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STRATEGY DEVELOPMENT FOR INSTALLING CHILDREN'S AWARENESS OF NATIONAL RESILIENCE AS AN INDONESIAN GEOSTRATEGY

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Abstract

The investment in making students aware of the geostrategy for national resilience in the educational space was immediately implemented because educational problems were becoming more worrying, and the best and most comprehensive solutions needed to be found as soon as possible. This research aimed to reveal the development of a strategy for cultivating awareness of national resilience in children as a geostrategy in Indonesia. Researchers used qualitative research methods with the type of library research through various documentation sources, both from scientific journals, books, websites, and other relevant information; meanwhile, in data analysis techniques, researchers use content analysis. The research results showed at least three awareness development strategies for children, including First, a strategy for cultivating children's awareness based on the values of Pancasila through the study of the first to the fifth principles. Second, the project system-based strategy for cultivating children's awareness through national holiday activities, heroism day activities, and collaborative activities with the surrounding environment. Third, the strategy for cultivating children's awareness is based on the value of

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integrating subjects in the educational curriculum through the integration of allied lessons, material on the dynamics of the reality of life, self-control, and social movements, and understanding the noble value of the nation's philosophy for life.

Keywords: Strategy Development; Character Cultivation; National Defense; Geostrategy; Primary Children

INTRODUCTION

Education has a cognitive function in developing competence and contributes to developing a country's quality of human civilization (Manasikana & Anggraeni, 2018). So far, many schools still focus on the cognitive domain, even though various existing curricula mention three important abilities that should be maximized for children in educational institutions, namely the cognitive, affective, and psychomotor domains (Danugroho, 2022). Therefore, there needs to be a reconceptualization of the curriculum with social sensitivity to develop children's potential to be creative, innovative, and have strong independence while still being based on Eastern character.

Many people are beginning to realize that so far, character filtering for children has only been accommodated through a few subjects, namely Religious Education and Civic Education, and today, it is reinforced by the strengthening of the P5 subject (Pancasila Student Profile Strengthening Project / *Projek Penguatan Profil Pelajar Pancasila*) with its Independent Curriculum. If character education is only accommodated in the three subjects above, it is limited to the theoretical realm. It means that the existing character education does not transform critically by understanding the dynamics of reality around the children.

So, in the context of national resilience, character education that only transfers theoretical knowledge is irrelevant to the need to internalize the values within it (Mustakim, 2011). Filtering and internalizing values are important in developing national resilience awareness for children in educational environments. If this awareness can be done well, then geostrategy can be maximized through various things to achieve the expected national resilience.

The important reason national resilience geostrategy is the key to improving the world of education today is because of the main goal of geostrategy itself. The goal of geostrategy is to develop national potential and help improve the tasks of the State, starting from order,

welfare, defense, security, and justice. Here, geostrategy has an introspective nature (internal to oneself) based on authority, dynamic, not pitting power and strength against each other, self-confidence, and no dependence on external (Armawi, 2019).

For that, developing a strategy for children's awareness of national resilience in the educational space must be done because everyone realizes that education problems are still very concerning and must be resolved immediately. Among education problems today are a) serious technological and digitalization challenges, both of which hurt children. Being digitally literate is an obligation for children if they do not want National education to fall further into the abyss of damage to various things (Salsabila et al., 2022), b) increasing the educational system's moral and ethical crisis. It is not only for teachers and students, but the crisis has become a culture in the academic community in Indonesia (Muslich, 2022); c) there is an imbalance between formal and informal education, between State and private education, and so on. This results in various problems that are difficult to solve (Mustari, 2022), and d) minimal involvement of the Three Centers of Education. Real education can synergize family, school, and environmental education. However, the synergy of the three is getting further than expected (Ilham, 2019).

Therefore, seeing the problems above, there needs to be a fundamental solution to the world of education to maintain national resilience. The basis for restoring the quality of education here is at least three things, namely the existence of Indonesian education as a cultured and civilized human being, restoring the national goals of the Indonesian nation, and re-realizing the philosophy and ideology of Pancasila in the Opening of the 1945 Constitution. These three bases are the basis for how this research is carried out to improve the quality of educational spaces in the future.

