



Journal of Arts, Humanities and Social Science (JAHSS)

ISSN: 3006-9491 (Online)

Volume 1 Issue 2, (2024)

 <https://doi.org/10.69739/jahss.v1i2.219>

 <https://journals.stecab.com/index.php/jahss>

 Published by
Stecab Publishing

Research Article

The Student Perceptions About Current Military Education Discourse for University Students

*¹Eva Altje Marentek, ²Selvie Tumengkol, ³Wisye Willar

About Article

Article History

Submission: August 02, 2024

Acceptance : September 04, 2024

Publication : September 10, 2024

Keywords

Education, Military, Response, Students

About Author

¹ Department of Communication Science,
Sam Ratulangi University, Manado, 9115,
Indonesia

² Department of Sociology, Sam
Ratulangi University, Manado 9115,
Indonesia

Contact @ Eva Altje Marentek
evamarentek70@gmail.com

ABSTRACT

This study aims to determine how students and the public respond to news about military education by taking locations at the Faculty of Social and Political Sciences, Sam Ratulangi University, Manado. The research used in this study is a qualitative approach 50 Student. This type of research uses a qualitative descriptive type, where researchers describe or construct in-depth interviews with research subjects. Researchers act as activists who give critical meaning to the reality produced by research subjects. Qualitative research procedures in the data collection process direct interviews with researchers with informants also required data regarding informants who would assist in the smooth running of the research; the research determination technique was purposive sampling in which the researcher determined the selection by setting specific criteria according to the research objectives so that it expected to be able to answer research problems.

Citation Style:

Marentek, E. A., Tumengkol, S., & Willar, W. (2024). Student Perceptions About Current Military Education Discourse for University Students. *Journal of Arts, Humanities and Social Science*, 1(2), 53-58. <https://doi.org/10.69739/jahss.v1i2.219>



1. INTRODUCTION

Knowing the developments and all the information that is happening around the world today is relatively easy. Various media can be a means of getting information about things that are happening around the world. This is called news. We often see news broadcasts in multiple media, such as television, the internet, or reading in print media; unfortunately, the development of information that is increasingly rapid turns out to have a negative impact because more and more news cannot be justified. But there is still news that is factual and can be responsible.

One of the current news topics is discussing military education for college students. The Ministry of Defense of the Republic of Indonesia (Kemhan) conveys the military education discourse for students. Military education towards the Reserve Component (*Komcab*) is not compulsory military service. The lesson wants students to be able to take part in military education in one semester of lectures. The components of the national defense reserve are regulated in Law 23/2019 concerning national resources for national defense. One of them is practicing the right of Indonesian citizens to become a reserve component in the independent campus scheme.

can participate in military education whose grades can include the credits taken.

Military conscription, often Indonesian abbreviated (*Wamil; Wajib Military*) Military Required is an obligation for a young citizen, especially a man, usually between the ages of 18 to 27 years, to bear a weapon and become a member of the army and attend military education to increase the toughness and discipline of a person himself. Conscription is someone's independence and is usually mandatory for men/men. It's the men who have to be conscripted into the military. Female citizens are usually ignored following military service—citizens who cannot enter military service for specific reasons, such as health or politics.

Discourse on military education has become a hot topic of discussion, having surfaced in mid-August in several mass media. Information on military education became controversial after receiving responses from the general public. As for the reactions from the community, some agreed, but some disagreed. With these different responses, new problems arise in realizing the discourse on the Military Education program.

News regarding the discourse on Military Education for millennials has become a hot topic of discussion lately. The information became crowded among the general public and students in particular because the news about military education for millennials planned to be implemented in universities in Indonesia, especially for students.

2. LITERATURE REVIEW

College students are the millennial generation. The younger generation, who will continue the struggle and aspirations of a safe, peaceful, and secure nation, feel anxious to respond to news regarding the discourse on Military Education among students. So there are various perceptions from students and society in general.

In general observation, news about Military Education among the public received a broad response, both in the mass media,

social media, and daily conversation.

