

Implementation of *Bela Negara* Strengthening Program and Maritime at NALA East Java State High School Malang

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ABSTRACT

The implementation of the program to strengthen the values of *bela negara* and maritime affairs is very necessary for the younger generation in welcoming the future development of the beloved nation and state of Indonesia, especially for those who are still studying in high school / high school equivalent. SMANTAR NALA East Java which implements a boarding school has implemented this program since 2017 whose implementation is in collaboration with the Indonesian Navy which uses the 2013 Revised + Senior High School national curriculum. The research used was a qualitative method with the object of research being SMANTAR NALA, Naval Institution for recruitment (LAPETAL) and Naval Academy (AAL) while the subjects were the Principal, special expert of curriculum, Deputy Principal, Teachers teaching related material, representatives of the Indonesian Navy caregiver and student representatives. The results of the research at SMANTAR NALA East Java, there is a significant strengthening of the values of *bela negara* and maritime affairs which is very much needed for the next generation, especially high school students and it is still possible if applied to non-boarding high school in both public and private schools by modifying the curriculum slightly. Among other things, adding one hour learning of 45 minutes of study every semester so that in the future it is hoped that the sense of nationalism and the spirit of state defence in the younger generation, especially at the senior high school level, can be maintained.

Key words: value reinforcement. state defense, maritime, boarding school SMANTAR NALA East Java, senior high school students

INTRODUCTION

The progress of a country will be largely determined by the development of its human resources in addition to the development of science and technology should not be ignored, especially in character or morals more specifically on the material values of *bela negara* and maritime. In accordance with the geographical form and world recognition to the country of Indonesia based on the *United Nations Convention Law of the Sea* (UNCLOS) 1982 is recognized as the largest archipelago in the world plus when considering historical factors, where in the 10th to 4th century AD Indonesia had succeeded in the maritime field during the Sriwijaya and Majapahit kingdoms where the fleet of ships has roamed very far from our homeland now. But

it is unfortunate that even so the people of Indonesia who currently work in the maritime field are not up to 2% of the total population, so it is very difficult for our country to be able to develop the maritime field if it experiences a shortage of professional and skilled human resources who can concentrate there.

Indonesia's demography bonus is expected in 2045 will arrive, where the population is 70% in productive age (15 to 64 years) while the remaining 30% (under 14 years old and over 65 years old) in the period 2020 to 2045. Demographic bonuses will bring progress for the country because of the surplus in the field of human resources, especially productive energy, but if mismanaged in the reverse can turn into a demographic disaster. This will happen if we are unable to prepare competent, healthy and noble human resources precisely that there is a country that must prepare its needs but they are not productive which will eventually destroy and eat away at the budget for the development of the country and its own people.

Boarding schools have been known for a long time, especially in schools with religious backgrounds including eccentrics, seminaries, theological schools etc. But only a few decades ago sprung rice schools based on national insights, among others: SMA Taruna Nusantara, SMA Krida Nusantara and SMAN Taruna NALA there are also several boarding schools in Sumatra whose alumni generally have quite brilliant careers both at home and abroad as public servants of ASN, TNI and Polri as well as those who decide to pursue a career in the private environment. Development is essentially an effort to realize the national goals of the Indonesian nation that is advanced, independent, prosperous, equitable, based on faith and piety to God Almighty. In accordance with the objectives stated in the fourth paragraph of the Opening of the 1945 Constitution mentioned that the nature of national development is: educating the life of the nation, creating the general welfare, protecting all Indonesian blood, and helping to implement world order and lasting peace. As a nation that binds itself in the form of a unitary state of the Republic of Indonesia, the national goal needs to be realized by all levels of the nation without exception. The government as the organizer of the state is the driver of the realization of that national goal. Human development is the development that humanizes man. Such principles are directed at maintaining and improving human dignity, improving the quality of life, and improving Indonesia's human competitiveness.

The Unitary State of the Republic of Indonesia (NKRI) needs to be maintained as mandated by the Constitution of the Republic of Indonesia 1945. Along with the times, it is necessary to continuously strive in understanding and meaning about the insight of national defense of the country in every citizen, so as to know his rights and obligations and responsibilities as citizens. Every citizen understands and understands holistically about the insight of national defense in the Republic of Indonesia, then the differences in ethnicity, religion, race and so on, it makes the fundamental capital strengthen and strengthen the container of the Unitary State of the Republic of Indonesia. so that this nation has a high tolerance for the differences that exist, and this makes the Indonesian nation dignified, full of peace, prosperity, prosperity known as "*Gemah Ripah Loh Jinawi, Tata Tentrem Karta Raharja*".

Globalization cannot be avoided by its presence, is a global process, global, each part of the world as united, transparent and interdependent (Astawa, 2011). For the Indonesian nation, the influence of globalization has brought universal values (individualism, hedonism and liberalism) that soften national values (gotong royong, tolerance and manners) so as to shift

the mindset and pattern of community action, especially teenagers (Rahmanto and Yani, 2011). With the development of national character and national defense from an early age, it is expected that the younger generation as learners will understand the real values of shock, so that they are able or have good competitiveness on a national and international level.

In order to strengthen the national insight and *bela negara* there are obstacles that can hamper, among others, the impact of globalization, national / local policies that fertilize the potential for division, KKN problems, drugs, symptoms of the strengthening of ethno nationalism (spirit to region), multidimensional crisis, covid-19 pandemic, the challenge of demographic bonuses in the future. In the second term speech of President Joko Widodo, it is predicted that Indonesia will experience a demographic bonus period, namely the number of productive age population (aged 15-64 years) is greater than the population of unproductive age (under 15 years old and over 64 years).