There are at least several previous studies that discuss national resilience and geostrategy, including First, research by Linda Cibya Rahmawati and Dinie Anggareni Dewi entitled "Civic Education from the Pancasila Perspective as the Foundation for National Resilience". Their research stated that Pancasila is not a "dead thing" because each of the existing Principles can describe reality and is implemented by all Indonesian people (Rahmawati & Dewi, 2021). Second, Lili Halimah et al. researched "Strengthening National Resilience Values in Schools through Civic Education " (Study at SMK Pusdikhubad, Cimahi City, West Java). The study results revealed three things that must be done in schools: Civics learning

must be innovative, internalizing national resilience values with habits, and improving the quality of extracurricular activities in the school environment (Halimah et al., 2021).

Third, research from Andi Aco Agus entitled "The Urgency of National Resilience as Indonesia's Geostrategy". In his research, he stated that Astra Gatra must review national resilience. Geostrategy has two main characteristics: the nature of deterrence and the nature of development (Agus, 2015). From several literature reviews from previous studies, researchers have not found research that specifically reveals how to develop a strategy for instilling national resilience awareness for elementary school children as Indonesia's geostrategy. Therefore, this research is interesting to reveal and be an important reference in studying national resilience in the current educational space.

METHODS

Researchers use qualitative research to analyze the dynamics related to developing strategies for instilling national resilience awareness for children as a geostrategy in Indonesia. In this qualitative research, researchers use normative legal research conducted through library research by studying various document sources from scientific journal articles, books, websites, newspapers, and other relevant document sources (Creswell, 2013). Researchers conduct data analysis through content analysis by utilizing a set of procedures for drawing correct and scientific conclusions from various existing document sources (Zuchdi & Afifah, 2021).

RESULTS

Research by Linda Cibya Rahmawati and Dinie Anggareni Dewi (2021) states that Pancasila is not an inanimate object that cannot be used in the reality of today's national life. So here, researchers will develop a strategy to instill awareness in elementary school students based on the values of Pancasila itself. The development can be explained as follows:

1. Cultivating Children's Awareness in the First Principles

   The first principle in Pancasila emphasizes the value of divinity, where all citizens must embrace a religion according to their respective beliefs (Saragih, 2017). The problem that children and families often face in this First Principle is that parents are too busy with their work activities and do not study religion in depth, so there is no agreement in

realizing religious values to children in everyday life (Yusuf et al., 2020). As a result, children in elementary school will be confused and apathetic towards religious experiences. At this point, it is an important source in embodying Pancasila values as the main basis of national civilization.

In instilling children's awareness regarding national resilience geostrategy, the internalization of religious values and Eastern ethics must be carried out through the three centers of education, namely the institutions of family, school, and environment. Its development must be based on local wisdom on how the three education centers above are interpreted in that region. However, the three centers of education are integral parts that are interrelated; if separated, one of them will become a problem for the child and will become a social problem in society.

2. Cultivating Children's Awareness in the Second Principle

The value contained in the second principle of Pancasila is that all nations must recognize equality, rights, and obligations. With this equality, the Indonesian people consciously no longer differentiate between tribes, religions, beliefs, descent, races, and the like (Abduh & Tukiran, 2017). As the reality that researchers have seen through observations in the Yogyakarta area, the problems that often arise in the Second Principle for elementary school children are that children still find it difficult to appreciate their friends, both in terms of their work, their conversations, their family's social strata, and even their skin color. It makes bullying cases continue to occur in various regions in Indonesia. In any case, bullying occurs because there is no recognition and awareness of children towards the equality of status within themselves (Fadhilah & Munjin, 2022).

In the context of instilling children's awareness regarding the geostrategy of national resilience in the second principle, educational institutions must provide opportunities or chances to progress together and achieve for all students without discrimination against one another. Things that can be done include the assertiveness of a non-discriminatory school curriculum, providing serious assistance to victims of discrimination, and educators must continue to educate in every teaching opportunity based on equality in the name of religion and local cultural-historical values that have been maintained so far.

