

Creating National Resilience through State Defence and Student Character at *Gerakan Sekolah Belajar*

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ABSTRAK

Krisis ketahanan nasional pada generasi muda ramai diperbincangkan, ditandai dengan terbentuknya KOMCAD (Komandan Cadangan) bagi mahasiswa. Aksi ini dibentuk untuk meningkatkan nilai bela negara sebagai generasi penerus bangsa. Pembentukan karakter individu membutuhkan waktu yang lama, sehingga sekolah dasar dan menengah harus segera membuat kurikulum yang memuat mata pelajaran bela negara. Permasalahannya adalah masih terbatasnya sekolah yang menerapkan kurikulum mata pelajaran bela negara, sehingga penelitian ini bertujuan untuk menganalisis pengaruh bela negara terhadap ketahanan negara dan karakter siswa, serta pengaruh karakter siswa terhadap ketahanan nasional di "Gerakan Sekolah Belajar". Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian kausalitas. Populasi penelitian ini adalah siswa sekolah di "Gerakan Sekolah Belajar" yang kemudian diambil sampelnya sebanyak 194 siswa SMP. Dari hasil penelitian dapat disimpulkan bahwa bela negara berpengaruh positif dan signifikan terhadap ketahanan nasional dan karakter siswa, serta karakter siswa berpengaruh positif dan signifikan terhadap ketahanan nasional di "Gerakan Sekolah Belajar". Implikasi penelitian ini memberikan landasan awal pengambilan kebijakan mengenai kurikulum pembelajaran untuk membangun karakter peserta didik cinta tanah air dengan membangun ketahanan nasional.

ABSTRACT

The crisis of national resilience in the younger generation has been widely discussed, marked by the formation of KOMCAD (Reserve Commander) for students. This action was formed to increase the value of state defence as the nation's next generation. Forming individual character takes a long time, so primary and secondary schools should immediately create a curriculum that includes state defence subjects. The problem is that there are still limited schools implementing the state defence subject curriculum, so this study aims to analyze the effect of state defence on national security and student character, as well as the effect of student character on national security in "Gerakan Sekolah Belajar". This study uses a quantitative approach to the type of causality research. This study's population was school students in the "Gerakan Sekolah Belajar", which 194 junior high school students then took as a sample. It can be concluded from the study's results that state defence has a positive and significant effect on national security and student character, and student character has a positive and significant effect on national security in "Gerakan Sekolah Belajar". The implications of this research provide an initial basis for making policies regarding the learning curriculum to build the character of students who love the country by building national resilience.

1. INTRODUCTION

At all levels of society, including the role of the younger generation, namely students who are the target of the leadership design relay, it is very important to be prepared early on with the role of the teacher as an intermediary for knowledge (Hasyim et al., 2022; Setiyowati & Akbariani, 2022). Students must be able to become a milestone in achieving the ideals of national and state life with ingrained values and character. The national resilience crisis in the younger generation is one of the main topics discussed

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by state apparatus officials in the security sector. This was marked by the emergence of the formation of KOMCAD (Reserve Components) among students. This effort was formed or built to increase the values of defending the country in the younger generation, who will later become the nation's next generation. Some of the positive aspects of the formation of this reserve force are to strengthen the TNI as the main component/main force in national defense against threats, prepare Indonesia to fight any country if someone wants to attack and occupy Indonesia, provide a deterrent effect for countries that want to destabilize or invaded Indonesia, and will increase the state defense program (Kusuma et al., 2022; Subagyo, 2022). Communities involved in the Reserve Component will eventually foster a spirit of patriotism, build disciplinary character, and strengthen a sense of nationalism. Nationalism is the understanding of nationalism, love, pride, willingness to sacrifice, and the highest individual loyalty to the nation and homeland wholeheartedly (Ikhsan, 2017; Suarno et al., 2022; Susdarwono, 2020). Students' attitude of love for the motherland can be reflected in their behavior to study and study seriously. Many students prefer instant things, so they rely a lot on Google instead of thinking or logic to understand class material or from teachers. This phenomenon provides a clear picture of how technology affects learning enthusiasm. Dependence and developments on technology or digitalization that are misused can erode cultural values, local wisdom, and the spirit of defending the country, and it is feared that it will further reduce nationalism (Hadiyanto & Sudarsih, 2022; Suriata, 2019).

