

State Defence Education Curriculum (Study at Taruna Nusantara High School)

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State Defence Education Curriculum (Study at Taruna Nusantara High School)

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Abstract

State Defense is a constitutional mandate that must be carried out by Indonesian citizens; Taruna Nusantara High School is one of the schools that apply the State defense Education curriculum contained in the special curriculum. This study aims to analyze the development of the State defense Education curriculum at Taruna Nusantara High School. This type of research is qualitative by using a case study approach for in-depth analysis. Data collection techniques using observation, interviews, and documentation studies. Data analysis techniques applied in this study were data reduction, data presentation, and draw conclusions. The issues discussed include the concept, design, and implementation of State Defense Education. The results showed that the concept of developing the National Martial Arts curriculum at Taruna Nusantara High School by using forms of subject curriculum, activities and integrated curriculum while the design of the development of the National Martial Arts curriculum was needs-oriented, formulated curriculum development goals, organized curriculum contents, implemented and evaluated curriculum. The implementation of the National Defence Education curriculum is conducted by developing patterns of teaching, caring, and training. The results of this study can be used as a study in the field of curriculum development science, particularly in the development of the State defense Education curriculum.

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INTRODUCTION

Global economic and political development is one of the strong reasons for the Indonesian state which certainly will not be separated from threats from both inside and outside the country. Education has the most important role in controlling and dealing with various kinds of real threats through the existence of a curriculum that leads to the country's resilience efforts.

The results of observations conducted on December 20, 2017 at Taruna Nusantara High School have found the existence of the State defense Education subjects contained in the Taruna Nusantara High School special curriculum.

The basic law of the state defense refers to the 1945 Constitution article 27 paragraph 3 which states that "every citizen has the right and obligation to participate in the defense of the state". This shows that every Indonesian citizen is required to have an attitude of *Bela Negara* in an effort to safeguard and protect all nations and all of Indonesia's bloodshed.

The application of the State defense in the scope of Education certainly will not be separated from the curriculum that has been developed. Audrey & Nichools (Hamalik, 2007) defines curriculum development as a planning of learning opportunities intended to bring students towards desired changes and assess the extent to which those changes occur in students. Therefore, the need for a more in-depth discussion regarding the development of the State defense Education curriculum that can be used as a reference for educational institutions in developing the State defense Education curriculum.

Andrianto (2015) stated that the expected competence in the learning of State Defense Education is that it can have intelligence, responsibility, and can solve the problems of the state and the nation in accordance to its profession and capacity.

Previous research conducted by Rahmawati (2017) concluded that with the existence of National Defence Education in school's students could better understand the

importance of defending the country and having a high attitude of nationalism. The results of research conducted by Gredinand (2017) suggest that there is a need for renewal in State defense Education through the reorientation and reform of the National Defence Education pattern from one direction to a variety of directions, from the highly technological towards the humanist, the use of the latest technology and superior human resources to on a thick national awareness in the pattern of military and educational relations.

Based on previous research, there are differences in this study. This study analyzed the development of the State defense Education curriculum that has been carried out by Taruna Nusantara High School.

The purpose of this study was to analyze the concept, design, and implementation of the State Defense Education curriculum. The benefits of this writing are that it can be used as a reference for educational institutions, especially high schools, in applying the curriculum that leads to State Defense Education.

METHODS

This writing applied qualitative methods with reference to the results of observation, interviews, and documentation studies. The approach used in this study was the phenomenological approach to describe the phenomenon of students; meanwhile, for a more in-depth analysis of the National Defence Education curriculum, the study applied a case study.

The design of this study was descriptive qualitative which describes the results of observations, interviews, and documentation studies in order to present an overview of the development of the State defense Education curriculum. The focus of the study was on the concept, design and implementation of the development of the State defense Education curriculum at Taruna Nusantara High School.

