supported by higher education administration that encourages evidence of educational outcomes.
- 5) Facilitating the professional development of human resources, both lecturers and education staff.
- 6) Develop educational facilities and infrastructure to support innovative and modern learning, and
- 7) Produce graduates with national identity, state defense character, and competitiveness in defense and state defense according to fields.

The Defense University teaching is held as a manifestation of the implementation of quality-based learning, research, and community service activities supported by an integrated system through independent innovation and strategic partnership relationships with stakeholders at national and international levels.

Teaching activities of the Defense University which refer to the vision and

mission of the Defense University are aligned with the vision and mission of the State Defense Awareness Development Program based on the Minister of Defense Regulation Number 32 of 2016 concerning Guidelines for State Defense Awareness Development which is described into the following missions:

- 1) Realizing citizens who have the mental attitude and character of State Defense.
- 2) Building the character of every citizen, so that they have a sense of love for the homeland and awareness of the nation and state, are loyal to Pancasila as the state ideology, are willing to sacrifice for the nation and state, and have the initial ability to defend the country, both psychologically and physically.
- 3) Improve cross-sectoral coordination, between government and non-government institutions through cooperation and community participation.
- 4) Increasing PKBN, both at the center and in the regions nationally.

The Head of the Center for Education and Community Service at the Defense University (LPPM) explained that the Preparation of the Defense University Teaching Program was initiated by Postgraduate Students of the Defense University Disaster Management Study Program. In order to carry out the obligations of the Tridharma of Higher Education in the field of Community Service, students are given the task by the Head of Study Programs and Lecturers to make a project that must be carried out by all students, then students conduct an analysis of what community needs can be used as objects in Community Service activities around the area Defense University campus in Sentul.

Looking at the disaster risk map in the environment around the Defense University and based on the results of a field survey regarding public understanding in high school education about defense, state defense, and disaster science which is still minimal, it was agreed that the name of the community service program to be implemented was Defense University. The form of the activity is that students teach high school students

about Defense and State Defense and basic skills in dealing with disasters. The program was well received by the community in the educational environment.

Seeing the potential that exists, the Defense University responded by holding a *Need Assessment* program for the Teaching Defense University by involving *stakeholders* such as the Directorate General of Defense of the Ministry of Defense.

After carrying out the *needs assessment*, the working group team for the formation of the program prepared the formulation of the objectives of the Teaching Defense University which was carried out through an Internal Meeting at the University level involving the Chancellor, Vice Rector, Head of LPPM, Dean/Vice Dean, Head of Study Program, and lecturers at the Defense University.

4.2 Environmental Analysis

Based on the Master Plan for Community Service, it is known that the Strength Factors of the Defense University in carrying out community service for the Teaching Defense University are as follows:

- a) The existence of good cooperation in the field of community service with government and private institutions, both national and international;
- b) Defense University teaching is carried out by postgraduate students who are already at the andragogy stage.
- c) The Defense University students are partly TNI and partly civilians who have attended Military Basic Education and State Defense Awareness Development during the orientation/matriculation period and have certificates as state defense cadres.
- d) The Defense University Teaching Program budget is supported by the State Budget.
- e) The Defense University is located in the *Indonesian Peace and Security Center* (IPSC) Sentul Region, Bogor Regency which has a strategic location so that it can support State Defense Awareness Development activities side by side with 7 agencies,

namely the National Counter Terrorism Agency (BNPT), Peacekeeping Mission Center (PMPP) TNI , Center for Education and Training of the National Disaster Management Agency (BNPB), Center for Management of the Strategic Installation Agency of the Ministry of Defense of the Republic of Indonesia (PuslolaBainstrahan), Language Center of the Ministry of Education and Culture, and *standby force* .

The IDU's Weakness Factors in carrying out community service are:

- (a) The interest of the Defense University lecturers to carry out service has not been effective on the grounds that external projects are more attractive in *fees* and have a high teaching *load* ;
- (b) *Networking* with institutions/universities / NGOs is still lacking;
- (c) Publications on the IDU's expertise are still lacking; and
- (d) *The issue* of service has not yet fully departed from the needs of the community.