3. Cultivating Children's Awareness in the Third Principle

The value contained in the third principle of Pancasila is that all nations must continue to maintain unity by breathing the spirit of nationalism by continuing to respect

the differences and diversity that exist. Placing unity, oneness, and the nation's safety for the common interest is an obligation (Sari, 2021). In the reality of elementary school children, as observed by researchers, the problem that often occurs is the existence of groups of children in the school environment that are based on family economy, based on children's academic values, based on children's social interactions, and so on. Suppose this continues to happen in the educational environment. In that case, implementing Pancasila values will be difficult to apply in society and will move further away from the hopes of the founding fathers. The large number of social groups of children in schools makes the educational space a small separatist space, which will have a significant negative impact in the future.

In the context of instilling children's awareness of the geostrategy of national resilience in the Third Principle, educational institutions must realize unity by maintaining togetherness and joint solidarity, fostering a sense of nationalism in the curriculum, and internalizing the value of never giving up as the soul of patriotism in the nation and State. Unity has been important for Indonesian society since before this country became independent. The value of unity has, until now, become a characteristic and symbol of Indonesian society in the global arena, so various problems of national unity and integrity, no matter how small, must be resolved immediately, especially in the educational space of elementary school children.

4. Cultivating Children's Awareness in the Fourth Principle

The values in the fourth principle of Pancasila contain the prioritization of the interests of the State and the general public without imposing personal will. Not only that, the fourth principle also prioritizes deliberation and consensus in making various decisions for the sake of the common interest and good (Sulasmono, 2015). The problem that often occurs in the elementary school education room is that children still find it difficult to listen to their friends' opinions; even if their friends have different opinions, they will become victims of bullying by their friends. While in the family room, children find it difficult to listen to their parents' orders; children always argue if their parents advise them (Syafitri & Dewi, 2021). The various degradations of values in the Fourth Precept make social problems difficult today.

In the context of instilling children's awareness regarding the geostrategy of national resilience in the fourth principle, educational institutions, especially formal schools, must

provide freedom and support in the practical activities of implementing various student activities, such as the election of school OSIS administrators, class leaders, and various general elections in the educational space. The election needs to be preceded by various opinions from the prospective leaders so that participants (voters) can be assessed independently by voting.

5. Cultivating Children's Awareness in the Fifth Principle

The value contained in the fifth principle of Pancasila above is that all citizens of the nation must act fairly towards everyone by their inherent rights, and the precepts also contain how citizens of the nation can continue to maintain the balance of their rights and obligations and can respect the rights and obligations of others (Febriansyah, 2014). The various problems that occur in the Fifth Principle in elementary school-aged children are consumerist behavior in children, such as being wasteful in spending pocket money at school, often acting elitist in front of their friends, feeling smarter than their friends, making fun of friends who are different from them, and so on (Adhari & Dewi, 2022). Maintaining self-balance and respecting others are among the most important factors in maturing humans to improve the nation's civilization in the future.

Instilling children's awareness regarding the geostrategy of national resilience in the fifth principle requires educational institutions, especially the Three Centers of Education, to maintain and develop harmony between institutions, teachers, students, and residents. Educational institutions must also maintain balance in life, not imposing too much burden on certain things and lightening others.

Therefore, by developing and instilling Pancasila value strategies in elementary school students, the Tri Pusat Pendidikan institution continues to discipline and consistently implement various habits in their respective environments. These habits can include honesty, a culture of queuing, rewarding those who excel, and punishing those wrong without discriminating against one another.

DISCUSSION

Development of a Strategy for Cultivating Children's Awareness Based on a System Project

Another development that needs to be instilled to make children aware of maintaining the geostrategy of national resilience is to base it on the project system in the curriculum in educational institutions. Instilling children's character with self-awareness requires support and policies in the education curriculum system. It is because the curriculum is the main basis of the education system to direct the learning process and the development of potential in each student (Anggraini et al., 2022). The project system for developing strategies for instilling children's awareness can be structured and implemented optimally in the education curriculum through systematic activities. In that case, the hope for the quality of education as a national resilience geostrategy can be realized properly.