The sources of data in this study were human as key informants and document data sources that were in accordance to the focus of the study. Data collection technique was done by

using ² observation, interviews, and documentation studies. Data analysis techniques in this study were data reduction, data presentation, and concluding results.

RESULTS AND DISCUSSION

This study has been conducted in December 2017 until July 2018. Based on the results of the study that has been completed, the following are the results of this study.

The Concept of National Defence Education Development Curriculum

The results of the study on the concept of the State defense Education curriculum development can be concluded that the concept of developing the State defense Education curriculum in Taruna Nusantara High School refers to the curriculum of subjects, activities and integrated curriculum as elements of the hidden curriculum.

The National Defence Education Curriculum in this study is a special curriculum that has been developed by Taruna Nusantara High School in the form of subjects and activities that contain the values of Bela Negara. Special curriculum is a curriculum that is implemented based on the vision and mission of the National Youth Academy in addition to the 2013 curriculum set by the government.

National Defence which has been developed in Taruna Nusantara High School has been included in Taruna Nusantara High School's special curriculum in the form of subjects and activities. As expressed by Mr. Henang Widjayanto, as follows:

“The curriculum that contains the defense of one's own country is included in the special curriculum, in the special curriculum there is a theory that is related to the subject, namely there are leadership, nationality, state defense, and entrepreneurship. This leadership and mediocrity also includes great defense of the state”.

In line with the statement of Mr. Henang Widjayanto, based on the results of a documentation study of Taruna Nusantara High

School Special Curriculum Book (2013) said as follows.

“Academically the implementation of special curricula is carried out through national subjects, leadership subjects, entrepreneurship subjects, and State Defense Education subjects. As for character building, a special curriculum is implemented through the cultivation and implementation of values in daily life through the eyes of self-development activities”.

The concept of curriculum development is no other but a planning process that is determined based on studies in curriculum development. The concept of developing the State defense Education curriculum that has been carried out by Taruna Nusantara High School that refers to the expected aspects and Outputs. Specific curriculum aspects developed by Taruna Nusantara High School can be seen in table 1.

Table 1. The Aspects of Curriculum Developed by SMA Taruna Nusantara

The developed aspects	
Mental Spiritual	Faith and piety to God the One Honesty Religious social tolerance Ethics and noble character Noble character Faith, loyalty and practice of Pancasila and the 1945 Constitution
Mental Ideology	Understanding, and the spirit of nationality Complaint of struggle Love of national culture Maintaining the Republic of Indonesia Responsibility
Mental Struggle	Dicipline Tough and resilient Creative and adaptive Ability to see the future Ability to make decisions Firm establishment Willing to sacrifice Never give up

Source: Special curriculum of SMA Taruna Nusantara

Table 1 essentially the aspect of the special curriculum developed by SMA Taruna Nusantara is shown to develop the leadership potential of students optimally who are able to have national, national, and cultural insights. Generally, the development of leadership potential is instilled through knowledge of the nature of leadership, principles of leadership, and mastery of the art of leadership skills.

The existence of aspects developed in this curriculum will of course encourage how the results to be expected by Taruna Nusantara High School, as for knowing the output produced from Education in Taruna Nusantara High School can be seen in table 2.

Table 2. Output expected by SMA Taruna Nusantara

The expected output	
Main human	The quality of the whole personality as a person who is faithful and fearful of God Almighty
	Intellectually, emotionally and spiritually intelligent
	Obeys in carrying out the teachings of each religion
Main knight	Noble characters
	Social tolerance among religious communities
	Quality of personality that is manifested in responsibility to the community and nation
Main leader	A sense of love for the homeland as well as a spirit of freedom that never gives up and is willing to sacrifice in fighting for the values of truth and justice
	Quality of personality manifested in the ability to lead yourself and others
	In accordance to the principles of correct leadership so that they can act fairly, honestly, wisely and decisively.