National resilience is a dynamic condition of the Indonesian nation which covers all aspects of integrated national life which contains tenacity and toughness, which includes the ability to develop national strength in facing and overcoming all kinds of TAHG (Challenges, Threats, Obstacles and Disturbances) that come from outside and from within directly and indirectly to guarantee the identity, integrity, survival of the nation and state and the struggle to pursue national goals (Bastari et al., 2019; Dermawan & Handayani, 2019; Suryatni, 2019). According to previous study the assessment of national resilience is very important for a nation and a state because it is closely related to the preservation of the country's life and guarantees the continuity of the nation's struggle to realize the ideals of the proclamation and national goals (Armawi & Wahidin, 2018). Every government developing and learning its national resilience is different, adjusted to the philosophy, culture, and even history that happened to that nation. National resilience requires a strong and solid foundation of economic, cultural, and defense security because, without a strong foundation, threats to national security and comfort are very vulnerable, so defending the country is needed to overcome problems in this country (Handayani et al., 2020; Umra, 2019). From the perspective of national resilience, defending the country in the soft spectrum, which is the basic foundation for the formation of the quality of defending the country in the hard spectrum, will also determine the quality of the nation's defense and resilience in the future (Bowo, 2022; Holimin et al., 2021).

State defence and national resilience become a whole unit, in which these two things can influence the strength of the state defence, evidenced by the strong martial spirit of the country from all elements of the nation, including students at the elementary or secondary level (D. A. Dewi et al., 2021; Khotimah, 2017; Suryanti et al., 2021; Yuli W et al., 2021). State defence plays a significant role in national resilience, and strong national resilience must have a strong foundation of state defence. Vice versa, every transformation or shift that occurs dynamically to national resilience in the form of regulations and rules will also significantly impact the governance of state defence. In this connection, it is explained that the attitude of defending the state and the conditions of national resilience must be supported by strengthening character, such as civic education, which is intended to gain understanding and support the implementation of state defence and national resilience (Prakoso et al., 2021; Rulyansah et al., 2018). The attitude of defending the country is indeed important for creating a conducive national resilience through the consistent implementation of defending the country's values (Pitaloka & Wibawani, 2019; Soedarto et al., 2021; Sulistyani, 2018).

The school environment is believed to be a vehicle for building good student character because the impact of implementing school strategies in strengthening student character will be embedded in students' daily lives, both in their environment and in their school environment, and continue into adulthood (Djuyandi et al., 2018; Maisyaroh et al., 2023; Mayudho & Supriyanto, 2022). Fostering awareness of state defense is carried out by building characters who understand how to think and behave. Forming this character teaches a person habits of thought and behavior that help him to live and work together as a family, community, and citizen and make decisions that can be accounted for. Student character development which includes attitudes and behavior, involves more than just aspects of skills (psychomotor). This character formation helps develop ethics consisting of moral knowledge (cognitive), moral feelings, and moral actions that can be the basis of good character development (Ahyati & Dewi, 2021; Zurqoni, Retnawati, Arlinwibowo, et al., 2018). Understanding and cultivating a strong love for the motherland can significantly impact state defense awareness. The results of understanding can provide

actions that reflect a state defense awareness. School culture is a system of legal norms that apply to school principals, teachers, administrative officers, students, and the community around the school as a basis for traditional behavior, daily habits, and symbols that are practiced at school (Komariah et al., 2020; Maryamah, 2016; Sumarno & Shodikin, 2021). According to previous study the discussion of school culture concerns several aspects, such as ritual activities that have become routine activities in schools, inter-component relationships in the school environment (socio-cultural), additional activities both intra-curricular and extracurricular, policy processes taken to form decisions that apply in the school (Yustiana et al., 2021). Positive attitudes and habits used by all school members will create positive and strong school culture conditions so that they can become a solid foundation for realizing better school reforms, while the attitudes and habits of all negative school cultures will create negative school culture conditions that will have a temporary effect (Khotimah, 2018; Marengke, 2020; Rusnaini et al., 2021). Positive or negative school culture depends on how the education produced by the school can improve the quality of learning so that this school culture will form habits in students which ultimately help develop character (Daniati et al., 2019; D. K. Dewi & Sunarso, 2020).