Opportunity factors for IDU in carrying out community service are:

- (a) Availability of internal and external community service programs;
- (b) Opportunity to increase cooperation with government agencies, private sector, universities, and other organizations/NGOs.

Threat factors for the Defense University in carrying out community service are:

- (a) There is academic competition at global and regional levels with the development of private universities with better facilities; and
- (b) The occurrence of technological developments in the *knowledge-based era fast-paced society* , and the IDU's ability is relatively limited to be able to follow it.

From the results of the environmental analysis above, there are several things that must be considered in preparing the Teaching Defense University program by each excellent

service commission and the entire academic community of the Defense University as follows:

- (a) Service is based on the needs and problems of the community;
- (b) Synergize between Community Service and Service;
- (c) Strive to develop multidisciplinary service;
- (d) Committed to continuously carry out *joint* national service.

The mission of the Defense University is translated into targeted goals, the IDU objectives are formulated as follows:

- a) The availability of access to education in the field of defense and state defense is supported by the values of the struggle and struggle of the Indonesian people.
- b) The development of the science of defense and state defense as an interdisciplinary field as an academic reference and the importance of increasing the ability of the state defense system and defending the country.
- c) The implementation of quality-based learning, research, and community service activities is supported by an integrated system through independent innovation and strategic partnership relationships with stakeholders at national and international levels.
- d) The implementation of modern management with a participatory approach supported by higher education administration that encourages evidence of educational outcomes.
- e) Achievement of professional development of human resources both lecturers and education staff.
- f) The development of educational facilities and infrastructure to support innovative and modern learning, and
- g) The achievement of graduates with national identity, character of state defense, and competitiveness in defense and state defense according to fields.

The Head of the Defense University LPPM explained that the Defense University as a university organized by the government was formed to develop Defense and State Defense Sciences, contributing to the country through Community Service activities named the Teaching Defense University.

The Defense University teaching is a community service activity. The form of the activity is that students teach about the basic values of defending the country, the aim of which is to increase awareness of defending the country among high school students.

To support the success of the task as a university that develops the science of Defense and State Defense, the Defense University Teaching Community Service program is carried out cross- and multi-disciplinary by examining the accuracy of the themes that will be the focus of superior Community Service.

In determining Community Service which will be seeded, it is necessary to consider two things, namely: first, its great relevance and usefulness to support the development of national civilization in the global era, second, the focus of Community Service is expected to contain strengths and opportunities to compete with competitors. Potential at the national, regional and international levels in accordance with the competence of the lecturers/servants at the Defense University. The final target of Community Service of the Teaching Defense University is to produce state defense cadres in secondary education (SMA).

4.3 Regulation

The Documentation Study shows that regulations related to the Teaching Defense University have been set at both the national and internal levels as follows:

- a) The 1945 Constitution CHAPTER XII Article 30 paragraphs 1 and 2, which reads: (1) Every citizen has the right and obligation to participate in national defense and security efforts and (2) State defense and security efforts are carried out through a defense and security system.



- b) Law Number 3 of 2002 concerning National Defense concerning the State Defense System Article 1 paragraph (2) explains that the national defense system is a universal defense system that involves all citizens, territories, and other national resources, and is prepared early by the government and carried out in a total, integrated, directed, and continuous manner.
 - c) Minister of Defense Regulation Number 32 of 2016 concerning Guidelines for State Defense Awareness Development. This regulation contains management of state defense awareness development which is intended for Ministries/Agencies, local governments and other components of the nation.
 - d) Law Number 19 of 2019 concerning Management of National Resources for National Defense which explains that the Fostering of State Defense Awareness is all efforts, actions, and activities carried out in the context of providing knowledge, education, and/or training to citizens in order to develop attitudes and behavior and instilling the basic values of State Defense.
 - e) Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 60 of 2017 concerning the Statute of the Defense University.
 - f) Regulation of the Minister of Defense Number 3 of 2017 concerning the List of Personnel Composition and Work Procedures of the Defense University.
 - g) Regulation of the Chancellor of the Defense University Number 55 of 2016 concerning the Master Plan for Community Service at the Defense University.
- Unhan Mengajar is a Community Service Activity. Community service is the implementation of science and technology practice directly to the community institutionally through scientific methodologies as the dissemination of the Tri Dharma of Higher Education and noble responsibilities in an effort to develop community capabilities, so as to accelerate the growth rate of achieving national development goals.

