

The Role of National Defense Education in Fostering Love for the Homeland Among Generation Z

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ABSTRACT

The phenomenon of citizenship transfer that occurs at this time is evidence of a lack of love for the country, this is one of the impacts of technological development and globalisation. The generation born in the digital era is known as generation Z, which is a generation that is very vulnerable to influences from other countries. This article aims to describe the role of State Defense Education on the Attitude of Love for the Homeland in generation Z. The research method used is Mix Method, Data collection using quantitative methods is to see the relationship between state defense education on the attitude of love for the homeland in generation Z which is analysed using univariate and bivariate analysis with the Chi Square test with 266 respondents. While qualitative data collection is to see the description of how the role of state defence education on the attitude of patriotism in generation Z through observation and in-depth interviews with 10 research informants. The results showed that more than half (59%) of the respondents had a negative attitude towards the homeland, less than half (46.6%) of the respondents had never received state defence education. Based on the results of the Chi Square test, it is found that there is a relationship between state defence education and the attitude of loving the country of generation Z with a P-Value of 0.0001. And based on the findings of the researchers, it is found that many generation Z at this time have a negative attitude of love for the country because of the many spectacles from abroad caused by the easy access that generation Z has due to technological developments. Therefore, in order to increase the sense of love for the country owned by generation Z, it is necessary for the government to make policies to be able to provide systematic state defence education to the younger generation.

Keywords: national defense, love of the homeland, Gen Z, Citizenship, Digital Era

ABSTRAK

Fenomena perpindahan kewarganegaraan yang terjadi saat ini merupakan bukti kurangnya rasa cinta tanah air, hal ini merupakan salah satu dampak dari perkembangan teknologi dan globalisasi. Generasi yang lahir di era digital dikenal dengan sebutan generasi Z, yaitu generasi yang sangat rentan terhadap pengaruh dari negara lain. Artikel ini bertujuan untuk mendeskripsikan Peran Pendidikan Bela Negara terhadap Sikap Cinta Tanah Air pada generasi Z. Metode penelitian yang digunakan adalah Mix Method, Pengumpulan data menggunakan metode kuantitatif yaitu untuk melihat hubungan antara pendidikan bela negara terhadap sikap cinta tanah air pada generasi Z yang dianalisis menggunakan analisis univariat dan bivariat dengan uji Chi Square dengan jumlah responden sebanyak 266 orang. Sedangkan pengumpulan data kualitatif yaitu untuk melihat gambaran bagaimana peran pendidikan bela negara terhadap sikap cinta tanah air pada generasi Z melalui observasi dan wawancara mendalam terhadap 10 orang informan penelitian. Hasil penelitian menunjukkan

lebih dari separuh (59%) responden memiliki sikap negatif terhadap tanah air, kurang dari separuh (46,6%) responden belum pernah mendapatkan pendidikan bela negara. Berdasarkan hasil uji Chi Square didapatkan bahwa terdapat hubungan antara pendidikan bela negara dengan sikap cinta tanah air generasi Z dengan nilai P-Value sebesar 0,0001. Dan berdasarkan hasil temuan peneliti didapatkan bahwa generasi Z saat ini banyak yang memiliki sikap cinta tanah air yang negatif karena banyaknya tontonan dari luar negeri yang disebabkan oleh mudahnya akses yang dimiliki generasi Z akibat perkembangan teknologi. Oleh karena itu untuk meningkatkan rasa cinta tanah air yang dimiliki oleh generasi Z, maka perlu adanya kebijakan dari pemerintah untuk dapat memberikan pendidikan bela negara secara sistematis kepada generasi muda.

Kata kunci: Bela negara, cinta tanah air, Gen Z, Kewarganegaraan, Era Digital



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INTRODUCTION

Indonesia is the largest internet-using country in the world. Research indicates that by 2020, more than 70% of the Indonesian population was familiar with the internet (Fauzi et al., 2021; Makruf & Tejaningsih, 2023). The high rate of internet usage is directly proportional to the increasing use of gadgets among both adults and the younger generation. This also increases the potential for negative effects caused by internet usage, such as the erosion of national character. One of the impacts of globalization due to technological development is the fading of nationalism values in citizens. For instance, there is a current phenomenon where many Indonesians are changing their citizenship to other countries. According to data from the Ministry of Law and Human Rights (Kemenkumham), between 2019 and 2022, 3,912 Indonesian citizens changed their nationality to Singaporean (CNBC, 2023). The majority of those changing citizenship are in their productive years. If this trend continues, it could lead to a shortage of high-quality human resources in Indonesia.