Source: Special Curriculum of SMA Taruna Nusantara

Table 2 it can be understood that the output expected by Taruna Nusantara High School leads to the relationship between humans and their God and humans with other human beings as the value of the main human being, meanwhile, the second is the values that contain human relations with the country through the main knight and the third relates to individuals all students who can have a leadership spirit through the main leadership. The output is carried out through various activities in the school environment and in the dormitory every day.

The curriculum contents related to National Defence Education that has been developed by Taruna Nusantara High School through the existence of a special curriculum subject distribution which is the distribution of teaching material or subject matter into the three-year Education process in Taruna Nusantara High School covering the subjects of the State defense Education, meanwhile, the subjects

equality and leadership subjects are the basis of State Defense Education. The eyes of self-development activities are used as a support in the context of integrated implementation with State Defense Education (Study documentation of the Special Curriculum Book of Taruna Nusantara High School, 2013).

The contents of the material in the subjects of the State defense Education can be seen in the following table 3.

Table 3. The Main Material of National Defence Education

No	Material
1.	Basic Principles of the State defense (<i>Tataran dasar Bela Negara</i>)
2.	State Defense system (<i>Sistem pertahanan Bela Negara</i>)
3.	Geopolitics and geostrategy (<i>Geopolitik dan geostrategi</i>)
4.	Political ethics (<i>Etika politik</i>)
5.	Law and human rights (<i>Hukum dan hak azasi manusia</i>)
6.	Anti-corruption education (<i>Pendidikan anti korupsi</i>)
7.	The development of environmental awareness (<i>Pengembangan kepedulian lingkungan</i>)
8.	Regulation of marching (<i>Peraturan baris berbaris</i>)
9.	Respect Regulation (<i>Peraturan penghormatan</i>)
10.	School Ceremony Regulation (<i>Tata Upacara Sekolah</i>)
11.	Individual agility (<i>Ketangkasan perorangan</i>)
12.	Terrain Sciences (<i>Ilmu Medan</i>)
13.	<i>Persami</i>
14.	Panglima Soedirman Route, Choose Kesatria Tangkas, and pembaretan (<i>Rute Panglima Soedirman, Pilih Kesatria Tangkas, dan pembaretan</i>)
15.	Hulubalang practice (<i>Latihan Hulubalang</i>)

Source: Special curriculum of SMA Taruna Nusantara

Table 3 is the core of the material from the State defense Education subjects conducted in grade X, XI, and XII. Instilling the values of the State defense is not only prioritized on the subjects of the State defense Education, but the planting of the values of the State Defense has been carried out through the subjects of the National and leadership subjects, because they are the foundation of the State defense Education.

The efforts made by Taruna Nusantara High School in instilling the values contained in the special curriculum are not only carried out through the existence of subjects and activities. But to perfect the planting of these values has also been integrated with the national curriculum applied by the government. This is in accordance with the results of a documentation study of

Taruna Nusantara High School Special Curriculum Book (2013) which says:

“The instilling of values contained in the Special Curriculum is supported through subjects in the general curriculum, especially the Social Humanities group which is delivered in an integrated manner in the subjects of Citizenship, History, Geography, Economics and Sociology. The curriculum used is the national curriculum which is strengthened by the Taruna Nusantara High School Vision Mission which is characterized by nationality, patriotism and culture. The syllabus used is a national curriculum syllabus that is strengthened by the implementation of planting and experience values derived from religious, national, and cultural values as curriculum information”.

Based on the results of the documentation study, the instilling of the values of the State defense Education does not only refer to subjects or activities which are specifically tied to the State defense only, but the State defense Education can be combined with general subjects contained in the established curriculum by the government.

The concept of curriculum development is in accordance to Ahid's research (2006) which has concluded that there are three concepts in curriculum development namely curriculum as substance which is a plan of learning activities for students in school or as a set of goals to be achieved. As a system, the curriculum system is part of the schooling system, the education system, even the community system. As a field of study which is the field of study of curriculum experts and experts in education and teaching. Conditions in the field based on the findings through observation, interviews, and documentation studies have found a curriculum concept that has the substance, system and field of study.