4.4 Curriculum

The head of the community service center for LPPM IDU RI explained that in general the success indicators of State Defense Awareness Development refer to the indicators contained in the Minister of Defense Number 32 of 2016 are as follows:

Table 4. 1 Indicators of the Basic Value of State Defense based on the Minister of Defense Number 32 of 2016

NO	BASIC VALUES OF STATE DEFENSE	INDICATOR
1.	Love the Motherland	a. Protecting the land and yard as well as the entire territory of Indonesia b. Proud to be Indonesian c. Protecting the good name of the nation and country d. Contribute to the progress of the nation and state e. Love domestic products, Indonesian culture and arts
2.	National and State Awareness	a. Have an awareness of diversity, culture, ethnicity, religion, language, and customs. b. Carry out rights and obligations as citizens in accordance with applicable laws and regulations c. Recognizing the diversity of individuals at home and in their environment



NO	BASIC VALUES OF STATE DEFENSE	INDICATOR
		d. Think, act, and do the best for the Indonesian nation and state
3.	Faithful to Pancasila as the State's Ideology	a. Understanding the values in Pancasila b. Practicing values in Pancasila and daily life c. Protecting the good name of the Indonesian nation and state d. Developing Pancasila values e. Faithful to Pancasila and believe in it as the basis of the Unitary State of the Republic of Indonesia
4.	Willing to sacrifice for the nation and country	a. Willing to sacrifice time, energy, thoughts, and materials for the progress of the nation and state b. Ready to defend the nation and country from various kinds of threats c. Have a concern for the safety of the nation and state d. Have a spirit of patriotism towards the nation and country e. Prioritizing the interests of the nation and state above personal and group interests
5.	Have the initial ability to defend the country (physical and mental readiness)	a. Have intellectual intelligence (IQ), spiritual intelligence (SQ) and intelligence in survival or intelligence in overcoming adversity (AQ) b. Always maintain mental and physical health c. Tenacious and unyielding in the face of challenges d. Continue to foster physical and spiritual health e. Have the ability to defend the country in forming skills

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The indicators for the success of the Defense University Teaching Program by students to foster State Defense Awareness at the high school level are based on the following curriculum:

Table 4. 2Success Indicators of Defense University Teaching

NAME OF TRAINING	SUCCESS INDICATORS
Young cadres defending the state at the university level / level on study orientation and campus introduction (OSPEK)	1. Understand and be able to practice Pancasila, the 1945 Constitution, Bhinneka Tunggal Ika, and the Unitary State of the Republic of Indonesia in the life of the nation and state. 2. Understand the development of the strategic environment towards matters that threaten the integrity and the preservation of the Unitary State of the Republic of Indonesia. 3. Understand the importance of State Defense Insight Leadership to realize <i>good governance</i> and practice the principles of leadership. 4. Understand and be able to explain the Dangers of Drugs, Terrorism, Radicalism, Social Conflict and Natural Disaster Management and be able to avoid themselves from the dangers caused. 5. Understand the importance of the history of the nation's struggle at the national and regional levels in fostering a sense of love for the homeland and participating in maintaining the integrity of the Unitary Republic of Indonesia. 6. Understand and be able to behave as a good Indonesian citizen by applying the values of love for the homeland, caring for the nation's culture, the surrounding community and using the Indonesian language properly and correctly.