Nationalism has several indicators: 1) citizens are proud to be Indonesian; 2) have a sense of love for the homeland and nation; 3) are willing to sacrifice for the nation and state; 4) accept diversity and plurality; 5) are proud of the nation's culture; 6) appreciate the services of the nation's heroes; and 7) prioritise national interests over personal or group interests. (Widyaningsih et al., 2022). A lack of patriotism is a dominant factor leading to changes in citizenship. Patriotism is an attitude manifested as an effort to defend against threats to the country. A citizen's patriotism is also reflected in a sense of ownership, responsibility, respect, love for national culture and wealth, and high loyalty, which can be observed in daily behavior (Abdatisyah et al., 2021).

Research on patriotism has been conducted by previous researchers. For instance, a study on students in DKI Jakarta found that patriotism is significantly related to students' discipline; more disciplined students tend to have a more positive sense of patriotism (Debi, 2021). Research on high school students in Bandung showed that fostering patriotism can also be achieved through traditional arts like playing the angklung (Untari & Jaya, 2018). Patriotism can also be instilled through flag ceremonies (Abdatisyah et al., 2021). Based on these studies, this research aims to

explore another factor: national defense education that has been provided to the younger generation today.

National defense education is designed to teach students to have an attitude of involvement in defending their country and supporting the national defense system. A strong sense of national defense will encourage citizens to defend their homeland (Muhtar et al., 2021a). National defense education has specific characteristics in various countries. For example, in South Korea, national defense education is actualized through mandatory military service for male citizens (Dahliyana et al., 2020). In Singapore, national defense is also implemented through mandatory military service, emphasizing discipline, responsibility, enthusiasm, and physical fitness as positive habits for society (Randall & Thorne, 2017). In Indonesia, however, national defense education is currently realized through training and curriculum content in educational institutions. National defense education is oriented towards the following points: 1) having a love for the homeland; 2) awareness of national and state life; 3) believing in Pancasila as the national ideology; 4) willingness to sacrifice for the nation and state; 5) having basic national defense skills (Angelina, 2022.; Muhtar et al., 2021). It is implemented according to the 1945 Constitution, Article 27, Paragraph 3, which states that every citizen has the right and obligation to defend the state. In higher education, national defense education can be conducted through standalone courses or national defense training provided by universities (Indrawan & Aji, 2018). This education is hoped to foster a sense of national defense among students, particularly Generation Z.

Generation Z refers to individuals born between 2001 and 2010. Generation Z has grown up in a digital world with comprehensive technology through mobile phones and the internet (Zis et al., 2021). Previous research has found that Generation Z has unique characteristics different from previous generations, which affects their sense of patriotism (Wulandari & Musringudin, 2022). Generation Z benefits greatly from knowledge and technology, as they can easily access information from the digital world wherever they are. However, Generation Z is also highly vulnerable to identity crises. The easy access to foreign cultures makes them susceptible to influences that may conflict with their national identity. Generation Z tends to form their identity by adopting elements they find compatible with their personality and experiences (Christiani & Ikasari, 2020). This presents a challenge, as Generation Z may adopt identities based on their technological experiences, leading to a loss of national identity and potentially impacting their patriotism. This is further supported by previous research, which found that Generation Z faces global challenges affecting their patriotism and necessitates the revitalization of nationalism within this generation (Meiliza et al., 2022).

Given these phenomena, the current state of patriotism among Generation Z, influenced by globalization and technological advancement, requires attention due to its potential impact on national life. This article aims to examine the role of national defense education in fostering patriotism among Generation Z.

RESEARCH METHOD

This research uses a Mixed Methods approach, combining quantitative and qualitative research methods. Mixed Methods research aims to provide a more comprehensive, valid, reliable, and objective result by integrating both research approaches (Vebrianto et al., 2020).