Here, researchers have three developments in strategies for instilling awareness in elementary school-age students in the project system, including:

1. Maximizing Activities on National Holidays

   Educational institutions, especially schools, need to pay special attention to their curriculum in emphasizing children's character to instill awareness of their potential as a geostrategy for national resilience. Schools need to provide creative and innovative reinforcement on national holidays, such as the commemoration of August 17 with various cultures and studies in it, the commemoration of National Teachers' Day with its philosophical studies, the commemoration of National Education Day with various constructive educational activities based on the East and religion, and other major holidays. The existing activities are no longer only oriented toward symbols but more towards self-reflection and real social action.

   The important reason to maximize national holiday activities as a practice of Pancasila values is that children understand and fully realize why the day is commemorated so that children are more serious about improving the quality of their lives. Through commemorating the big day, children will try harder to show their achievements and study harder and more seriously with the various potentials they have to maintain the dignity of the nation and State (Asmaroini, 2016). Children will also be more confident in their identity, which makes them braver to 'show off' in honing and proving their abilities on the national and international stage.

2. Strengthening Activities on Heroes' Day

Not only should national holiday activities be maximized, but schools must also strengthen various studies in activities on national heroic days. It is like Kartini Day, General Soedirman's Struggle Remembrance, and other national heroes. The school community welcomes the heroic day with systematic activities and a weekly rundown. It means that all learning processes in the school room must be oriented towards the heroic figure commemorated that day for one week. No matter how the series of activities are prepared through a deep and serious curriculum, they will deeply impact the child's character so that the character impacts their lives as adults.

Furthermore, various school subjects must continue to be developed through teaching materials by inserting special studies related to national and local heroism in the region. It can make children experience personal transformation (individually), which includes local social and cultural awareness so that children will actively participate in their school and social environment (Susanti et al., 2024). Deveholistic loping national holiday activities in a holistic school environment is a real action in strengthening students' cultural and citizenship literacy based on local community education.

3. Enhancing Collaborative Activities with Three Education Centers

The involvement of the Three Education Centers (family, school, and environment) in one activity has a real impact on the child (Ichsan, 2020). Many schools still carry out their learning process exclusively, where schools deliberately keep their distance from the community on the grounds that students can be internalized more seriously if they do not interact with the outside world (Tjalla et al., 2022). Educational problems like this need to be resolved immediately and raised awareness because, in the future, an advanced curriculum is a curriculum that can implement education inclusively by involving various parties so that the quality and quantity of education improves (Rosyad & Maarif, 2020).

For that, schools need to establish good relationships with the surrounding community. Not only that, schools also need to carry out various systematic collaborations in the school curriculum, such as cooperation activities to maintain environmental cleanliness, holding joint social services for economically vulnerable groups, activities to understand others from other tribes, other religions, other cultures, other groups, and so on by visiting and socializing with them.

Development of a Strategy for Cultivating Children's Awareness Based on Subject Integration Values

Integration of subjects is an important factor in determining the success of learning in the classroom, so we can develop strategies for instilling awareness in students from this integration (Fahmi et al., 2022). Through the integration of subjects, there will be savings and strengthening of certain areas so that there is no overlap between one area and another. Also, by integrating subjects in class, students can improve their in-depth understanding, resulting in learning efficiency. It will encourage the activeness of students more optimally.

In this case, to develop various strategies for integrating subjects in educational institutions, researchers have at least four strategies that need to be developed, including:

1. Integrating Allied Subjects

   Imam Ghazali has long introduced the concept of integrating subjects through the concept of developing science. Al Ghazali saw that science is a tool to guide humans towards a comprehensive understanding of the existence of God and the purpose of life's success itself (Dahlia, 2018). So, the integration of science becomes absolutely necessary. Al Ghazali offers novelty in developing science, especially in overcoming moral degradation and societal and ethical issues, including integrating related religious and general science (Selvia, 2024).