NAME OF TRAINING	SUCCESS INDICATORS
	7. Understand the importance of national and state life, and be able to maintain the integrity of the Unitary State of the Republic of Indonesia by applying the attitude of National and State Awareness 8. Understand the essence of Pancasila as the state ideology and be able to practice the values of Pancasila in the life of the nation and state in the campus and community environment 9. Understand and be able to actualize attitudes and behavior as a form of self-sacrifice for the nation and state 10. Can work on the Rows Row individually and group or unit relationships. 11. Able to carry out the stages of individual respect as well as group and unit relations according to applicable regulations in apple activities and flag ceremonies in the campus environment. 12. Understand and be able to apply early vigilance in dealing with various situations that can threaten the integrity of the nation and the Republic of Indonesia. 13. Able to carry out first aid activities in accidents (P3K) 14. Understand and understand about Law no. 22 of 2009 concerning road traffic and transportation . 15. Able to carry out line activities, respect and ceremonial procedures. 16. Able and understand about Pioneering/Rigging. 17. Can do self-defense in an emergency situation for yourself and the community 18. Able to work collaboratively in group relations 19. Able to carry out important activities in emergency situations and conditions, and can interpret the whole process of learning to defend the country. 20. Understand and be able to work on all stages of learning and apply them in an opening and closing ceremony mechanism according to applicable regulations.

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After carrying out the state defense training matriculation, students will get a certificate and have become state defense cadres. In addition, in the curriculum at the Defense

University, there are university courses that must be taught by students in each study program, namely National Character and State Defense (KBBN) with the following topics:

Table 4. 3Topics of National Character and State Defense Course Topics

TOPIC TO	COURSES OF COURSES
1	Pancasila philosophy
2	Modern Ideology and Isms
3	National Identity
4	Nationalism and Patriotism
5	Indonesian Democracy
6	State and Constitution
7	National Values
8	National Character
9	Archipelago Insight
10	National defence



TOPIC TO	COURSES OF COURSES
11	National Alert.
12	Rights and Duties of Citizens
13	Basic Values of State Defense Awareness
14	National Politics and Strategy

4.5 Implementation of Unhan Mengajar Activities

Based on the results of the document study, it is known that the planning of the Teaching Defense University consists of Budget Planning, Activity Planning by Study Programs, and Teaching Planning by Students. Budget Planning begins with the Study Program submitting budget requirements to the Faculty with the approval of the Dean and Deputy Dean, then submitted to the University level in this case Rorenku by the faculty with the approval of the Chancellor of the Defense University. If it has been approved by the Chancellor (See Budget SOP).

As for the stages in planning based on a documentation study of the Renlakgiat manuscript, it is known that there are 8 stages in the process of planning the Teaching Defense University program, namely (1) Carrying out a Meeting for the Establishment of an Activity Organization, (2) Issuing an Order, (3) Drafting a concept for an Activity Implementation Plan, (4) Field surveys, (5) Coordination and preparation meetings with related units/sub-works and agencies, (6) Exposure to the Activity Implementation Plan, (7) Completion of the Activity Implementation Plan, and (8) Distribution of Renlakgiat manuscripts.

1) Activity Organization Establishment Meeting

Based on the results of interviews with Alumni of the Universal War Strategy Study Program, Faculty of Defense Strategy, Republic of Indonesia *Cohort 8* TA. 2016/2017 who served as the chief executive of the Teaching Defense University program. Organizational formation meetings were held by students in each class consisting of the Chair, Deputy Chair, Secretary, Treasurer, Logistics, Documentation, Planning Group which drafted the activity implementation

plan and Learning Implementation Plan. (RPP), the Teaching Group, and the group for preparing reports on the implementation of activities.

The Sesprodi for the 2015-2017 term and the Dean of the Faculty of Defense Strategy for the 2020-2021 term as well as the Permanent Lecturer of the Universal War Strategy Study Program since 2015 explained that in practice, the formation of student organizations was carried out with the deliberation of all students and was known by the Head of Study Program. The results of the meeting were then reported by the students to the Head of the Study Program (Kaprodi) and followed up by making a warrant. The lecturers involved are determined by the Head of Study Program taking into account the workload of the lecturer and determined through an internal meeting between the Head of Study Program and the Study Program staff.

The results of the interview with the Staff of the Universal War Strategy Study Program, Faculty of Defense Strategy, Defense University explained that after it was agreed on the organizational structure of the Defense University teaching, the Head of the Department of Education then ordered the staff to draft a warrant which was initialed by the Head of Subsection TU of the Faculty, Head of Study Program, Vice Dean, Dean, Deputy Chancellor I for Academic Affairs and Student Affairs, and Vice Chancellor II for General Affairs and Finance. Furthermore, if the authorized official has approved it will be submitted for signature by the Chancellor.