Several previous studies have examined state defense, including the first research by previous study which aims to determine the readiness of citizens to participate in state defense as a defense strategy (Kandrika et al., 2022). The research results suggest that the framework assumptions for its implementation are divided into three basic categories of activities: educational activities and information about defending the country; military-civilian education; and supporting military sports organizations and other interest associations with activities beneficial to the military. Second research aims to determine the implementation of state defense in tertiary institutions, especially those in urban areas (Prakoso et al., 2021). The results of the study found that state defense in tertiary institutions applied to higher education curricula, especially in urban areas, is insufficient to ward off radicalism and terrorism that enter tertiary institutions. Third research aims to describe and analyze character-strengthening education through state defense awareness programs in tertiary institutions (Suhardi et al., 2020). The results of his study explained that through state defense awareness activities carried out in collaboration with the community, they could increase state defense values in students who were part of student character development. Fourth, the study aims to empirically explain the synergy of ethical aspects, the character of defending the state, and the competence of accountants in the accounting profession (Budiwitjaksono et al., 2019). The results of this study indicate that the character of defending the country is a trait that shows a strong spirit that continually grows and develops continuously in carrying out every professional activity. As well as the fifth research that aims to discover the factors that influence the learning process in forming accountants with the spirit of defending the country (Suhartini et al., 2019). The results show that students commit academic fraud, students' understanding of the meaning of defending the country is still low, and the pressure to get a high GPA will affect the learning process.

Based on the previous studies above, it is known that there have been many studies on state defense related to factors up to the implementation of state defense among students in tertiary institutions. However, little research still discusses state defense concerning the character and national resilience. Whereas resilience is a shared obligation of all Indonesian people to strengthen national resilience in various fields, it is also necessary to enhance character in advancing the nation with their respective capacities and competencies. In addition, research objects related to state defense conducted on school students are also minimal, thus providing opportunities for research on realizing national security through state defense and student character in the "Gerakan Sekolah Belajar" in Yogyakarta. Therefore, this research was conducted to know the effect of state defense and student character on national security. This research was undertaken in the Gerakan Sekolah Belajar, Sleman, Yogyakarta framework as a pilot project.

2. METHOD

This study uses a quantitative approach to the type of causality research. Quantitative research is characterized by a deductive approach to the research process aiming to prove, disprove, or give credence to existing theories by measuring variables and examining relationships between variables to reveal patterns, correlations, or causal relationships (Leavy, 2017). Meanwhile, causality research is a study conducted to establish a causal relationship between variables (Sekaran & Bougie, 2016). The object of this research is "Gerakan Sekolah Belajar" in Sleman, Yogyakarta. In contrast, the subjects who became the population were school students in Sleman, Yogyakarta starting from elementary, junior high, and high school, who are members of the "Gerakan Sekolah Belajar" community. The sampling technique used non-probability sampling with purposive sampling, namely junior high school students totaling 194.

Data collection using a questionnaire sent via a google form. The research instrument for state defence variables was adapted from which includes 1) love for the motherland; 2) national and state awareness; 3) believe in Pancasila as the state ideology; 4) willing to sacrifice for the nation and state; and 5) have the ability to defend the country (Supriyono et al., 2019). The student character variable instrument was adapted which includes 1) knowing the good; 2) sample the good; 3) loving good; and 4) act the good (Sakti, 2018). As well as the national resilience variable instrument adapted from (D. K. Dewi & Sunarso, 2020; Lestari et al., 2016; Maharani et al., 2019), which includes 1) the decency value; 2) the dynamic value; 3) the harmony value; 4) the mutual cooperation value; and 5) the value of independence. The measurement of this variable uses a Likert scale with a scale of 1 to 5. Data analysis uses *Partial Least Square* (PLS) because this analysis technique is very powerful and not based on many assumptions. The orientation of using PLS is predictive, although the technique is used to confirm the theory, it can also be used to explain whether or not there is a relationship between latent variables (Hair et al., 2019). The process of analyzing this data with the help of *smartPLS* software. Common stages of processing PLS data include designing a structural model (inner model); designing a measurement model (outer model); conversion of path diagrams to systems of equations; weight estimation, path analysis, and factor loading; evaluating the goodness of fit, and finally testing the hypothesis (resampling bootstrapping).