The results of research conducted by Jhonson & Mardones (2015) have concluded that the concept of a multidimensional curriculum can be a powerful theoretical tool for understanding the curriculum so that it can be regulated and create knowledge about the curriculum that can provide information on the curriculum design process. Based on the results of Jhonson &

Mardones (2015) research in accordance with the findings that the curriculum implemented by SMA Taruna Nusantara is a multidimensional curriculum contained in the 2013 curriculum and Taruna Nusantara High School special curriculum in the form of subjects, activities and integrated curriculum so that it can provide clear direction in designing curriculum development that will be implemented.

The results of this study are supported by the theory proposed by Hamalik (2013) which reveals that the subject curriculum consists of a number of subjects that are separated from each other, and each of them stands alone. Based on Table 3, it is very clear that the conditions of the findings in the field have shown that the State defense Education curriculum developed by SMA Taruna Nusantara was developed through the existence of subjects. So that it can be concluded that the development of the State defense Education curriculum can be done through the existence of subjects and integrated with subjects and/or other activities that have National Defence values.

Based on the results, Taruna Nusantara High School has taken various steps in conceptualizing curriculum development such as making the curriculum as a substance, as a system, and as a field of study. Curricular development in Taruna Nusantara High School is the development of a multidimensional curriculum consisting of the 2013 curriculum and special curriculum, while the State Martial Education curriculum is a concept of developing a special curriculum in the form of subjects, activities, and integrated curriculum.

The Desain of National Education Curriculum Development

Based on the findings of the study, there were several designs for developing the State defense Education curriculum conducted by Taruna Nusantara High School and could be used as a reference for other Educational institutions. The design of the development of the State defense Education curriculum is the need orientation, formulating curriculum development goals, organization of curriculum contents,

implementation of curriculum development, and evaluating the curriculum.

The design of the curriculum development is used as an initial framework in developing the curriculum; it will be a solution that can give decisions to the stakeholders involved. The results of the interview with Mr. Henang Widjayanto said as follows:

“Since this school was established, there was a special team that compiled the first consisting of the Foundation or the archipelago garden institution in Jakarta, then a team from the Taruna Nusantara High School, and we consulted with the curriculum experts from the Education Office, from the center of the curriculum we invited and we seminarize then we can get the material or content that we now run”.

The same thing has been confirmed by the statement of Mr. Kuncoro Puji Raharjo as follows:

“The parties involved in developing the country's defense curriculum are the first from the Ministry of Defense; we are the founding father when there is still ABRI in collaboration with the Soedirman General Foundation and from *Taman Siswa*. Then for the rivals who formulate here because of their nature in school intermediate, so those invited here are experts and education experts, psychologists, historical experts, then there are also from the TNI who then pioneered the emergence of defense of this country”.

The orientation of needs in the design of the development of the State Martial Education curriculum leads to the needs of the nation and the needs of students. The nation's needs are nothing but an effort to develop the nation which is a national effort to realize the goals of national development. The needs of students as an effort to develop the potential of students possessed of independent personality, discipline, creativity, determination and hard work in achieving achievements, and leadership with national insight.

These results are supported by the theory put forward by Ali (2009), improving the quality of human resources to become a prosperous country can be started from building human resources through education or holding the

principle of education first, prosperity follows. This conclusion is reinforced by Mahrudin (2012) study, that curriculum development based on the needs of students, society, nation, and global life, needs to be improved and refined, so as to give birth to human resources who have local quality and are globally competitive. Field findings have shown that the Taruna Nusantara High School in curriculum development in particular has referred to the needs of students and the needs of the nation/state which emphasize national values through the existence of the State defense.