At that time, the productive age population is predicted to reach 64 percent of the total projected population of 297 million people. So it needs to be realized the development of Indonesian Human Resources that are dynamic, skilled and master science and technology and have global superior seeds (Liputan6.com October 20, 2019)

Bela Negara is the determination, attitude, and behavior and actions of citizens, both individually and collectively in maintaining state sovereignty, territorial integrity, and the safety of the nation and state imbued by its love for the Republic of Indonesia based on *Pancasila* and the Constitution of the Republic of Indonesia of 1945 in ensuring the survival of the Indonesian nation and the country from various threats. In one of Indonesian President Joko Widodo's speeches on the anniversary of State Defense Day on December 19, 2014, the President emphasized that *"the Constitution mandates every citizen with his or her right and obligation to participate in the defense and security efforts of the country."* Then in the previous period, there was Presidential Instruction No. 7 of 2018 on the National Action Plan for National Defense of 2018-2019, mandating that its implementation can follow the Penta *helix* Model involving elements of government, the world of education, the business world, society and universities and research institutions.

The development of State Defense Awareness is all efforts, actions, and activities carried out in order to provide knowledge, education, and / or training to citizens to develop attitudes and behaviors and instill the basic values of State Defense. In Law No. 23 of 2019 on National Resource Management for State Defense, Article 8 explains that the Development of State Defense Awareness of the scope of education is carried out through the national education system, at every track, level, and type of education.

Educational institutions are responsible for delivering a person to be *"intellectual capital"* in its role as *"human capital"*, *"structural capital"* for *"sustainable development"* towards sustainable life (Widisuseno Iryanto, 2019). The responsibility of education not only provides knowledge and technology, but also contributes to society to improve the quality of life and life (*social responsibility*).

Secondary education should pay attention in addition to the development of intellectual intelligence by enriching science (*hard skills*), also need to focus on developing positive mental

attitudes (*soft skills*) of its graduates. Balance of *soft skills* and *hard skills* in students, growing the personal generation of young people who are intelligent and character. How are educational efforts and steps to facilitate the younger generation to develop *soft skills*?

SMAN Taruna NALA managed by the East Java Regional Government (Pemda East Java) since 2017 and located in the city of Malang is one of the boarding public high schools that in its special curriculum added reinforcement to the value of state defense (national insight) and maritime.

The desired hope is that a special curriculum for strengthening the value of state and maritime defense can be developed to all strata of public school education in the country so that it can form a nationalist maritime or maritime soul and the love of the homeland for the people of Indonesia will become more widely implemented which is expected to love the sea with all its problems and the potential that is still very large to be developed in order to be developed in order to prosper, prosperity, security and sovereignty for the nation and the beloved country of Indonesia.

East Java NALA Cadet State High School located on Jalan Raya Tlogowaru Kel. Tlogowaru, Kec. Kedung Kandang, Malang. State Senior High School Taruna NALA East Java (SMANTAR NALA EAST JAVA) is expected to be able to answer future challenges. In scoring graduates as prospective leaders who: Excel in academic and non-academic fields.

SMANTAR NALA EAST JAVA uses the National Curriculum 2013 Revision and develops boarding education that must be followed by all learners during the education at SMANTAR NALA EAST JAVA. This education system provides strengthening of religious values, independence, responsibility, resilience, tolerance, social spirit, virtuous, leadership spirit, and honest and has a strong national character coupled with a strong maritime spirit. Programs for learners are also widely developed in this school, including entrepreneurship programs, *learning to live* programs, *life skills*, community service programs, and others. (SMANTAR NALAEAST JAVA website <https://smantarunaEastJava.sch.id/>)

From the background that has been mentioned, the researcher will focus on the implementation of the program of strengthening the value of state and maritime defense in The State High School of Taruna NALA East Java Malang both from influential resources, bureaucratic structures to its successes and constraints.

Library Review

Concept of State Defense

State defense plays an important role in a system of state order including Indonesia. The concept of state defense in statehood according to Bakrie (2007) is any effort to defend the sovereignty of the state, the integrity of the territory of the state and the safety of the entire nation against threats and interference to the integrity of the nation and state. Based on Law No. 3 of 2002 on state defense, it is mentioned that the *Bela Negara* is all efforts to defend the sovereignty of the state, the territorial integrity of the Republic of Indonesia, and the safety of all nations from all forms of threats and disturbances to the integrity of the nation and state. The defense of the country can be divided into two, namely military defense and non-military defense (Bakrie, 2007)

In the Republic of Indonesia Defense White Paper (BPPI-INDO, 2015), mandates that the development of state defense is needed to build a resilient defense force that has the ability to deter as an island nation as well as a maritime country, so that Indonesia has a bargaining position in maintaining the sovereignty and integrity of the territory of the Republic of Indonesia and the safety of the entire Indonesian nation.

Defense Management Theory

Supriyatno and Yusuf Ali in the book entitled "Introduction to Defense Management" (2018) defines defense management as the science and art of formulating a set of policies, strategies and functional decisions of defense organizations resulting from a process of human resource management of defense and *stakeholders* to prepare all the potential and national forces to become a defense force, implementing it with managerial actions, evaluating and supervising it, determining the performance of defense institutions in the long term (in peacetime, shortly before war, in wartime, and post-war).