The existence of this discourse also gave rise to different responses, some agreed, and some disagreed with the lesson. Because this discourse is intended for students as the younger generation (millennial generation), academics respond differently to it, some accept it, and some reject it for various reasons according to their respective perceptions.

Based on the description of the problem above, the researcher is interested in conducting research among students with the title "Student Perceptions Regarding News on Military Education Discourse (Defending the State of Millennial Citizens) for Students at the Faculty of Social and Political Sciences, Sam Ratulangi University, Manado Indonesia".

2.1. Definition of Perception

According to the Big Indonesian Dictionary, perception is a direct response (acceptance) to something. Etymologically, perception comes from the English word 'perception', which means observation. In general, perception is a view, assessment, and response.

Perception is the ability to discriminate, classify, focus, organize, and observe. Bimo Walgito said that perception is a process that is known by sense. Sensing is a process of receiving a stimulus by an individual through a receiving device, namely the purposes transmitted by the nerves to the brain as the centre of the nervous system. The following process is called the process of perception (Walgito, 2011).

Perception in the scientific dictionary is observing the arrangement of impulses in units, knowing through the senses, responses (implications) and the power of understanding. Therefore, the ability of humans to distinguish groups that exist in their environment is the ability to organize observations or perceptions.

According to Irwanto (2018), after individuals interact with perceived objects, the results of perception can be divided into two, namely:

a. Positive perception. The perception describes all knowledge (whether we know or know it or not) and the responses that are forwarded with efforts to utilize it. It will continue by being active or accepting and supporting the perceived object.

b. Negative perception. The perception that describes all knowledge (whether you know or know it or not) and responses not in harmony with the object are not perceived. It will be continued with passivity or rejecting and opposing the perceived thing (Irwanto, 2018).

Social Perception, according to a book by communication expert Deddy Mulyana (2023), is the process of capturing social objects and events that we experience in our environment. Humans are emotional, so their assessment of them carries a risk (Mulyana, 2023). My perception of you affects your perception of me, and in turn, your perception of me affects my perception of you. Sarwono Sarlito Wirawan said that social perception is defined by the psychological understanding of disbursement information to be understood. The tool for obtaining this information is sensing (sight, hearing, touch and so on). Instead, the means for understanding is awareness or cognition. In terms of the perception of that person or other people and understanding the



person and others, that perception is called social perception, and cognition is also called social cognition.

2.2. Student

The student is a designation for people who receive higher education at universities, colleges, institutes and academies; whether they have state or private status, they have their own identity. Students' self-identity is built by their religious, dynamic, social, and independent self-image. From the student's identity, spiritual responsibility, social intellectuals, and individual responsibility are reflected as servants of God and citizens of the nation and state.

According to the Big Indonesian Dictionary, students are tertiary students in the Indonesian education structure, with the highest academic unit level among the others.

According to Knop femacher (Maryam & Suwono, 2023), students are prospective graduates involved in a higher education institution, are educated and are expected to become intellectual candidates.

Students are a group in society who obtain status because they have ties with universities, which are intellectual candidates.

Characteristic features:

1. The ability and the opportunity to study in tertiary institutions to be classified in the intelligence class.
2. By having the opportunities that exist, students are expected to be able to act as capable and skilled leaders, both as community leaders and in the world of work later.
3. Students are expected to become a dynamic driving force for the modernization process in people's lives.
4. Students are expected to be able to enter the workforce as a dynamic and professional workforce.

2.3. Millennial Generation

The term millennial generation is familiar. Millennials or Generation Y are also known as generation me or echo boomers. We know several generational terms, including Baby Boomers, Gen X, Gen Y, and Gen Z. These last two generations, Gen Y and Gen Z, are called the millennial generation. There is no right moment to describe when the millennial generation begins and ends. Researchers and various countries have different timescales in seeing the emergence of these generations. However, the majority said that the millennial generation was born in the 1980-the and 2000s. In more detail, GenY is a designation for those born between 1980-1994. Meanwhile, Gen Z is those born between 1995-2010 (PRFM NEWS, 2020).

The 1980s was the beginning of information technology pioneering. The 1990s was a period of information technology development; we can see the results from the 2000s. One of the developments in the influence of information technology on the character of the millennial generation is the desire to process and obtain fast results. Digital Era made a significant difference between millennials and the previous generations (BBC, 2020).