The order that has been approved and signed by the Chancellor is then distributed to all personnel involved and their names are included in the order. After the organization is approved, the organization can begin to carry out its duties and functions based on the warrant.



2) Drafting the concept of the Activity Implementation Plan

The Activity Plan consists of an Activity Implementation Plan (Renlakgiat) which contains a general description of activities consisting of background, aims and objectives, scope of renlakgiat, basis, activity material, activity targets, activity methods, time and place, organization, administration and logistics, as well as budget support plans in the implementation of the Teaching Defense University.

The concept of the Activity Implementation Plan that has been prepared by the group in charge of preparing the Renlakgiat is then discussed together with all class members, if it has been agreed upon then it is ratified and signed by the Chairperson of the Organizer. The Renlakgiat is then submitted to the Head of Study Program. After being submitted to the Head of Study Program and approved, the Renlakgiat is submitted to the Faculty TU Subdivision which will be used as the basis for financial accountability and budget withdrawals in accordance with the submissions that have been determined in the Work Plan and Budget.

As a step to increase the effectiveness of IDU teaching activities, an evaluation plan is made to determine improvements to the next IDU teaching activities. To anticipate changes, a backup plan is made, so that IDU teaching activities can continue to run smoothly and optimally.

Planning for the formation of the Teaching Defense University Program is carried out through internal meeting activities between the Chancellor, LPPM, Deans, Sesprodi, Lecturers and Students, while externally is through FGD Activities that present institutions outside the Defense University such as the Ministry of Defense Education and Training Center, the Directorate General of Pothan, and the Directorate General of Defense. Communication and Coordination is carried out according to a hierarchy. Planning is carried out through formal and informal channels.

The implementation of

communication and coordination between committees is very easy, just adjust the free time. However, for coordination with schools, some of our students were appointed to coordinate with the school.

Apart from the plan for implementing activities, there are no standard teaching materials in the Defense University that teach. Teaching materials are processed by students themselves according to the study program. Teaching materials are tailored to the abilities and qualities of students and how they can transfer that knowledge to the students they visit. The Defense University material team teaches in the Study Program which determines what materials are appropriate and suitable to be given to students

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5. Discussion; Education Management Aspect

5.1 Planning for the Unhan Mengajar

The implementation of the planning activities of the Teaching Defense University to Increase State Defense Awareness among High School Students in Bogor Regency was carried out well. This is in accordance with Terry (1993: 9), which states that planning is the act of selecting and connecting facts and making and using assumptions about the future to visualize and formulate proposed activities that are considered necessary to achieve results. -the desired result. Planning means determining in advance what to do and how to do it.

Planning is an important thing to do to make it easier for an organization to achieve its goals. Torang (2014:167) explained that planning is an activity that must first be carried out before other activities are carried out, and good planning is goal-oriented planning.

According to Handoko (1998: 77), the basic process of planning in his book, Management, namely: *First Stage*, Setting goals or a series of goals. Planning begins with decisions about the organization's or work group's wants or needs. The organization will use its resources effectively with a clear formulation of goals. *The second stage* is to formulate the current state. Understanding the current position of the organization, from

the goals to be achieved or the resources available for achieving goals, is significant because the goals of the plan involve the future. Only after the circumstances have been analyzed can a plan be formulated to describe further action plans. This second stage requires information, especially financial data and statistical data obtained through communication within the organization. *The third stage is to identify all the facilities and obstacles.*

All strengths, weaknesses, conveniences, and obstacles need to be identified to measure the organization's ability to achieve goals. Therefore, it is necessary to know the internal and external environmental factors that can help the organization achieve its goals or may cause problems. Although difficult to do, anticipating circumstances, problems, opportunities and threats that may occur in the future is an essential part of the planning process. *The fourth stage is to develop a plan or series of activities to achieve goals.* The final stage in the planning process includes the development of various alternative activities to achieve the objectives, the assessment of these alternatives and the selection of the best (most satisfactory) alternative among the existing alternatives. After identifying the facilities and obstacles, the organization develops an existing plan for achieving the desired goals.