Quantitative data were collected using a research questionnaire distributed to 266 respondents born between 2001 and 2010. The questionnaire was distributed through Google Forms with sampling conducted via accidental sampling. The Google Form link was shared with students and university students in West Sumatra Province. The quantitative research design used was cross-sectional to examine the relationship between national defense education and patriotism among Generation Z. The dependent variable was patriotism, while the independent variable was national defense education.

The research procedures included data collection, data analysis, and data interpretation. Quantitative data were analyzed using SPSS software. Univariate analysis was conducted to analyse all study variables, resulting in percentages for each variable. Bivariate analysis was conducted to examine the relationship between the independent and dependent variables. The Chi-Square test was used to determine the significance of the relationship, with a confidence level of 0.05. If $p \leq 0.05$, then it indicates a significant relationship between the independent and dependent variables. If $p > 0.05$, then there is no significant relationship between the independent and dependent variables. The hypotheses of this study are: H_a : There is a relationship between state defence education and patriotism in Generation Z.

Qualitative data were collected using a descriptive design with 10 informants, including Generation Z individuals, educators, and parents. This aimed to describe patriotism and national defense education among Generation Z. Qualitative data were collected through in-depth interviews and observations of patriotism and national defense education experienced by Generation Z. To ensure the validity of the data, repeated observations were conducted on the patriotism and national defense education received by Generation Z. For data analysis, the researcher used Crasswell's (2020) theory, which includes several stages: 1) inventorying and organizing data, performing coding; 2) describing data according to categories.

RESULTS AND DISCUSSION

The data collection for this research began with the distribution of a research questionnaire via Google Forms to university students in West Sumatra. This was done to observe the frequency distribution of students who have received national defense education and their level of patriotism. For the patriotism variable, five indicators were used: 1) valuing the contributions of national heroes; 2) being willing to use domestically produced goods; 3) appreciating and valuing the nation's nature and culture; 4) knowing and enjoying national/regional songs; 5) and enjoying domestic tourism (Atika et al., 2019). The results of the frequency distribution of patriotism and national defense education can be seen in Table 1 as follows:

Tabel 1. Frequency Distribution of Patriotism and National Defense Education Among Generation Z in West Sumatra

Variabel	F	%
Patriotic Attitude		
Positif	109	41.0
Negatif	157	59.0
National Defense Education		
Ever	142	53.4
Never	124	46.6
Total	266	100.0

Source: Data Processing Results (2023)

Based on Table 1, for further clarification, please refer to the following chart:

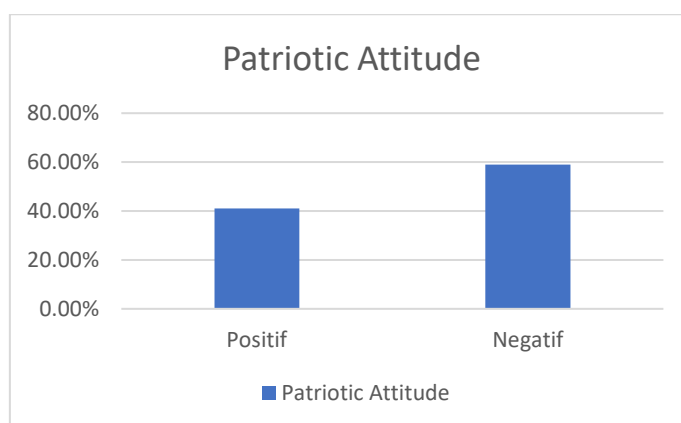


Chart 1. Frequency Distribution Patriotism

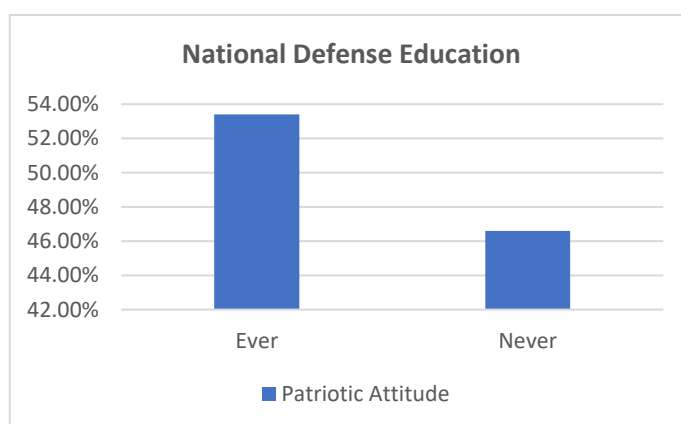


Chart 2. Frequency Distribution National Defense Education

Based on the results from Table 1, regarding the variable of Love for the Homeland, it can be observed that 59% of Generation Z exhibit a negative attitude