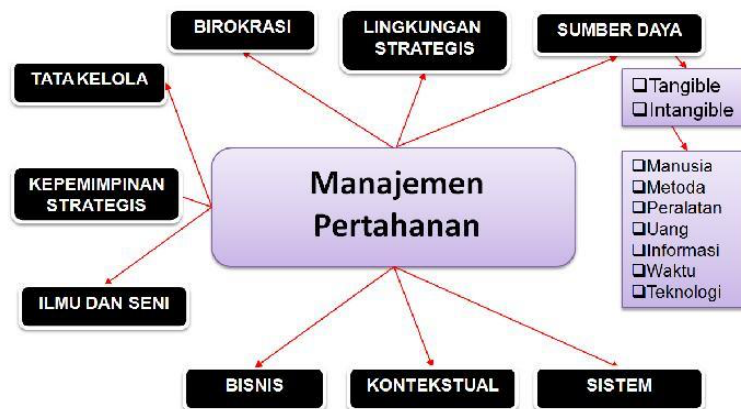


Figure1 Defense Management

The main objective of the application of defense management theory within a country is to manage the entire potential of national forces in order to realize a resilient state defense system. Defense management is also intended to prepare all national resources and entire defense areas in order to deal with any changes in the strategic environment that could lead to future wars. (Supriyatno, 2018)

Defense policy formulated through good management, then the policy is believed to provide optimal results especially by using resources effectively. Basically, a country wants more advanced defense capabilities (*output*), compared to surrounding countries, but is faced with limited resources (both natural and artificial). Defense management has a focus on its development. One of the focus of defense management development is human resources.

Bela Negara Education

Regarding the definition of *bela negara*, Asley in Subagyo (2015) said that *bela negara* is a thought, behavior and action taken by every citizen to defend his nation and country. In Law No. 23 of 2019 on The Management of National Resources for State Defense, it is stated that The *Bela Negara* is the determination, attitude, and behavior and actions of citizens, both individually and collectively in maintaining state sovereignty, territorial integrity, and the safety of the nation and state imbued by its love for the Unitary State of the Republic of

Indonesia based on *Pancasila* and the Constitution of the Republic of Indonesia year 1945 in 1945. ensuring the survival of the Indonesian nation and the State from various threats.

In the 2015 Indonesian Defense White Paper it is said that the establishment of awareness and ability to *bela negara* for citizens, is the implementation of the achievement of strategic goals to *bela negara* values. The values of *bela negara* include: love of the homeland, national and state consciousness, *Pancasila* belief as the state ideology, willing to sacrifice for the nation and state, and have the initial ability to *bela negara*.

Balitbang Kemendikbud (2019), published a guideline that strengthening the moral values of *Pancasila* is needed as one of the socio pedagogic vehicles for the formation of identity, personality, and morality of Indonesia's young generation to prepare themselves for the sustainability of the nation's leadership. Internalization of *Pancasila* moral values is the beginning to strengthen the moral value of *Pancasila*. Strengthening the moral value of *Pancasila* is developed synergistically and interactively through various activities, such as intra-curricular, co-curricular, extracurricular, and educational unit culture as well as in meaningful learning activities.

Maritime Theory

Oceans and oceans are infinite resources in which they have been used as means of transportation, food sources, mining and sea trade as well as a medium of projection of a country's power. The important value of the oceans and oceans in the era of globalization is characterized by increasing sea trade traffic. History proves that countries that choose the oceans to advance interests, they become politically powerful and economically prosperous. Indonesia as a major maritime power had dominated the center of the silk road in the 10th to 14th centuries.

The current idea of Indonesia's maritime axis demonstrates the government's efforts to strengthen national power and prosperity of the Indonesian people based on activities related to maritime activities. This paper describes the maritime axis from a maritime history perspective and a defense economic perspective. The theoretical frameworks of A.T. Mahan, J.S. Corbett, J.R. Hill and Ken Booth are used to understand maritime shafts in a defense economic perspective. The two approaches are used in a linked manner where maritime history would not help without theoretical guidelines, whereas theory requires historical records as empirical evidence to describe existing patterns as an early framework for understanding Indonesia's maritime axis.

Boarding School

Education according to Law No. 20 of 2003 on the National Education System is a conscious and planned effort to realize the learning atmosphere and learning process so that learners actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, as well as the necessary skills of themselves, society, nation and country. Based on this understanding, the success of the education process will be determined by the creation of a learning atmosphere and learning process in an educational implementation activity that is carried out consciously and planned.

The dormitory model has been known for a long time by various names, such as cottage, college, or boarding school. With this model, the implementation of education is carried out where students live in the school complex for 24 hours. Boarding school is a school where most or all students live in school while studying at the school. In the implementation of education with a dormitory model, management is needed that is different from management in ordinary schools. This is because the learning process takes place in all student activities while in school. Not only fixated on classical learning hours in school in accordance with the demands of the curriculum. The word dormitory is used in the sense of board. Boarding schools are a model of schools that have higher demands when compared to regular schools (Vembriarto, 1993).

Implementation Theory

With regard to the implementation of program/public policy, theory and implementation are highly interrelated. Theory as an abstraction of objects/ ideas, while models are the embodiment of the theory. In the discussion of this implementation, researcher concluded and added from the *Handbook of Public Policy, Analysis Theory, Politics, and Methods* by Sidney Mara, the theory and implementation model are divided into 3 generations, namely 1) Theory and *Top-Down* model 2) Theory and *Bottom-Up* model and 3) Hybrid Theory and *model*. Further explanations will be presented pyramid theory and model of program/public policy implementation.