The Defense University teaching program refers to the vision and mission of the Defense University, namely by 2024 to become a *world class defense university* with a research-based standard that preserves national values. To support the achievement of this vision, its mission is to organize quality-based learning, research, and community service activities supported by an integrated system through independent innovation and strategic partnership relationships with stakeholders at national and international levels.

The implementation of the Teaching Defense University also refers to the master plan for community service as stated in the Rector's Regulation Number 55 of 2016 which

contains the results of the strategic environmental analysis.

In determining Community Service which will be seeded, it is necessary to consider 2 (two) things, namely: first, its great relevance and usefulness to support the development of national civilization in the global era, second, the purpose of Community Service of the Teaching Defense University is expected to contain strengths and opportunities to compete with other people. potential competitors at the national, regional and international levels in accordance with the competence of the lecturers/servants at the Defense University.

In accordance with the aim of the Teaching Defense University, namely the development of a community that is ready to adapt to the dynamics of rapid changes in the strategic environment. In many defense studies, we can see that the development of the strategic security environment continues to occur, giving birth to various types of threats that are transformed into various forms. Threats are not only military threats but also non-military threats that attack various fields including Ideology, Politics, Economics, Social, Culture, Defense, and Security.

The final target of Community Service of the Teaching Defense University is to produce state defense cadres in secondary education (SMA).

To achieve this goal, the Teaching Defense University is held with reference to the State Defense Awareness Development curriculum in the Minister of Defense Regulation Number 32 of 2016 concerning State Defense Awareness Development.

The Defense University Teaching Resources refer to the Defense University Teaching Budget derived from the Defense University Budget User List (DIPA) with details of the budget plan (RAB).

According to Engkoswara (2011: 137), strategic planning contains the following activities: 1) Formulating the vision, mission and values of the Institution, 2) Strategic Environmental Analysis, 3) Key success factors, 4) Goals and targets, 5) Strategy (

policies, programs, activities), 6) Performance evaluation.

Based on the findings and interpretation of the research results, it is known that the planning activities of the Teaching Defense University have met the following planning criteria: 1) Formulating the Organization's Vision and Mission, 2) Strategic Environmental Factor Analysis, 3) Formulation of Goals and Targets, 5) Formulation of Strategy, and 6) Preparation of Curriculum, and Resources.

5.2 Organizing the Unhan Mengajar

The organizing activities of the Teaching Defense University to Increase State Defense Awareness of High School Students in Bogor Regency were well implemented.

According to Terry (1977) "*Organising is the establishing of effective behavioral relationships among persons so that they may work together effectively and gain personal satisfaction in doing selected tasks under given environmental conditions for the purpose of achieving some goal or objective*"

Organizing is a division of tasks carried out to facilitate the organization in carrying out its functions. Kristiawan, et al (2017:26) The organizing function is defined as the activity of dividing tasks to people involved in cooperation to facilitate the implementation of work. The implementation of the organizing function can take advantage of the structure that has been formed in the organization. That is, the description of the tasks that will be distributed is based on the tasks and functions of the existing structure in an organization.

Terry in Fatmawati (2020:10) explains that the organizational indicators are as follows: (1) *identity*, carefully define and determine the work to be carried out, (2) *break work down*, divide work into everyone's tasks, (3) group tasks into positions, (4) groups of positions into units that can be led and relate well to each other (5) determine the requirements of each position, (6) distribute work, responsibilities and the extent of the powers to be exercised, (7) change and adapt the organization in

relation to the results of supervision and various changing conditions, and (8) keep in touch throughout the organizing process.

Research findings show that the organization of the Teaching Defense University is carried out through several stages, namely determining the work to be carried out, division of tasks, determining positions, grouping work units, determining criteria and requirements for each work unit, determining tasks and responsibilities to be carried out, adjusting changes according to the results. -The results of environmental monitoring and development, and communication of the organizing process.

The formation of an organization at the student level consists of informal working groups which are formed based on the deliberation of all students and are known by the Head of Study Program. Determination of student assignments to fill roles and places in accordance with the quality and competence possessed by them. However, for teaching all are expected to be able to become teachers.