towards this value. This finding is consistent with previous research indicating a low level of patriotism among college students (Hanifa & Nurgaha, 2022). The low level of love for the homeland among Generation Z today is evident from their preference for foreign cultures, such as Korean films, Hollywood movies, pop music, Western songs, etc., compared to national or regional songs. This is supported by the statement of an interviewee who revealed:

“... I’m a K-POP fan who loves Korean songs and admires everything Korean. Sometimes, every day, I always watch a Korean movie. Hehe, and my friends are like that too. When we gather, we always talk about Korean movies and Korean celebrities that we like.”

This finding is reinforced by earlier research that found high school students at SMA Negeri 1 Krian tend to favor South Korean culture, including language, clothing, and discussions about cultural aspects from that country (Rika & Suwanda, 2018). This is further supported by an interviewee who noted:

“... today’s kids, if asked to buy clothes, will definitely choose Korean-style clothing. And if you talk to them, their language is mixed with Korean. Sometimes, we don’t even know what they’re saying. When asked about traditional foods, they know little, but when asked about Korean food, they know a lot...”

Based on these interviews, it is evident that many young people today prefer foreign cultures. This is also supported by research on junior high school students in Medan, which found a low understanding of national identity among the youth, with only 53.3% of young people learning and memorizing national or regional songs. This suggests that only a portion of the youth are willing to learn and memorize national or regional songs. For the use of regional languages, only 56.6% of young people are willing to use and understand regional languages (Ritonga et al., 2022). This is further illustrated by an interviewee’s comment:

“... don’t ask me to sing a regional song... I prefer singing Taylor Swift or Ariana Grande. I can sing those, but if you ask me to sing Ampar-Ampar Pisang, I don’t remember it. I’ve heard it, but I’m not really into regional songs...”

From the phenomenon observed, it is evident that this situation poses a potential threat to Indonesian cultural heritage, as many young people are more inclined towards and interested in foreign cultures. One of the indicators of love for the homeland is admiration for Indonesian culture and arts (Nugroho, 2019). Additionally, singing national or regional songs is another indicator, but in reality, many young people, due to globalization and rapid technological development, are more familiar with foreign songs compared to their own national songs (Ayu Lestari, 2023).

Another indicator of patriotism is the use of domestic products. However, based on the analysis of the questionnaire, only 43% of the 266 respondents expressed pride in and a willingness to use domestic products. This is supported by an interview with a Generation Z respondent:

“... I am very willing to use domestic products, but I would be prouder if I used imported products, whether from Bangkok, Singapore... and I often buy clothes through personal shopping services. Nowadays, it’s very easy to buy imported clothes because there are so many personal shopping services...”

This is consistent with previous studies showing that young people today feel proud when consuming or using foreign products (Sari & Bimantara, 2023; Siswanto, 2017). Based on this phenomenon, we can observe the current state of patriotism among Generation Z. Patriotism does not develop on its own; it needs to be nurtured to create good citizens who can achieve national goals (Mardhiah & Aulia, 2021). Cultural preservation also positively influences patriotism among today’s youth (Aini & Abduh, 2021). The cultivation of patriotism can also be fostered through cultural week activities (Wulandari & Musringudin, 2022).

The researcher assumes that the rapid technological advancement has led to a decreased sense of patriotism among Generation Z. This is likely due to their inability to filter incoming information and cultures, leading them to accept all new cultures indiscriminately without evaluating whether these habits or cultures align with their national identity and character. The influence of social media also contributes to the lifestyle changes among today’s youth (Karmila et al., 2018).