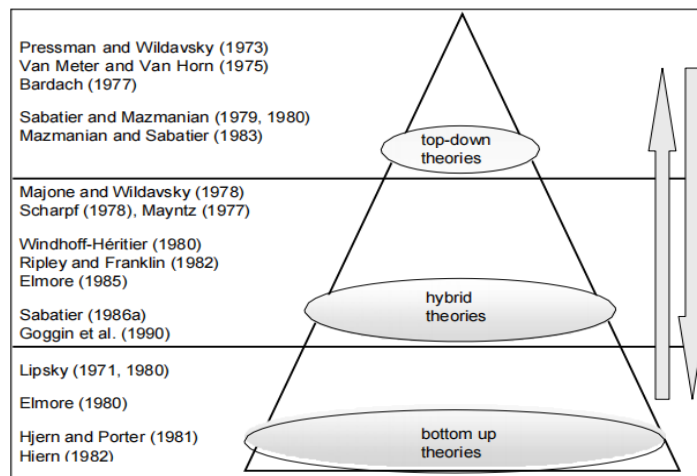


Figure2 Model of Implementation (Sidney Mara S. (2007). Policy Formulation: Design and Tools in Frischer Frank, et al (ed) Handbook of Public Policy, Analysis Theory, Politics, and Methods. CRC Press. Boca Raton, London, New York)

The policy implementation approach model written in Tachjan (2006), formulated by Van Meter and Van Horn is called *A Model of the Policy Implementation (1975)*. This implementation process is one example of a *Top-Down* model. This model presupposes that policy implementation runs linearly from political decisions, implementing and public policy performance. This model explains that policy performance is influenced by several interrelated variables, namely: policy size and purpose, resources, characteristics of implementing agents, communication between the organization and activities of implementers, the economic, social and political environment.

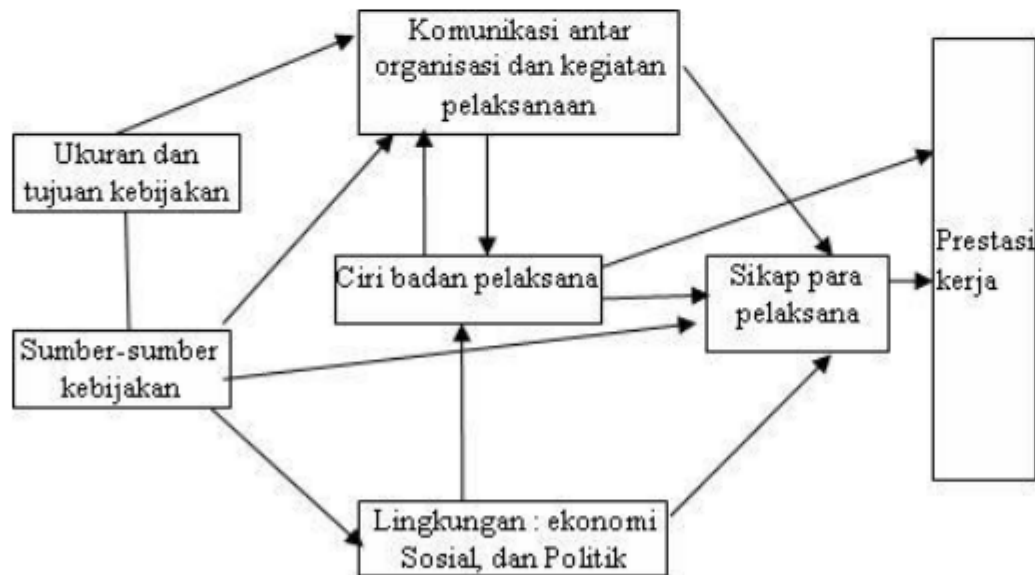


Figure3 Variable relationship by Van Metter and Van Horn

The *bottom-up* model from Elmore (in Tachjan, 2006), who developed four organizational models that describe a large set of thoughts on implementation issues which include systems management models, bureaucratic process models, organizational development models as well as conflict and bargaining models. This implementation model is based on the type of public policy that encourages the public to work on its own policy implementation or still involve government officials but only set low. This model policy is usually initiated by the community, either directly or through non-profit community institutions (NGOs).

Theory and Model of Implementation of Generation III (Hybrid)

Hybrid *models* are also called mixed models. This means government collaboration and community participation. In this hybrid model the author takes the model of Randall B. Ripley and Grace A. Franklin in his book policy implementation and *bureacracy*, (1986), writing about three concepts / variables of implementation success while stating: "*the notion of success in implementation has no single widely accepted definition. Different analyst and different actors have very different meanings in mind when they talk about or think about successful implementation. There are three dominant ways of thinking about successful implementation*". Furthermore, this model describes 3 related variables, including: the level of compliance with applicable provisions, the smooth implementation of function routines and the realization of desired performance and impact.

RESEARCH METHODS

The research method used is qualitative research. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, etc. holistically and by means of description in the form of words and language, in a special context that is natural and by utilizing various natural methods (Moleong, 2014). The type of qualitative research approach used is a case study approach that researchers closely investigate a program, event, activity, process, or group of individuals (Creswell, 2009). Researchers used a case study approach at the institution with a focus on the *Bela Negara* value strengthening program in SMANTAR NALA East Java. The subject of the study

is a person who provides information and data related to research needs. The subjects of the study were the Principal, Deputy Principal, Teacher of Bela Negara, Maritime, Leadership, Teachers and Sports coaches, Navy Caregivers, and representatives of learners.