Formulating curriculum development goals is used as a reference in determining how the curriculum will be packaged in a forum that will be the basis for implementing and evaluating. Taruna Nusantara High School curriculum is a guideline as well as a systematic and planned effort in implementing special characteristics of education, especially developing academic abilities, personality and physical abilities, and can instill and develop the potential and values and spirit of discipline, leadership, and strong character in accordance to the vision and its mission.

These results are consistent with Hamalik's theory (2013), the curriculum development framework used to express curriculum development goals is goals and objectives. Field findings have shown the existence of curriculum development goals contained in the Taruna Nusantara High School special curriculum which is a step towards achieving goals in accordance with its vision and mission.

The organization of the contents of the National Defence Education curriculum developed by Taruna Nusantara High School is included in a special curriculum that contains subjects and activities. In the subjects there are subjects of the State Defense Education, equality, leadership, and entrepreneurship. The eyes of activities are a form of self-development subjects.

These results are in accordance to Sulaiman's study (2013), which concluded that the actual development of the curriculum was adjusted to the principle of relevance in accordance with the circumstances of the community. To fulfill these needs, it was

necessary to organize a curriculum that contained three patterns, namely separated subject curriculum, correlated curriculum, and integrated curriculum. The results of research conducted by Ihwanto, Sutoyo & Sudarmin (2017) prioritize the design of the process between teachers and students in realizing the developed curriculum. These results are also reinforced by Hamalik's theory (2013), that in organizing the curriculum there are five forms which include subject curriculum, curriculum with correlated subjects, curriculum in the field of study, integrated curriculum, and core curriculum. In Taruna Nusantara High School there is a curriculum organization that leads to subjects and activities, so this is in accordance with the steps in curriculum development.

The curriculum that has been developed will certainly be implemented in all forms of education and learning activities. The role of the teacher in implementation is so important, because the teacher is the leading executor in implementing the curriculum.

Sukmadinata (2009) has revealed that educators, students, and educational goals are the main components of education, all of which form a triangle. If one component is lost, the essence of education is lost. The results of Alawiyah's (2013) research conclude that in the 2013 curriculum the role of the teacher is reduced so the role of the teacher in the effectiveness of learning must be optimal so as to improve the quality of education. Conditions in Taruna Nusantara High School based on the findings of researchers have found the role of teacher or tutor that is so optimal in conveying the subjects of State Martial Education and other subjects contained in the Taruna Nusantara High School special curriculum.

The curriculum that has been implemented in a certain period will be evaluated to be able to measure the extent to which the curriculum development has been implemented. The need for an evaluation of the curriculum has the aim that the curriculum can be corrected in all its shortcomings and can be adapted to the times.

Hamalik (2013), has ⁵ argued that curriculum evaluation is intended to improve the substance of the curriculum, implementation

procedures, instructional methods, and their effects on student learning and behavior. The results of research ⁷ Hussain, Dogar, Azeem & Shakoor. (2011), that the core of achieving curriculum goals depends on the evaluation process during development. Conditions in the field based on the findings of the study there is an evaluation in a specific curriculum related to State Defense Education where curriculum evaluation is carried out during certain periods to be able to balance the progress of the times.

Based on the discussion, it can be concluded that Taruna Nusantara High School in designing curriculum development has contained needs orientation that leads to the needs of students and the needs of the country, formulates curriculum development goals, organizes curriculum content, implements curriculum development, and evaluates the curriculum.

The Implementation of National Defence Education Curriculum Development

The implementation of curriculum development that has been carried out by Taruna Nusantara High School is through the pattern of teaching, training, and nurturing. The implementation pattern developed by Taruna Nusantara High School is none other than an effort to realize the curriculum concept that has been developed which is a systematic sequence so as to achieve the expected goals.

The results of the statement disclosed by Mr. Sutarman are as follows:

“To be able to implement a special curriculum here is through teaching, training, and care. Teaching, training, and parenting abbreviated P3 are the responsibility of Pamong Graha, so every single graha is a tutor. Whereas, I am an administrative officer or PA who has the task of being a teacher and trainer”.