Based on Table 1, regarding the variable of National Defense Education, it is observed that only 53.4% of Generation Z have received National Defense Education. National Defense Education is an effort by the government to enhance the love for the homeland among the youth, from early childhood to higher education, through education and training. The focus of National Defense Education includes instilling love for the homeland, willingness to sacrifice, awareness of national life, understanding Pancasila as the state ideology, and having basic national defense capabilities, both physical and non-physical. National Defense Education can be provided through special training conducted by government and non-government organizations to foster high nationalism among citizens (Putri et al., 2020). However, the research findings indicate that 46.6% of respondents have not received National Defense Education, either in the form of coursework or training programs. This is supported by an interview with a respondent:

“... At our university, National Defense Education is only available in two study programs, while other programs only include it as part of civic education. Thus, there is still very little focus on national defense education for today’s youth...”

From this interview, it can be concluded that not all study programs offer National Defense Education courses. However, previous research has shown that National Defense Education is crucial and should be made a mandatory subject in all study programs at higher education institutions (Indrawan & Aji, 2018). National Defense Education also needs to be a primary concern for various stakeholders, as it is very much needed by today’s youth (Azizah et al., 2022; Holimin et al., 2021; Muhtar et al., 2021).

Based on this phenomenon, the researcher aims to examine the relationship between National Defense Education and patriotism among Generation Z, which can be seen in the following table:

Tabel 2 Relationship Between National Defense Education and Patriotism Among Generation Z in West Sumatra

National Defense Education	Patriotic Attitude				Total	P-Value
	Negatif		Positif			
	F	%	f	%	f	%
Never	97	36.5	45	16.9	142	53.4
Ever	60	22.5	64	24.1	124	46.6
Total	157	59.0	109	41.0	266	100

Based on Table 2, it can be observed that among the 142 respondents who had never received National Defense Education, 36.5% had a negative attitude toward nationalism, while 16.9% had a positive attitude. In contrast, among the 124 respondents who had received National Defense Education, 24.1% had a positive attitude, and 22.5% had a negative attitude toward nationalism. The statistical test using the chi-square test yielded a p-value of 0.001 ($p < 0.05$).

These results statistically show that there is a relationship between State Defence Education and Nationalism Attitude in Generation Z. State Defence is an effort to improve the national resilience of a country through the attitudes of its citizens in responding to threats, challenges, obstacles, and disturbances faced by the nation. (Suryatni, 2019). State Defence Education is an effort based on the mandate of the 1945 Constitution, which states that every citizen has the right and obligation to defend their country.

Given this, it can be concluded that National Defense Education is essential for citizens of the Republic of Indonesia. Research on junior high school students in Sidoarjo indicated that instilling a sense of nationalism can be achieved through classroom learning strategies (Ulifah, 2020). To address the limitations of National Defense Education received by Generation Z, it is also important to develop teaching materials that are easily digestible for this generation (Ismawati, 2018). Additionally, National Defense Education can be incorporated into Citizenship Education courses, though this subject typically only covers one topic related to National Resilience (Mardhiah & Aulia, 2021).

Based on the data analysis results, it can be assumed that National Defense Education has a significant impact on instilling a sense of nationalism in Generation Z. This aligns with the five basic elements of national defense: 1) having a positive attitude and sense of nationalism; 2) being aware of national and state life; 3) being willing to sacrifice for the nation and state; 4) having confidence in the values of Pancasila as an ideology; 5) possessing initial national defense capabilities (Ratih et al.,

2020; Rusdiana, 2023). For National Defense Education to be effective and achieve its goals, clear regulations, standards, and competencies need to be developed and implemented (Sinaga, 2017).

Conclusion

Based on the results and discussion, it can be concluded that a significant number of Generation Z still exhibit negative attitudes toward nationalism. This is evident from their adoption of cultural practices from other countries, such as South Korea, in terms of clothing, language, and behavior. Additionally, many Generation Z members prefer Western and Korean pop music over national or regional songs. Furthermore, many Generation Z individuals have yet to receive National Defense Education, whether through formal coursework or systematic training programs. This is supported by interviews with several informants who reported never having received National Defense Education.

The study also concludes that there is a relationship between National Defense Education and the nationalism attitude of Generation Z. Therefore, National Defense Education can serve as a platform for instilling a sense of nationalism in Generation Z. To ensure that future generations develop a positive attitude toward nationalism, a systematic approach to National Defense Education is essential.

This research recommends that future studies explore additional factors that could enhance the nationalism of Generation Z in Indonesia. By doing so, it will be possible to foster greater nationalism among Generation Z, which will positively impact the nation's continued progress and cohesion.

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