Data analysis in qualitative research is carried out at the time of data collection and after completion of data collection within a certain period. Data obtained from various methods of data collection, both active observations, interviews and documentation gathered diverse information. In this study, the process of data analysis using the Iteration Model, which has 4 components namely data collection, data condensation, data display and conclusion: drawing / verifying.

DISCUSSION

The implementation of the program to strengthen the value of Bela Negara and Maritime at The Nala State High School in East Java began with the Letter of the Governor of East Java to Kasal Number 420/6284/103.02/2016 dated October 6, 2016 regarding the Application for Cooperation in Handling SMAN 10 Education as an excellence-based school with quality alignment against Taruna Nusantara Magelang High School in Central Java Province.

The contents of the letter are essentially a major challenge in the defense of the country and maritime which is the inevitability of Indonesia as a maritime country. So it is necessary to come together to build a younger generation that has high national and maritime value.

Therefore, a *boarding school* that can be used as a forum for coaching the superior youth generation of high school level with scholarships so that the best prospective students from all over East Java can be obtained without the difficulty of school fees and living costs in the dormitory.

In implementing the program of strengthening the value of state and maritime defense at SMANTAR NALA East Java implemented by selected personnel of the Navy consisting of ASN and military ranging from officers, officers and enlisted who worked full-time at the school. The qualifications of the competence of the caregivers are very qualified. Led by a Doctor in educational psychology and fielded by the Lieutenant Colonel who has experience as a caregiver at AAL. Besides that at the implementation level are the officers who have experience as Binsus (Student Guide) in Kodiklatal and Regimental Officer at AAL.

The results obtained from the model of coaching discipline, state defense, maritime is that the students are able to carry out marine activities, namely the ability to swim, have awareness as a maritime country and in terms of state defense capabilities are also charged with high martial ability accompanied by high discipline marked.

Influential resources in supporting the implementation of the program of strengthening the value of Bela Negara and Maritime in East Java NALA Cadet State High School are not only human resources. However, the facilities owned by al in Malang and surrounding areas strongly support the successful implementation of the program.

In the implementation of the curriculum, then there are several personnel involved. As an attached implementer as well as an Instructor and trainer. Instructors and trainers involved

include from AAL, Lanal Malang, Military Primary Education Training Center (Puslatdiksarmil), Juanda, Kodiklatal, and Combat Training Center (Puslatpur), Purboyo, Kormar. While the executor attached to the structural as shown in the chart as follows:

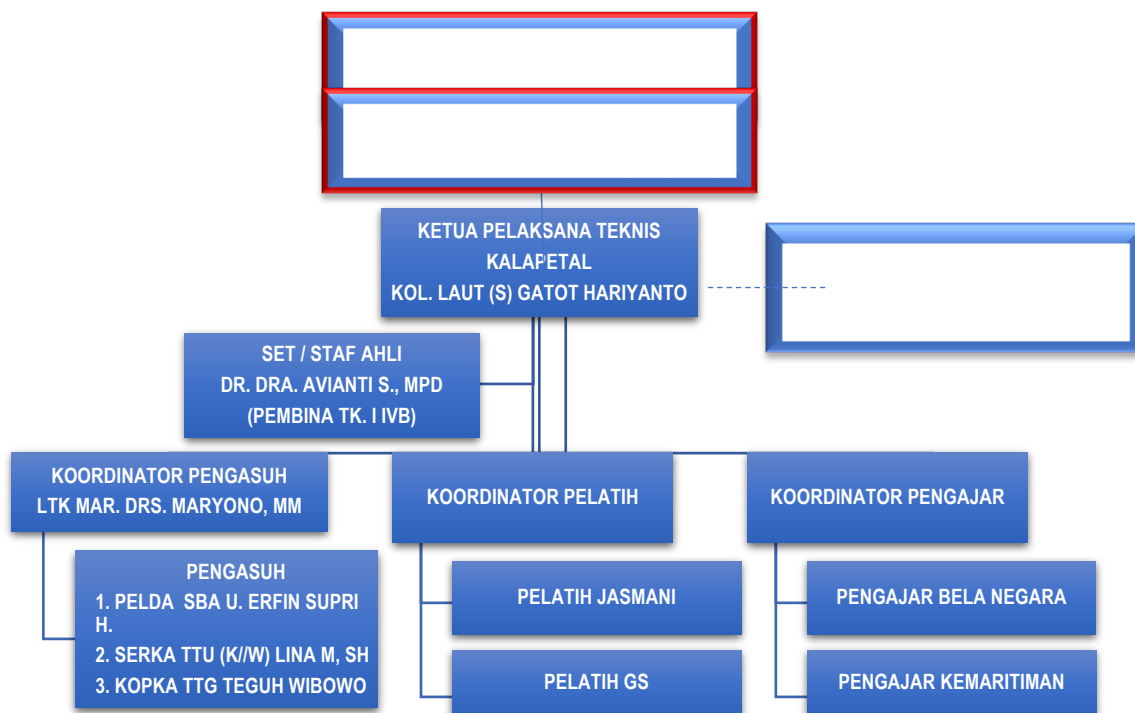


Figure 4 Organization Structural Strengthening value Bela negara and Maritime

Other resources that also support the implementation of the program are facilities, such as swimming pools (Lanal Malang) to support the Maritime curriculum, namely swimming and diving, vehicles for student mobility, and training places including Lanal Malang, Puslatpur Kormar Purboyo, and AAL.

One of the efforts in order to strengthen maritime values for students and the school community is to implement "Environmental Modification". Intended as a *"brain washing"* effort about the constellation NKRI consisting of the sea and islands. The student's imagination was formed when he was walking he was sailing in the sea of Indonesia and when entering the building he was on one of the islands.