Based on this statement, the pattern of teaching, training, and caring in the Taruna Nusantara High School environment is charged to the performance of the teachers or commonly called pamong in Taruna Nusantara High School. Civil servants are made up of civil servants or P3 (instructors, trainers, and caregivers) and student tutors or PA (Civil

Service Administrators) who have duties as instructors, and coaches.

The results of the documentation study of Taruna Nusantara High School's special curriculum book have explained that the purpose of teaching in this particular curriculum is educational efforts by providing learning material in the form of the implementation of a learning process characterized by positive interaction between the teacher and students in the classroom or outside the classroom using a model and interesting learning methods to instill noble values rooted in national culture and an understanding of nationality, struggle, and culture, so that it becomes part of the students who will color their attitudes and behavior in daily life.

Caregiving is an educational effort that aims to shape students to be able to live and practice the national culture and master academic knowledge in order to build self-personality with a focus on mental aspects that have national, national, and cultural perspectives.

Training is an educational effort that aims to shape students to have physical abilities and skills and art skills to support mastery of academic knowledge with a positive mental attitude. The pattern of training implementation consists of several stages which include the planting stage, growth stage, development stage, and stabilization stage.

These results are consistent with Wangid's study (2009) which concluded that the system of among (teaching, parenting, and training) in the learning process at Taruna Nusantara High School can be directed and successful. Conditions in the field based on the results of research have found that the pattern of teaching, parenting, and training in Taruna Nusantara High School is going well in accordance with the specified implementation mechanism.

In contrast to Deksino, Florentinus & Fakhrudin research (2017) who found that the system of learning processes at the Military Academy uses teaching, training, and care but there are weaknesses in the care system because of the absence of caregiver competency standards. The conditions in Taruna Nusantara

High School are different from those in military academies; the civil servants have qualifications that are very suitable for the conditions of high school.

The role of the teacher in the implementation of the curriculum has been confirmed by the results of research conducted by Budiani, Sudarmin & Syamwil (2017) which concluded that the role of teacher support that has motivation, creativity, and good performance will result in a very good implementation. Conditions in Taruna Nusantara High School have described the civil servants who are so motivated, creative and have excellent performance in carrying out their duties.

The division of class hours is included in the learning load in accordance with the Taruna Nusantara High School Special curriculum. The subjects of the State defense Education are given 2 hours (2x45 minutes) every week for 4 semesters, namely Tuesday for class X and Wednesday for grade XI at 3:00 a.m. - 4:30 p.m.

Evaluation is used as a measuring tool to be able to find out the extent to which State Defense Education learning is received by students. Just like other subjects, even in the subjects of the State defense Education there are tests in the form of tests and non-tests. This is consistent with research conducted by Juliyanto, Haryono & Khumaedi, M. (2017) which concluded that curriculum evaluation is very useful for curriculum development.

The implementation of the special curriculum applied by the Taruna Nusantara High School is supported by the presence of highly professional educators in the field of State Defense, to train National Defence activities, the educators and trainers are drawn from retired military TNI and Polri. Factors of facilities and infrastructure became one of the supporters in the teaching and learning activities at Taruna Nusantara High School, because the facilities and infrastructure in Taruna Nusantara High School were very complete.

Based on the discussion, it can be concluded that Taruna Nusantara High School has carried out the pattern of teaching, training, and nurturing in the implementation of special

curriculum especially regarding to the State Defense Education.

CONCLUSION

Curriculum development of State defense Education can be carried out by any educational institution to be able to instill the basic values of defending the country. Planting state defense values can be through curriculum in the form of lessons or curricula that are integrated with other curriculum with curriculum development design can be done through need orientation, formulating curriculum development objectives, organizational selection curriculum content, implementation, and evaluating curriculum. The implementation of State defense Education can be done by using patterns of teaching, training, and caring.

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