The millennial generation is the first generation to have internet access and has made the internet a source of information and a companion for their lives. Smartphone devices and computers, as well as Skype, WhatsApp, Facebook, Twitter, YouTube, Instagram and various other "millennial products",

are so familiar with the daily life of the millennial generation. Therefore, the millennial generation is very ready to face technological developments.

2.4. Military Education

Military education is an essential part of the Indonesian military. The first stage is called the Candradimuka Crater, meaning the formulation stage for transitioning from civilian to an actual army.

Military education changed into 2, namely:

1. Basic Military Education (Candradimuka Crater)
2. Class Basic Education.

Objectives Basic soldiering education is the basis of education to form mindsets, attitudes, and action patterns as a seaborne soldier. Education is full of challenging and disciplined physical tempering, but physical training is not synonymous with violence. Military education is physical training that is measurable, gradual, and continuous. The purpose of physical exercise is to create the mental attitude of a soldier who is responsive, rugged, and agile. Responsiveness means that one must be able to perform and be proficient at tasks balanced with adequate ability and intelligence. Tanggon means mentally and highly moral and assigned in various fields at sea and on land. In comparison, Trengginas means having excellent physical and spiritual to carry out duties and responsibilities agilely.

Educational activities at the Military Academy use teaching and nurturing efforts carried out simultaneously, harmoniously, and in balance to shape and develop students' personalities, intelligence, and physique for educational purposes. Teaching activities are carried out in class and laboratory using practical methods. Field training activities are carried out in a programmed, multilevel, gradual, and continuous manner according to each level.

2.5. Perception in Communication Psychology

Figure Forces acting on the individual Explains that the strength of a person's (individual) behaviour includes personal aspects (the person) such as past experiences, drives goals and future experiences in addition to the three categories of external elements that come from outside the individual, namely physical, social and economic. And, of course, the three fields take place or occur in an environment with their strengths. The environment can affect individuals, and vice versa; individuals can also affect the environment.

The person consists of experience, Drives, goals, and future expectations. These three fields always frame the person's life (individual) because humans live in three frames of knowledge: the past, present, and future. Three lifetimes shape human behaviour. The past will become history for humans to remember failures and successes and learn from both. The gift is when humans actualize themselves in their personal and social life. Human beings live with various goals that must be carried out or carried out. In comparison, the future is the time that will happen. Humans can only plan what to do in the future but will not be able to achieve it without living in the present.

2.5.1. Past experiences

or it may be interpreted as experience always framing the



individual and cannot be separated from that individual. Individual experiences also affect him in solving life; these experiences will reveal when a person interacts with others, even when he interacts with himself.

Concerning interpersonal perception, one's experience influences the accuracy of perception. A person's expertise increases through a series of events that have faced.

2.5.2. Drives Goals

Human life must be lived and have a purpose. And usually, the goal is set at the present moment in his life. To achieve individual life goals, try to live with various personal and social boundaries.

2.5.3. Future Expectations

Individuals have hope for a better future. Environmental Forces. Humans are not only personal beings but also social beings. As social beings, humans live in the environment. The environment has several components, including Physical (the physical environment that shapes the character in self-interpretation). Social (the social environment also forms an individual's overall social life experience). And economic (the economic climate also shapes and influences individual lifestyles in meeting their needs)

3. METHODOLOGY

Data was collected through in-depth interviews with each research subject. This interview is face-to-face and online between the researcher and the respondent, using an in-depth interview technique. Here the researcher is the leading research instrument. Qualitative research is a contextual research that makes humans as instruments, and is adapted to natural situations in relation to data collection which is generally qualitative in nature. The research used in this study is a qualitative approach 50 Student. This type of research uses a qualitative descriptive type, where researchers describe or construct in-depth interviews with research subjects. Researchers act as activists who give critical meaning to the reality produced by research subjects. Qualitative research procedures in the data collection process direct interviews with researchers with informants also required data regarding informants who would assist in the smooth running of the research; the research determination technique was purposive sampling in which the researcher determined the selection by setting specific criteria according to the research objectives so that it expected to be able to answer research problems (Faisal *et al.*, 2014).