3. RESULT AND DISCUSSION

Result

In this study, the data obtained were analyzed using partial least squares (PLS) analysis tools. PLS testing of algorithms is show in Figure 1.

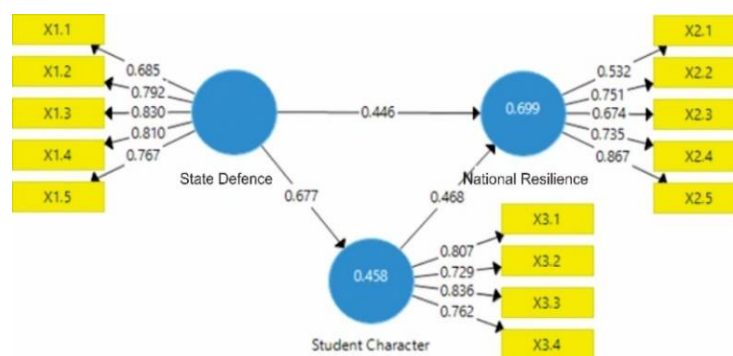


Figure 1. PLS Testing of Algorithms

Goodness Evaluation of Fit Outer Model

Before performing hypothesis testing to predict relational relationships in structural models, measurement model testing must first be carried out for verification of indicators and latent variables that can be tested subsequently. Such tests include testing the validity of constructs and the reliability of constructs. Convergent validity evaluation is fulfilled if the AVE value exceeds 0.5. The AVE findings are presented in Table 1.

Table 1. AVE Test Results

Variables	Average Variance Extracted (AVE)
State Defence	0.606
National Resilience	0.519
Student Character	0.615

Base on Table 1 the findings in the table above show that the AVE values of the three factors are all above 0.5, so overall, the factors in this study have validity and feasibility that can be declared feasible. Cronbach's alpha in this study is used to measure how reliable or consistent the question instrument is. A measuring instrument is reliable if its alpha coefficient is more significant than 0.60. The Table 2 shows that the internal consistency reliability for each alpha coefficient variable is more than 0.6, so each item measurement variable is considered reliable and can be used in research.

Table 2. Reliability Test Results

Variables	Cronbach's Alpha
State Defence	0.837
National Resilience	0.763
Student Character	0.791

Goodness Evaluation of Fit Inner Model

The Goodness of the Inner Model is used to assess how well endogenous variables can explain variations in exogenous variables. The following table presents the findings of the Goodness of Inner Model, which was carried out using R-Squares. The result is show in [Table 3](#).

Table 3. R Square

Variables	R Square	R Square Adjusted
National Resilience	0.699	0.696
Student Character	0.458	0.455

Hypothesis Test

Hypothesis testing to determine model causality or how exogenous variables affect endogenous variables. Based on [Table 4](#), we can determine each variable's positive influence and significance level. Exogenous variables are said to significantly affect endogenous variables if the t-statistic value is > 1.96.

Table 4. Path Coefficients

Path	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
State Defence -> National Resilience	0.446	0.445	0.073	6.090	0.000
State Defence -> Student Character	0.677	0.678	0.069	9.858	0.000
Student Character -> National Resilience	0.468	0.466	0.075	6.198	0.000

Based on [Table 4](#) shows that state defence has a positive effect on national resilience with a coefficient value of 0.446, then state defence has a positive effect on student character with a coefficient value of 0.677 and finally, student character has a positive effect on national resilience with a coefficient value of 0.468. These three variables have T-statistics values greater than T-table (1.96), so it can be concluded that the variables have a significant relationship.