Based on the findings and interpretation of the research results, it is known that the organizing activities of the Teaching Defense University have met the following planning criteria: (1) *identity*, which is to carefully determine and determine the work to be carried out, (2) *break work down*, which is to divide the work. be the duties of each person, (3) divide group tasks into positions, (4) divide groups of positions into units that can be led and are well interconnected (5) determine the requirements of each position, (6) distributing work, responsibilities and extent of power to be exercised, and (7) communication during the organizing process.

The criteria that have not been met are adjusting the organization in relation to the results of supervision and various changing conditions.

5.3 Actuating the Unhan Mengajar

The success of a management is determined by the suitability of the things that are implemented with the plans that have been prepared. Wibowo (2006:13) explains that *Actuating* is the implementation

of what is planned in the *planning* by utilizing the preparations that *Organizing* has made.

According to George R. Terry in his book *Principles of Management* (Sukarna, 2011: 82) *Actuating is setting all members of the group to want to achieve and to strike to achieve the objective willingly and keeping with the managerial planning and organizing efforts* .and encourage all group members to will and try hard to achieve goals sincerely and in harmony with the planning and organizing efforts of the leadership.

Terry (1979: 311) explains that *Actuating* is closely related to human resources which are ultimately the center of management activities. The importance of human resources for a company lies in the ability to react voluntarily and positively carry out work to achieve goals. The indicators for the implementation of the *actuating function* are as follows:

1) Directing

Directing is an effort to carry out planned activities. One way of implementing this activity is by orientation which is a direction by providing the necessary information so that activities can be carried out properly (Feriyanto and Triana, 2015: 49).

University teaching has been carried out based on the Rector's Regulation Number 55 of 2016 concerning Guidelines for the Implementation of Community Service to support the national defense program based on the Minister of Defense Regulation Number 32 of 2016.

2) Command

Moving the activities carried out is also called *commanding* . Motivating people to achieve goals with direction according to their potential requires efforts to generate motivation. Giving this motivation is one of the activities that must be done (Shaleh, 1993: 12). After giving motivation is done then the next step is giving orders. The order here is a request from the leader to the people under him to do or repeat a certain activity in certain circumstances. good (Feriyanto and Triana, 2015: 50)

Commanding carried out in the activities of the Teaching Defense University in the form of giving motivation from the Head of Study Program to students so that the Teaching Defense University activities can achieve the objectives carried out during the *briefing activity*. In this activity, the Head of Study Program provided an opportunity to convey any obstacles faced by the students in the Teaching Defense University activities, the Head of Study Program provided direction and alternative solutions to resolve these problems.

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Motivation was also given by students who served as teachers in the Teaching Defense University activities. The motivation given contains five basic values of defending the country, namely 1) Love for the Homeland, 2) Awareness of the Nation and State, 3) Faithful to Pancasila as the State Ideology, 4) Willing to sacrifice for the nation and state, and 5) Have the initial ability to defend the country (physical and mental readiness) through materials for the struggle of the nation's heroes.

3) Leading

Leading is an example of what the leader does to his subordinates in the activities carried out. Giving examples in the form of this action is done through mentoring. The guidance carried out by the leadership towards the implementers is carried out by means of efforts that are influencing and determining the direction of their actions. (Saleh, 1993: 118)

The briefing is carried out by the Chief Executive of the Teaching Defense University to the team, the things that are carried out in the briefing are: 1) Providing the latest information regarding the dynamics of changes in the implementation of the Teaching Defense University, 2) Checking administrative readiness consisting of planning, teaching materials, and teaching materials, 3) Checking logistics readiness consisting of placards, souvenirs, learning media, stationery, and other required equipment.

4) Coordinating

It is an attempt to organize meetings that can stimulate work. This effort is carried out by the leadership in the context of establishing relationships and organizing communication. Relationship or coordination is moving an organization or group, by establishing a relationship between leaders and subordinates, they will be connected to each other in order to prevent chaos. Furthermore, the organization of communication is a process that affects the entire process of activities which are included in the same meaning so that the organization can interact properly to achieve effective goals (Munir and Divine, 2006: 159).

Coordination carried out is that the Chief Executive of the Teaching Defense University conducts briefing activities, then reports to the Head of Study Program, then the Head of Study Program provides further guidance related to students regarding the latest information about the dynamics of the Teaching Defense University implementation, student readiness, and administrative and logistical support.