Qualitative research deals with ideas, perceptions, opinions, or beliefs of the people studied; all of which cannot be measured by numbers (Sulistyo-Basuki, 2006). Qualitative research requires research subjects or also called research informants. The informants in this study are the students of Sam Ratulangi University Indonesia. In this research wants to describe the perceptions of students towards the discourse of military-style education in universities in Indonesia. Therefore in the process of data collection and testing it is obtained from the process of in-depth interviews with 50 students with random sampling technique.

Qualitative data collection techniques can be obtained through a variety of data collection techniques interviews, observation, documentation, and focus group discussions. The main data sources in qualitative research are words and actions of primary data, the rest is additional data. This means that the words and actions of the subject are just a record of information that does not provide any meaning before being categorised and reduced. So the researcher's ability is to capture data, not just digesting verbal information but being able to reveal behind the informant's nonverbal actions. Data can be in the form of oral, written, action or other data obtained from information sources, researchers must consider the four measures suggested by Miles and Huberman (1984) in Creswell, (1994), the setting (where the research will take place), actors (people observed or interviewed), events (what will be observed or observed), and processes (the nature of the events carried out by actors in the setting). The data analysis technique in this research is the process of arranging the order of data, organising it into a pattern, category and basic sequence unit. In qualitative research, analysis is carried out throughout the research. Since data collection began, data analysis was carried out continuously until the preparation of the research report, (Moleong, 2007). According to Miles and Huberman (1992) in Moleong, analysis consists of three streams of activities that occur simultaneously, namely: data reduction, data presentation, withdrawal. Miles and Huberman said that the data obtained from the field were analysed through the following stages: 1) Categorising and reducing data, namely collecting all important information related to this research problem, then the data was grouped according to the topic of the problem. 2) The grouped data is then arranged in the form of narratives, so that the data is in the form of a meaningful series of information in accordance with the research problem. 3) Interpreting the data, namely by interpreting what has been given and interpreted by the informant on the problem under study. 4) Drawing conclusions based on the narrative structure that has been compiled in the third stage, so that it can provide answers to research problems. 5) Verifying the results of data analysis with informants, which is based on the fourth stage conclusions. This stage is intended to avoid misinterpretation of the results of interviews with a number of research informants which can obscure the meaning of the real issue of the focus of this research by Miles & Huberman in Creswell (Creswell, 1994).

4. RESULTS AND DISCUSSION

4.1. Discussion result

News about military education for students has become an extensive topic of discussion among the ministries of education and the ministry of national defence, universities, student parents and even the general public. Because of the importance of this discourse, many experts also discuss it in depth in forums that they form to explain the discourse on military education for students.

The results of interviews conducted by researchers and news through the media received various reactions from various groups. The discourse on military education for students still raises pros and cons because there is no curriculum, and the discourse has not been explicitly socialized to society, resulting



in various responses. Some responses agree with the discourse on military education for students, but some disagree. The answer was different because the discourse on military education for students had not been adequately discussed, planned and programmed.

Director General of Higher Education of the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud), Nizam, explained that state defence education would be held through an independent campus scheme currently running in universities. This scheme gives students two semesters to take courses outside the study program. The method offered by the Ministry of Education and Culture received various responses/reactions from students. Their reason is that the curriculum in each department and tertiary institution is already in place, so students focus on it. Another student response was that military education for students was outstanding and exciting to apply to the current curriculum (Merdeka.com, 2020). Nizam also explained that students could take up to two semesters off campus to conduct lectures worth 40 credits. He did not explain that this choice could facilitate the state defence program.

The military education program for students is being discussed concretely with the Ministry of Defense (Kemenhan). Regarding the written Indonesian government education program, namely curricular as well as extra-curricular, it can provide opportunities for students to become part of the reserve force through the Ministry of Education and Culture's program with Kampus Merdeka Associated with research on students majoring in communication studies, it shows that it can implement military education programs for students. Still, the program must be carefully prepared. It can be executed per government programs coordinated by the Ministry of Education and Culture and the Ministry of Defense.