Discussion

Based on the testing results, the first hypothesis shows that state defense affects national resilience. This is in line with the results of research explaining that the implementation of state defense is one of the manifestations of citizens to maintain and increase national resilience—Indonesian nation ([Elizamiharti & Putra, 2022](#); [Mukhtadi & Komala, 2018](#); [Wicahyanti et al., 2021](#)). Citizens with state defense awareness strengthen the country's national resilience. State defence and national resilience become a whole unit, which can influence the strength of state resilience. One of them is evidenced by the strong patriotic spirit of the country from all elements of the nation, including students at the elementary, middle and upper levels. National defence plays a big role in national resilience, and a strong national resilience must have a durable national defence foundation. This is in line with what was stated which explain that early preparation of citizens, both as a reserve component and a supporting component, is an important element in supporting the main components of national defence to strengthen the resilience and readiness of the country as a whole in facing the challenges and threats of crises that are military and non-military now and in the future ([Kandrika et al., 2022](#); [Septiawan et al., 2018](#); [Witanto & Darmawan, 2022](#)).

Forms of national resilience in schools are reflected in extracurricular activities, field trips or study tours, national day commemorations, market days, student assemblies, class meetings, exhibitions, and the Olympics. This activity contains learning related to the value of independence and dynamic values. The value of this independence is to form independent students so that they are more confident in acting, can make decisions, and are not easily influenced by others. It's like being a leader or group leader who

must be able to lead their members and make the best decisions for the group. Likewise, with a dynamic value, national resilience is not fixed but can increase or decrease depending on the conditions and situation of the nation and the state and the surrounding environmental conditions, where efforts to increase national resilience must always be oriented to the future of the existing dynamics (D. K. Dewi & Sunarso, 2020; Silkyanti, 2019; Sumarno & Shodikin, 2021). It is directed to achieve even better conditions of national life. Any transformation and shift that occurs dynamically on national resilience in the form of regulations and rules will also have a major effect on the management of state defence. Regarding national resilience regulations, the government's role is very important because the government needs to be firm in giving rules to schools so that the curriculum used contains state defence content (Nurhayati et al., 2022; Sulistyani, 2018). This will further emphasize the process of implementing the state defence curriculum. The implementation of state defence education within the scope of formal education will not work without an umbrella curriculum that contains state defence because the curriculum is the heart of education which can be used as the basis for implementing the teaching and learning process where the structure of the state defence curriculum can include the basic curriculum, core, and additions that are outlined in various kinds of material that lead to the desired competencies following the characteristics of the state defence itself (D. M. Kurniawan & Utanto, 2018; Tarusu et al., 2022; Wijayanto J. & Marzuki, 2018).

The curriculum of the state defense program is structured with a structure that leads to competence following the values of state defense, including love for the homeland, awareness of the nation and state, belief in Pancasila as the state ideology, willingness to sacrifice for the nation and state, and having the ability to state defense (Djuyandi et al., 2018; D. M. Kurniawan & Utanto, 2018). The results of this study can also become the basis for creating a curriculum structure based on defending the state. The curriculum structure describes the organization and application of state defense content and materials into subjects and learning loads in the learning system in schools. The structure implements the competencies to be achieved, where these competencies are taken from the existing indicators in the research, which are then elaborated in the content and materials. For example, the competence of loving the motherland can include material on the history of struggle, national leadership, and the wisdom of local values; national and state-conscious competence includes material for discussions and presentations about nationality; the competence to believe in Pancasila as the state ideology includes material on the practice of Pancasila, the values of honesty and solidarity; the competence to be willing to sacrifice for the nation and the state includes material on social values such as disaster and cooperation, as well as the competence to have the ability to state defense can include material on the basics of state defense, lessons in marching, organizing, and outbound learning (Hilmansyah et al., 2019; Rulyansah et al., 2018). The state defense-based curriculum with the competencies mentioned can be linked to the Merdeka Curriculum structure in Elementary and Secondary Education, which is oriented towards intracurricular learning and projects to strengthen the profile of Pancasila students as a form of character development for students (Kepmendikbudristek Nomor 262/M/2022 Tentang Perubahan Atas Keputusan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Nomor 56/M/2022 Tentang Pedoman Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran, 2022).