Bureaucratic structure, communication, commitment and implementing attitude of the implementation of the Program to strengthen the value of Bela Negara and Maritime at State Senior High School Taruna NALA East Java?

The structure of the implementation of the state and maritime defense strengthening program at SMANTAR NALA East Java under Kalapetal's leadership was then on the ground there were expert parenting staff, caregiver officers and caregivers. In addition, there are expert staff of state and maritime defense curriculum held by Kasubdisbangdik Disdik.

The communication model developed from caregivers is with *top down* and *bottom up* mechanisms, as well as coordinates. *Top down* in the sense that the command for activities corresponds to the organizational mechanization of the TNI AL. *Bottom up* in the sense that the

input from the field becomes the material of the proposal from below to be a decision in the implementation of the program. Coordinates in the sense of implementing parenting programs coordinate continuously with the school so that the implementation process of strengthening state and maritime values can take place optimally. In addition, students as subjects and objects of reinforcement programs, can also communicate vertically *top down* and bottom *up* with caregivers to communicate obstacles and get optimal results from reinforcement programs.

The bureaucratic and communication structures can be described as follows:

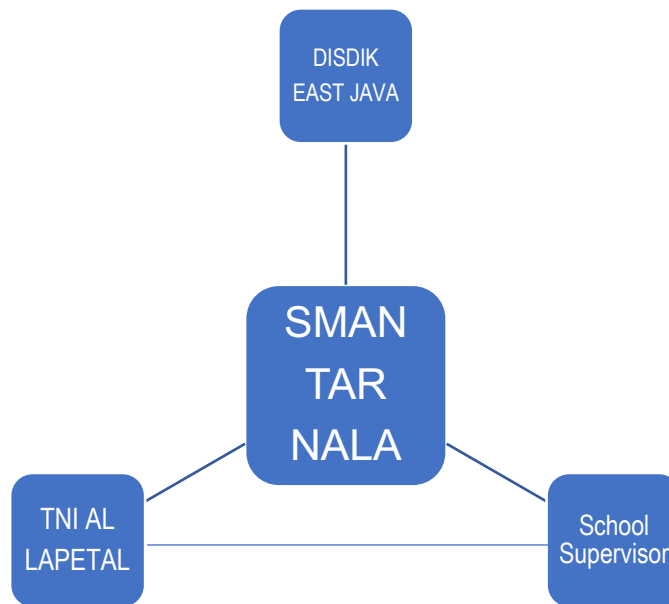


Figure 5 Organizational and Communication Structure at SMANTAR NALA East Java

The relationship between school and implementer is parallel and coordinated, especially related to the implementation of the curriculum such as lesson schedules, exercises and parenting. Structurally like an attachment. Thus with the relationship between the Implementer and The Disdik of East Java Province as agreed in the Cooperation Charter that has been signed by the Kadisdik of The Province of East Java with kadisdikal. In the implementation of the curriculum the School Superintendent provides input related to the administration and evaluation of learning.

The executor has a high commitment and a positive attitude in carrying out duties, especially at the beginning of the establishment of SMANTARNALA East Java. This is because the implementer understands very well that SMANTARNALA East Java, the resulting process and output will represent the integrity of the TNI AL. This is evidenced only by relatively limited personnel with *overloaded* workloads (working hours exceed 10 hours per day and more often not on Saturday and Sunday) many achievements achieved by students.

Methods used by implementers of *bela negara* and maritime value strengthening programs at Nala State High School in East Java.

The method used by the implementation of the Bela Negara and Maritime value strengthening program at The Nala Nala State High School in East Java is carried out based on the following curriculum:

Table1 outline curriculum for subjects: bela negara, maritime and leadership

NO	MATERIAL	CLASS		
		X	XI	XII
1	KNOWLEDGE (CLASSICAL)			
	Bela negara	in		
	Maritime Insights		in	
	Leadership			in
2	SKILLS (FIELD)			
	Base Time	in		
	Physical Coaching			
	LDKS & Repair			
	Carnival			
	Physical Equality	in	in	in
	Physical Skills			
	Military Self-Defense	in		
	Swimming pool		in	
	Policy Diving			in
	Marching Band	in	in	in
	Un Mandatory	in		
	Scout Saka Bahari	in		
3	ATTITUDE (BING SUH)			
	The Development of Tradition	in	in	in
	Identification	in		
	Character Development		in	in
	Leadership Development		in	in

Methods for implementing the curriculum consist of Teaching, Training and Nurturing or Jarlatsuh.

Teaching in the sense that maritime and state defense materials are delivered classically by experts (teachers) brought from the Tni Al. So as to increase students' understanding of state and maritime defense materials. Teaching is conducted face-to-face in the classroom with a duration of 2X45 minutes in 16X meetings. The materials provided are Defense of the Country, Maritime, and Leadership. Emphasis on cognitive aspects.

Training in a sense is a method to improve the skills of the students in the field of country martial skills and maritime skills. These trainings include: state martial arts training includes line and discipline training and martial training. Maritime training includes swimming skills training.

The exercise is also carried out through face-to-face in the field with the aim of providing skills, especially those related to physical and physical development. Emphasis on the conation aspect.