   If related to the context of national resilience geostrategy, the integration of related subjects is related to the nation's character, namely Eastern moral character, religious character, good language and culture character, and the like. The subjects related above are the integration of citizenship (PkN), Indonesian language, local content, social education (IPS), Indonesian history, and religious education.

   The six subjects need to be formulated together in a good integrated curriculum. It means that when discussing Javanese character and culture, for example, the six subjects strengthen each other. For example, Religious Education strengthens the field of sharia with religious arguments, Social Studies strengthens the social character of Javanese society (Ichsan & Samsudin, 2019), Indonesian history strengthens the cultural history of Javanese society, and PkN strengthens the field of how to understand good character in Javanese society.

2. Strengthening Material on the Dynamics of Daily Life Reality

Not only integrating related subjects, but educational institutions also need to revolutionize their curriculum by basing it on the dynamics of children's lives in their daily lives. It means that the school curriculum exists because of the needs of life that must be done. It can be implemented through all existing subjects, where the subjects must begin to explore and realize the ideal material in class with the real facts in children's lives.

In this case, teachers in all subjects can maximize problem-based learning strategies around children (PBL/Problem-Based Learning) and project-based learning (PjBL/Project-Based Learning). The two learning strategies above try to understand the dynamics of children's daily lives and how they solve them (Simbolon & Koeswanti, 2021). This means that the problems they experience daily can be resolved independently through a team and the involvement of other parties as reinforcement.

3. Enhancing Self-Control and Social Movement

After integrating related subjects and strengthening the material in all subjects to understand the dynamics of children's daily lives, the next step is to increase self-control and social movements through the existing Three Education Centers. When children begin to realize the importance of improving themselves by actualizing their character, it is necessary to balance it with self-control and social movements, one of which is through the creation of content creators for children with teachers, children with families, children with environmental figures, or children together creating events that involve various stakeholders.

This self-control and social movement has a very good impact on children's lives. Children have been taught early how to understand, realize, and move toward goodness. Individuals and children are also trained in social sensitivity so that they are moved to do good things for the wider social interest. Not only that, this self-control and social movement can be an important solution when children experience problems, so this movement is called coping stress, where children can control themselves with the support of their friends. In any case, in this era of globalization and digitalization, coping stress movements must be owned by each individual to improve their quality of life when experiencing various existing problems (Ekasari & Yuliyana, 2012).

4. Internalizing the Noble Values of the Nation's Philosophy in Life

In developing a strategy for instilling awareness in students from the integration of these subjects, educational institutions need to be more serious about how students can understand and realize the noble values of the four pillars of the nation's philosophy (Pancasila, Bhineka Tunggal Ika, NKRI, and the 1945 Constitution) (Santoso & Subekti, 2022), religious values, and national cultural values. The values of the nation's philosophy above, if understood deeply by students and carried out well, even in the smallest things, then the foundation of the Indonesian nation in the future will be stronger, and the nation's civilization will be stronger.

Massive socialization needs to be carried out, not only in the educational environment but also needs to be strengthened in the family and community environment. The internalization of this value socialization is not only normative with its positive explanation, but it needs to be clarified why the value is important to be realized together by linking the problems of contemporary life that are increasingly far from these noble values, how the impact of these problems is on children and the life of the nation, and so on. It is the point where the philosophical values of Pancasila, by upholding the values of humanity, can be realized in real terms (Ichsan et al., 2023).

CONCLUSION

The instillation of awareness in students as a national resilience geostrategy in the educational space must be implemented immediately because education problems are increasingly concerning, and the best and most comprehensive solutions must be found as soon as possible. Therefore, there needs to be development in instilling awareness in students today through several strategies, including a strategy based on Pancasila values through a study of the first to fifth principles. Second, a system project-based strategy through national holiday activities, heroism day activities, and collaborative activities with the environment and various parties. Third, a strategy based on the value of integrating subjects in the education curriculum. It can be done through the integration of related subjects, the material on the dynamics of the reality of life, self-control, and social movements, and understanding the noble values of the nation's philosophy in children's daily lives. The development of this strategy is expected to significantly impact the quality of education to realize the national resilience geostrategy towards the golden generation in 2045.

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