Furthermore, in its implementation, it also follows the governance that the government has regulated. The government must act quickly because the currents of globalization provide opportunities for freedom in almost all fields, especially economic and socio-cultural. It is conceivable that if the values of freedom have entered the millennial generation as the nation's successor generation, the sovereignty of the Indonesian nation may be on the verge of fragility since influence from another nation will flow freely into Indonesia. Globalization brings countries and societies infinitely connected and interdependent between one country and another. The flow of globalization is rapidly entering the heartstrings of the millennial generation through technology. Technology is important because it can change the culture of people leaving their own culture. This is a real threat to students when the days are already filled with playing gadgets with no time limits and clear goals. Studying, worshipping God, and socializing with neighbours began to be abandoned. The life of mutual aid has turned into an individualistic life. The consequence of all the above might be terrible. Therefore, state officials must quickly provide restrictions on the use of technology to maintain a responsible use of it, especially at the age of children who do not understand the use of technology according to its function and positive benefits. The widespread influence of the effects of globalization will disrupt national stability. According to previous study the internalization of state defence values is one of the answers to the problem of the negative impact of globalization among the younger generation (Rusfiana & Abidin AS, 2018), where high critical power supported by the process of internalizing state defence values will produce a critical young generation with a national outlook and love for the motherland so that it will become the strength of the state in managing globalization which in the end globalization will no longer be a threat to the integrity of the

country. This internalization is an idea, concept and action that moves from the outside to a place in the mind of a personality, thus forming a character. The process of accelerating character improvement that underlies the attitudes of our students immediately needs to be carried out. Given the pattern of the relationship of the country's defence attitude, the character of the students and the national resilience are very closely related. Development of national character and awareness of state defence, especially for the younger generation, is an absolute prerequisite that must be prepared to realize a universal defense system, where its implementation is based on awareness of the rights and obligations of citizens, as well as belief in one's strength (M. I. Kurniawan, 2013; Nakir, 2018).

The second hypothesis shows that state defence affects student character. This study's results align with previous studies who explained that the state defence program significantly contributed to the character-building of Indonesia's young generation (Adianto et al., 2019; Purwaningsih et al., 2019). State defence education is tentative semi-military education generally aimed at forming a personality with character in everyday life, developing a more prosperous society, and creating a dignified national life (Irawatie et al., 2019; Yunita & Mufidah, 2022). Character is the main capital of how a person has a will or voluntary spirit to do a good deed. Since character is an important factor that needs to be instilled in students because it will affect the way they behave, so character-building must start at an early age. The aim of forming this character from an early age is so that the child can become someone expected and have a complete personality (religious, honest, tolerant, disciplined, hard-working, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, care for the environment, etc.) (Wira & Trisdyani, 2020; Zurqoni, Retnawati, Apino, et al., 2018). According to previous study the school environment plays an important role in building character in children because they spend a lot of time with teachers, peers, and other adults at school (Irhamna & Purnama, 2022). The role of the school environment in shaping character must be paid close attention to where the school is a reflection of everything that is designed and implemented at school. Factors that can affect the process of implementing student character building in the social environment of the school are the synergy of relationships between all school members, starting from teacher-students, student-student relations, student-staff relations at school to ties with the community and parents where the better the condition of the student's school's social environment will improve and also contribute to the formation of good student character (Ratnawati et al., 2019; Zurqoni, Retnawati, Arlinwibowo, et al., 2018).