The care of the state defense in the form of the interaction of caregivers and students in daily activities, sending students to AAL, Kodiklatal and Koarmada to interact with cadets and the maritime world of the Navy so that it can be a trigger and motivate the growth of the value of state and maritime defense. Parenting is carried out as long as the students are not in class. This nurturing becomes the core of character development. The overall pattern of parenting activities can be described in the following table:

Consulting is an important element. Includes student consulting activities with caregivers and psychologists of the TNI Al so as to help the cultivation of state and maritime defense values. And competencies that include students in general sports competitions and water sports, and ceremonies, drum bands, creativity and art to gain measurement of achievement, and foster a healthy and motivating spirit of competition.

The success and obstacles faced from the implementation of the program of strengthening the value of *Bela Negara* and Maritime at State Senior High School Taruna NALA East Java

The successful implementation of the Bela Negara and Maritime value strengthening program in SMANTARNALA East Java until now is quite high. First, SMANTARNALA accreditation is even the same as the accreditation value of Taruna Nusantara High School which is long established and highly respected in Indonesia. Second, the number of trophies and awards obtained at the District / City and Provincial level in various fields of national and maritime defense competitions. Third, graduates of Taruna NALA high school are accepted in various military schools, TNI Academy (AKMIL, AAU and AAL), UNHAN and other well-known public and private universities.

Obstacles that have been felt in running this program include if teachers and coaches from other Units there are enterprising in Units then must leave the lesson so that the hours of men's lessons become empty. Another obstacle encountered is a very minimal caregiver, so it feels quite heavy for caregiver personnel in carrying out their duties.

Need to synergize all parties

Strengthening the Value of State and Maritime Defense in SMANTAR NALA East Java can be carried out properly and in accordance with the targets and objectives because of the involvement of all parties, both from the object of Education, namely the students of SMANTAR NALA and from the teacher material givers, caregivers and the surrounding environment consisting of education personnel and the community around the school environment. The learning system at SMANTAR NALA which is a boarding school that is much different from fostering and nurturing with *non-boarding school* where the formation of personal discipline, character development and leadership stabilization in strengthening the value of national and maritime defense will be optimized when outside of classroom learning hours (classic) which is carried out continuously and independently and always in the classroom. evaluation on an ongoing basis so that the results can be more optimal.

For parenting in SMANTAR NALA is divided into three groups, namely the first group in class X (class 1 high school) called phasing the formation of home mental (mama and papa children) into a mental independent boarding school with a form of *training* activities (training) and an emphasis on psychomotor. Applied action using authority, *reward & punishment* and for *agility* emphasizes the physical field (physical ability) while the ability to be achieved is: physical capacity to reach the maximum, physical capacity to be able to work outside the schedule, endurance and stamina, the ability to concentrate, tolerance to boring activities and things that are too ordinary.

At this stage of formation, usually caregivers always look and look for mistakes made and to be understood and corrected so that indeed the most severe is at the formation stage, where it is expected that for a period of a year they already have strong personal discipline and form new habits and cultures that are positive and needed in the face of the next class and all forms of national and local global challenges in the future.

The second group in class XI (class 2 high school) is called phasing development with a form of *coaching* activities (mentoring) and an emphasis on cognitive. Applied action uses *persuasive dialogical* and for *agility* emphasizes the field of *intellectual* (thinking ability) while the ability to be achieved: analytical and critical thinking skills, creativity, curiosity to try, skills to innovate and earnestness to learn continuously, the result that will be achieved is character development that will be able to face increasingly severe and complex challenges in the future.

The third group that is currently in class XII (class 3 high school) is called phasing with a form of *friendship* activities and an emphasis on *affective*. Applied action using *collegial consultatives*. As for *agility* emphasizes on the *emotional* field while the abilities to be achieved are adaptability, flexibility, optimism: strong energy, self-confidence, self esteem, tolerance and competitiveness, emotional control in the face of tension, face uncertainty, doubt & no Surprise, commitment & persistence in the face of difficulties and opposition to discipline and the ability to delay pleasure, motivation to face challenges, willingness to work without the expectation of recognition.

The role of parents or guardians of students is certainly very necessary one of the considerations because the student duties that have been eliminated so that all education costs are charged to parents / guardians of students, although students very rarely return home when compared to *non-boarding* high schools in general. Boarding school provides the opportunity to meet parents and family only during the school semester holidays. But on *weekends* usually parents can visit and take their children out of school in the morning to release longing while recreation in the afternoon escorted back to school.

The role of the community around schools and training places will also have an effect because it will interact directly and indirectly with students, especially many support officers recruited from around the school including security, janitors, laundry, canteen and others. Including curricular activities such as drumband training, *kirab* and the PBB are sometimes also carried out in the environment around the school.

Knowledge of *Bela Negara* and Maritime Materials

Based on the curriculum that has been implemented at SMANTAR NALA East Java where the boarding school uses the national curriculum of in 2013+ where for The Subjects *Bela Negara* is given in class X and MP Maritime is given in class XI, then in class XII given MP leadership. The three *bela negara* material, Maritime material and Leadership material are given in the classroom (classic) by teachers from the TNI AL, namely from LAPETAL and AAL.

In addition, students and students are also given field skills during the 3-year education period, among others, in class X starting with the Basis period of 3 months which is more emphasized on physical and mental coaching, especially patterns to form a solid personal discipline and ideal posture. Completed Basis given Physical Coaching to maintain the ideal posture, Basic Training of Student Leadership (LKDS) and mugging, kirab, physical health, military self-defense, marching band, UN Mandatory, *Saka Bahari*, attitude guidance and nurturing consisting "Tradition Development and Self-Recognition".

As for class XI or grade 2 high school on field skills have begun to be slightly reduced are: Physical Fitness, Swimming, Marching Band while Attitude or BING SUH: Self-Development and Leadership Development.