Associated with the theory of perception in communication psychology, military education discourse for students is closely related to the psychology of one's communication. The power of a person's behaviour includes personal (the person) such as past experiences, drives goals, and future experiences (past, present and future experiences) influence students in the decision-making process.

Students who have experience making them agree about military discourse on entering campus can include it in learning curriculums. So students can prepare themselves physically and mentally to defend the country because, based on experience, the Indonesian nation is a nation that lives in peace and tranquillity, so it is not urgent for students for military training. For military education students, it will be a new experience that will shape student behaviour by instilling a sense of nationalism within themselves, a sense of love for the motherland and a high definition of national defence.

Experience and present experience will frame students in living their next life, where these experiences will communicate with individuals and influence individuals in interpreting life. These experiences will reveal when students interact with other students, even themselves.

Life experience must have a purpose; with the military education discourse for students, students hope to apply it to make them have predetermined life goals. Even though the discourse on

military education has not been implemented, students think that this discourse is perfect, has a definite purpose, and can influence their perspective in life in the future. They hope that the existence of military education activities will have a positive impact on the interests of the defense and security of our beloved country. And also to prepare a solid generation to become great leaders in the future.

5. CONCLUSIONS

Based on the study results, it can be concluded that students can apply the perception of military education discourse for students even some disagree. Some agree in all circles; some students approve of the discourse because it is perfect and exciting to apply by discussing it carefully and preparing all planning and appropriate programs for implementing these activities well.

The perception of military education discourse for students has provided enthusiasm for students and the younger generation to prepare physically and mentally for the younger generation to be more prepared and more mature in preparing mental and physical resilience to face future challenges both in the world of work and in readiness to defend the country in maintaining security and well-being from various aspects of life.

With the discourse on military education, it is hoped that it will broaden the thinking horizons of students and the younger generation as the next generation of the nation's ideals and hopes. With military education, they will prepare leaders who are able to lead the country and state in a better direction, and it is hoped that this program will make students and the younger generation more loving of their homeland.

REFERENCES

- BBC. (2020). Indonesia.
- Creswell, J. W. (1994). *Research design: Qualitative & quantitative approaches*. Sage Publications, Inc. <https://psycnet.apa.org/record/1996-97121-000>
- Fisal. (2014). *Metode Penelitian Kualitatif*. Depok: Raja Grafindo Persada.
- Irwanto, I. (2018). Promoting Critical Thinking and Problem Solving Skills of Preservice Elementary Teachers through Process-Oriented Guided-Inquiry Learning (POGIL). *International Journal of Instruction*, 11(4), 777-794. <https://doi.org/10.12973/iji.2018.11449a>
- Maryam, & Suwono, H. (2023). Assessing the Effect of Socio-Scientific Inquiry-Based Learning on Socio-Scientific Decision-Making Skill among Senior High School Students. *Jurnal Penelitian Pendidikan IPA*, 9(11), 10083-10090. <https://doi.org/10.29303/jppipa.v9i11.5067>
- Miles, M. B., & Huberman, A. M. (1984). *Qualitative data analysis*. London: Sage.
- Moleong, L. J. (2007). *Metodologi Penelitian Kualitatif*. Penerbit PT Remaja Rosdakarya.
- Merdeka.com. (2020). *KLY KapanLagi Youniverse*.



- Mulyana, D. (2023). *Ilmu Komunikasi Suatu Pengantar ed Revisi*. Bandung: PT Remaja Karya.
- PRFM NEWS. (2020, August 20). *News channel*.
- Sulistyo-Basuki, L. (2006). *Political reformation and its impact on library and information science education and practice: A case study of Indonesia during and post-president-Soeharto administration*, (pp. 172-179). School of Communication & Information, Nanyang Technological University. <http://hdl.handle.net/10150/105684>
- Sugiono. (2017). *Metode Penelitian Kualitatif*. Bandung: Alfabeta CV.
- Walgito, B. (2011). *Teori-teori Psikologi Sosial*. Yogyakarta: Andi Offset.