A teacher must develop an attitude of loving good deeds, which can be done by giving appreciation to students as a positive encouragement so that students become more enthusiastic about learning. Good teachers must be able to inspire their students to be creative and innovative to create advancement in science to make Indonesia's name glorious on many scales internationally. In addition, teachers must also instill good values in children because, for school students, the teacher can be a great role model for the student in his actions or behaviour. In the learning process, the teacher is not only in charge of delivering academic subject matter but also must instil positive values in students. Another important element is that exemplary must be given in every action, for example, to emulate in behaving such as daring to admit mistakes, being responsible in every action, and being a leader. Furthermore, another example can also be seen in always showing empathy towards others, opening up to different types of people, admitting defeat with chivalry, having the ability to regard failure as the beginning of success, dreaming of great things, and much more. In learning, teachers always convey moral messages such as love for Indonesian products. This message means that the love for the homeland can be realized by always using products made in their own country, Indonesia. Give appreciation to the students as a positive encouragement so that students become more enthusiastic about learning. This is in line with what was expressed by other study explain that character education will have an impact on increasing students' sense of nationalism, where they prefer to use and love domestic goods/products that reflect an attitude of pride in their homeland (country) and also giving gifts and punishments is considered a way of effective for strengthening good character in students (Zurqoni, Retnawati, Apino, et al., 2018). For students, understanding the concept of state defence is something every Indonesian citizen should comprehend and do. Efforts to implement state defence awareness can be carried out in various ways, including Citizenship Education and the State Defense Program. A good educational process will produce students with character in maximizing the intelligence potential of each student (Hasyim et al., 2022; Sulistyani, 2018). In addition, the state defence program is also an effort that can influence change and shape character and personality (Rulyansah et al., 2018; Sulistyani, 2018). This also explains that when school students have a strong patriotic spirit, they will develop strong individual character. The individual character of these students will be able to build a basic attitude that reflects cooperation in building a defence. Thus, schools have a role in forming individuals who have national resilience because schools have various ways to shape student character, which can be aligned with national development goals.

The third hypothesis shows that student character influences national resilience. This follows the research results who stated that the character education model is seen as an alternative strategy for strengthening national resilience because it focuses on ways of thinking, encouraging action, and creating positive habits (Roza et al., 2023). Building up character is an effort to strengthen an individual character to thicken the mentality and basic attitudes (Fikri, 2019; Halimah et al., 2021). The manifestation of the strength of character to strengthen resilience is reflected by the cooperation of each related individual in defending his goals. When the student's character has been awakened to internalize the values of cooperation for the sake of defence, it will be the initial form of building defence values. For that reason, in schools, students should be given character learning from an early age so that their character will be solidified and grow stronger. The values contained in the student's character will encourage students to be easily moved if there is a stimulation of defence problems in their environment. In the context of national resilience, the character is also dominant, being part of the balancing in optimizing the achievement of resilience. This is also supported by the theory that character must be organized and regulated early in school life, especially in adolescents, by incorporating scouting activities or internal organizations for attitude and mental maturity to form strong and independent student characters as a foundation for resilience (Fikri, 2019; Prasetya, 2019).

This research contributes to the influence of state defence and student character on national resilience. In general, it can be explained that when someone has the value of defending the country, it will bring out the character of nationalism, which can foster the importance of tenacity and toughness to develop resilience which can be manifested in the values of decency, dynamic values, harmony values, mutual cooperation values, and values independence. The concept/model of national resilience built in this research can not only be applied to students but can also be adopted by universities and the general public. This research is the initial basis for making policies regarding the learning curriculum in schools to build the character of students who love their nation by building national resilience. Furthermore, it can be utilised as a basis for policymaking in the school environment. Making state defence settings or curricula in the school environment by applying basic competencies and the indicators used. There are several recommendations for the "Gerakan Sekolah Belajar" community to adopt the findings of this research in the school environment. Subsequent research should look for new patterns in adapting to environmental changes to integrate the values of state defense and strengthen strong character and role models for students. One form of implementation is by developing digital and media skills so that students can disseminate information and messages about state defense in an effective and creative way. Students can create videos, podcasts, or other media content to convey the values of state defense.

4. CONCLUSION

The values of state defence contribute to national resilience. This means that when students have national and state awareness and a sense of love for the motherland by always creating values of harmony in their surroundings, they can help maintain and strengthen national resilience. The values of state defence also need to be grown in students through diligent study, practising Pancasila values, and following the nation's norms. Thus the values of defending the country contribute to shaping the character of students who can build national resilience. An example of applying character in the learning process (acting the good) follows the changing conditions and situation of the nation, state, and the surrounding environment by always being oriented towards a better future for the nation's progress. In addition, student character can be grown through learning outside of school, such as outbound character building.

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