Based on the findings and interpretation of the research results, it is known that the implementation activities of the Teaching Defense University have met the implementation criteria and are in accordance with the activity implementation plan.

5.4 Supervision of the Defense University Teaching Program

Supervision is a series of processes that must be carried out to monitor the suitability of implementation with planning. Heryati and Muhsin (2014:43) explain that supervision is an administrative function to ensure that what is done is according to the plan made.

Terry in Fatmawati (2020:11) explains that the controlling indicators *are* as follows: (1) Set the measures, (2) monitor the results and compare them with the measures, (3) correct deviations, (4) change and adjust the ways of supervision in relation to the results of supervision and changing conditions, and (5) keep in touch during the Supervision process.

The research findings indicate that there are several assessment criteria for students in carrying out community service teaching at the Defense University. However, there has been no assessment activity for students carried out by lecturers or students.

Based on the findings and interpretation of the research results, it is known that the teaching activities of the Teaching Defense University have met the planning criteria as the measurement standards listed in the Rector's Regulation Number 55 of 2016 concerning Guidelines for the Implementation of Community Service.

The monitoring criteria that still need to be met are (1) monitoring the results and comparing them with measures, (2) correcting deviations, (3) changing and adjusting the methods of supervision concerning the results of supervision and changes in conditions, and (4) always in touch during the Supervision process

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6. Conclusion

The Management of the Defense University Teaching Program to Increase State Defense Awareness of High School Students is organized based on management principles, namely Planning, Organizing, Implementation, and Supervision. The Teaching Defense University is an embodiment of the Tridharma of Higher Education in the field of Community Service.

Implementation of the Defense Teaching Program Management is based on the following regulations: (1) the 1945 Constitution CHAPTER XII, (2) Law Number 3 of 2002 concerning National Defense (3) Regulation of the Minister of Defense Number 32 of 2016 concerning Guidelines for Fostering State Defense Awareness, (4) Law Number 19 of 2019 concerning Management of National Resources for National Defense, (5) Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 60 of 2017 concerning the Statute of the Defense University, (6) Regulation of the Minister of Defense Number 3 of 2017 concerning the List of Personnel Composition and Work Procedure of the Defense University, and (7)



Regulation of the Chancellor of the Defense University Number 55 of 2016 concerning the Master Plan for Community Service at the Defense University.

Increased Awareness of State Defense High school students are shown by the increased knowledge of students about defending the country and their role as students to participate in state defense activities associated with students' daily lives in the social environment.

In particular, the management of the Defense University Teaching Program to Increase State Defense Awareness of High School Students is carried out through systematic, systemic, and comprehensive stages which can be seen from the following aspects of research, it is known:

a. Activities of the Teaching Defense University have met the following planning criteria: 1) Formulating the Organization's Vision and Mission, 2) Analysis of Strategic Environmental Factors, 3) Formulation of Goals and Targets, 5) Formulation of Strategy, and 6) Preparation of Curriculum, and Resources .

b. Based on the findings and interpretation of the research results, it is known that the organizing activities of the Teaching Defense University have met the following planning criteria: (1) identity, which is to carefully determine and determine the work to be carried out, (2) break work down, which is to divide the work. be the duties of each person, (3) divide group tasks into positions, (4) divide groups of positions into units that can be led and are well interconnected (5) determine the requirements of each position, (6) distributing work, responsibilities and extent of power to be exercised, and (7) communication during the organizing process. The criteria that have not been met are adjusting the organization in relation to the results of supervision and various changing conditions.

c. Based on the findings and interpretation of the research results, it is known that the implementation activities of the Teaching Defense University have met the

implementation criteria and are in accordance with the activity implementation plan.

d. Based on the findings and interpretation of the research results, it is known that the teaching activities of the Teaching Defense University have met the planning criteria as the measurement standards listed in the Rector's Regulation Number 55 of 2016 concerning Guidelines for the Implementation of Community Service. The monitoring criteria that have not been met are (1) monitor the results and compare them with measures, (2) correct deviations, (3) change and adjust the methods of supervision in relation to the results of supervision and changes in conditions, and (4) always in touch during the Supervision process.

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