Furthermore, for the last class XII or the 3rd grade of high school given to field skills are: physical, basic diving, character development and leadership development. In class XII, physical and extra-curricular activities are reduced because students and students are prepared to take the final exam of school.

Evaluation of Strengthening the Value of State and Maritime Defense

For the evaluation of strengthening the value of state and maritime defense, one of them is carried out through interviews that have been conducted to sources such as principals, special staff in the curriculum, deputy principals, teachers for state and maritime defense subjects, representatives of students and caregivers of tni al members who are assigned full-time. It can be concluded that both state and maritime defense subjects that have been given by teachers to students and parenting outside of class hours, have had a positive impact where awareness about state and maritime defense by students can be accepted and implemented very well. This is seen with the answers and arguments conveyed from the students of SMANTAR NALA East Java, caregivers of the Tni Al and their teachers.

In addition to classical lesson activities for the subjects of *Bela Negara*, Maritime and Leadership in class X, class XI and class XII are also given field skills and nurturing (for activities outside class / classical hours) to strengthen the value of martial arts and maritime, among others: PBB exercises and activities, kirab, drumband, military martial arts, visits to maritime prostitution, among others, AAL, museum TNI AL in Bumi Moro Surabaya, swimming exercises and basic diving exercises. This is strongly felt by teachers, caregivers and students is very helpful to strengthen the values that have previously been classically given in the classroom.

In addition, students of SMANTAR NALA East Java regularly and continuously participate in competitions, including for field skills activities, both at the District / City and Provincial levels related to the field of State Defense, Maritime and Leadership and some of which are evidenced by getting *rewards*/ achievements or award medals at the event / competition.

Application of Values of *Bela Negara* and Maritime for High School / SLTA Not boarding (Non-boarding School)

It turns out that the addition of *bela negara*, maritime and leadership materials at Non-boarding School only adds 1 hours of lessons or about 45 minutes to each class each week for a year (2 semesters) or 2 X 45 minutes given in 1 semester, be it in class X, XI and class XII so that it is considered not too burdensome for students but the impact will be very good and useful for character coaching and increasing nationalism or sense of character. Love of the homeland.

Furthermore, the skills of *bela negara* field can be given during the orientation period that is compacted into one week (formerly known as the student orientation period whose events are carried out and coordinated by upperclassmen from class XII with schools / teachers) considered to be more useful while being given the cultivation of personal discipline and love and pride to state schools and nations and their environment which in their estuary to the love of the homeland (nationalism).

CONCLUSION

Implementation of The Strengthening Of Values of *Bela Negara* and Maritime at NALA East Java State High School Malang. Implementation using the national curriculum in 2013+ can be implemented well and successfully, this can be seen from the output of its alumni in the last four years from 2018 to 2021. From the alumni data, many have managed to enter the TNI Academy both AKMIL AAL and AAU, the Indonesian Police Academy, Defense University, military colleges, and other renowned public and private universities. In addition, during his three years at SMANTAR NALA, there are many achievements and awards from various fields obtained by students of SMANTAR NALA both at the city, provincial and national and international levels.

In its journey SMANTAR NALA as one of the *boarding schools* in East Java despite experiencing several obstacles, among others, the limitations of facilities and infrastructure and supporting human resources both teachers and education personnel but in the end slowly and surely all can be overcome and now its existence and achievements are getting better and increasing. This can be seen from the accreditation of schools, achievements and awards that have been received by the school and its alumni who are increasingly accepted in several professional schools and other renowned universities both at home and abroad.

Another major concern is how to improve the values of state defense, maritime and leadership among *non-boarding school SLTA students*, especially those in east Java where the number is known to be very large and quite significant because if this can be lifted and implemented it will greatly help increase the sense of nationalism, state defense and national insight of the next generation of SLTA students in east Java. and its estuary will be able to improve *bela negarasystem* and national resilience.

The results of this study state that although not as optimal as has been done in *boarding schools* and it also requires very large budget support, for SLTA *non-boarding school* can still be carried out by providing national defense, maritime and leadership subject matter by first preparing training and debriefing to related teachers relevant to the material and also teaching materials. It is necessary to involve SMANTAR NALA and other Cadet High Schools in East Java, TNI and Polri who have supported it and other related work units involved in strengthening these

values, with high commitment and sincere desire and always evaluated continuously from all parties related to the value strengthening program at *non-boarding* school SLTA schools. It can be done and succeeded well,

SUGGESTION

As in the original idea in 2017 then the goal of adding the national curriculum of SMA / SLTA in 2013 revision + with state defense materials, maritime and leadership is in order to equip the next generation, especially students, to the negative influences that are very large influences today, among others, KKN, materialistic culture / consumptive, promiscuity, drugs, exclusivism, not appreciating diversity, wanting to get good and fast results without following The process, living luxuriously, anti-tolerance / radicalism and the impact of the Covid 19 pandemic is not yet known when it will end. Field skills of state defense materials can be given during the orientation period that is compacted into one week that used to be known as the student orientation period (Ospek) whose events are carried out and coordinated by upperclassmen from class XII with schools / teachers. It should be considered to be more useful while being given the cultivation of personal discipline and love and pride to the school, state and nation and its environment which in its estuary to the love of the homeland (nationalism). It needs to be proposed to the Head of Education Office of East Java Province for the future to be able to implement additional national defense subjects, maritime and leadership in *SLTA non-boarding school* in East Java in order to improve the character of *bela negara* and love of the homeland to the younger generation.

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