

INTERNALIZATION MODEL OF SOFT SKILL OF STATE DEFENSE FOR STUDENTS OF FACULTY OF SOCIAL AND POLITICAL SCIENCES THROUGH INTEGRATIVE AND SUSTAINABLE ACTIVITIES

Machya Astuti Dewi¹, Asep Saepudin², Muharjono³, Indro Herry Mulyanto⁴,
Kurnia Arofah⁵

FISIP UPN “Veteran” Yogyakarta
(machdewi@yahoo.com, asep.saepudin@upnyk.ac.id,
muharjono.msi@gmail.com, kurnia.arofah@yahoo.co.id)

Abstract - This article is the result of institutional research, which aims to develop a model of internalization of state defense soft skills for FISIP students of UPN "Veteran" Yogyakarta who can graduate with state defense character. In this article, several stages were carried out, namely, the first stage in formulating the state defense soft skills derived from the basic values of state defense. The next stage is to arrange the forms of activities carried out starting to be accepted as new students until students being graduated. The activities consist of curricular, co-curricular and extra-curricular activities. The final stage is to arrange the stages of internalization of state defense soft skills based on the forms of the activities. The internalization stage begins with the stages of introduction, awareness, reinforcement, actualization and further strengthening. This third stage is a model of internalization of integrated and sustainable state defense soft skills.

Keywords: internalization, soft skills, state defense, integrated, sustainable

Introduction

The core value that is always maintained and fought for a nation and state is sovereignty.

Therefore, all policies, both domestic and foreign policies, are directed to ensure that the state's sovereignty is maintained.

Sovereignty dimensions can be divided into two types of sovereignty; internal and external. Internal sovereignty is

instrumental. This means that sovereignty is needed to protect the society, to build social order. Whereas external sovereignty is the exclusivity of territory/state autonomy; the absence of interference from the power of external actors in the domestic affairs of a state, which is manifested in the form of other states' recognition.

¹ Dean of the Faculty of Social and Political Sciences 2016-2020, Doctor Graduate of UNAIR Social Science with gender and political expertise.

² Vice Dean for Student Affairs and Cooperation 2016-2020, Master Graduate of UGM Political Science, with an environmental politics and a Non-State Actor expertise, a former student activist.

³ Head of the International Relations Department 2016-2020, Master Graduate of UGM Political Science with Australian Politics Expertise.

⁴ Lecturer in Business Administration, Master Graduate of UI.

⁵ Lecturer in Communication Studies, Master Graduate of UGM.

Based on the meaning of sovereignty, the source of sovereignty threats comes from internal and external. Internal threats sourced from a number of conditions such as poverty, discrimination, injustice between societies and between regions, improper democratic governance, and failure to manage societies' characteristic. Before entering the reformation era in 1998, Indonesia experienced political and economic turmoil that led to the division of nation. External threats come from the characteristics of an increasingly unified world, where boundaries between states are no longer a barrier in conducting interactions between citizens, or known as globalization. The source of this threat can be even greater with the development of the industrial revolution 4.0 era, where technological advances can expand and accelerate the spread of various things in other parts of the world, both positive and negative. Included in this case is the spread of various ideas or ideologies that are not in line with the ideology of Pancasila and the identity of Indonesian nation.

Therefore, the characteristics of the Indonesian nation (heterogenous society) with various sources of threats, whether they are real, not real (not yet real) or

mind set threats, must be viewed using the same frame of mind and perspective by all components of the nation, both the government and its people. That very perspective is by using a state defense approach. This means that the understanding and awareness of state defense by all citizens is needed, so that the characteristics of the Indonesian nation and the various threats do not have a negative impact on state sovereignty.

Awareness of the state defense by all citizens is also needed to ensure the condition of the nation remains conducive to realizing the objectives of the state, which is contained in the opening of the 1945 Constitution of the Republic of Indonesia. Other perspectives on the importance of state defense are also based on social contracts, in which the Indonesian people proclaimed their independence on August 17, 1945 to fight and to defend their existence and sovereignty based on the Pancasila and the 1945 Constitution. The importance of state defense for every citizen is strengthened by the existence of juridical basis; the 1945 Constitution Article 27 Paragraph (3) which states "That every citizen has the right and duty to participate in state defense efforts"; the 1945 Constitution Article 30 Paragraph (1)

and (2) which explains “That every citizen has the right and obligation to participate in the State Defense and Security efforts, and the State Defense and Security efforts are carried out through the Defense and Security System of the Universe by the Indonesian Military and Police as Main Component, Citizen as Supporting Component”; Law No. 39 of 1999 concerning Human Rights Article 6B “Every citizen is obliged to participate State defense effort, in accordance with applicable provisions”; and Law No. 3 of 2002 concerning State Defense Article 9 Paragraph (1): “Every citizen has the right and is obliged to participate in the State Defense which is manifested in the Implementation of State Defense” and Article 9 Paragraph (2): “The participations of Citizens in State Defense Efforts referred to in Paragraph (1) shall be carried out through: Citizenship Education, Basic Military Training, Dedication as Indonesian Military voluntarily or mandatory, and Sedication in accordance with the profession”.

Referring to Presidential Regulation No. 21 of 2014 concerning the Establishment of UPN “Veteran”

Yogyakarta, UPN “Veteran” Yogyakarta has been designated as a State Defense Campus, while carrying out the Tri Dharma of University it is also carrying out mandate to internalize the values of state defense in educational, research, and service activities to the society. Therefore, UPN “Veteran” Yogyakarta has a strategic role in strengthening the awareness of state defense for students in order to prepare graduates who have scientific competence according to their fields of study based on state defense value.

In order to produce graduates who have those characteristics, an educational model that is not only has good intellectual abilities but also has the state defense character is needed. One of the strategies is to strengthen soft skills education rather than only hard skills, in the learning and education process in an integrated and sustainable manner, ever since being accepted as new students until graduating as bachelors. As stated by Ary Ginanjar that a person experiences a failure if the educational process is only centered on intellectual intelligence (IQ), but ignores emotional intelligence and and spiritual intelligence.⁶

⁶ Ary Ginanjar Agustian, *Rahasia Sukses Membangun Kecerdasan Emosi dan Spiritual ESQ*, (Jakarta: Penerbit Arga, 2001), p. iii

Based on those things, this article describes a model of internalization state defense's soft skills through integrated and sustainable activities. The approach used in solving these problems is the adult education approach and the integralistic approach. UNESCO defines adult education as an educational process where the contents, levels, and methods are managed formally and non-formally by improving education to increase competence, expanding knowledge, skills and attitudes development people who can contribute to national development.⁷ While the integralistic approach is defined as a comprehensive and integrated educational process, which includes curricular, co-curricular, and extra-curricular activities.

With those two approaches, it is hoped that the educational process can produce perfect human resources where a person has intellectual, emotional, and spiritual intelligence. The quality of human resources like this is essentially in line with the educational goals set out in the Constitution Number 14 Year 2005

concerning Teachers and Lecturers. This article describes how to improve the quality of internalization of values in order to improve the formation of students character based on the value of state defense.

Literature Review

Internalization and Character Education

Poerwadarminta defines internalization as an appreciation of a teaching, doctrine, or value, so that it is a belief and awareness of the truth of a doctrine or value embodied in attitudes and behavior.⁸ Based on this understanding, internalization is the inculcation of normative values or the basic values of an institution that determines the behavior of its members as desired by the institution. Muhadjir stated that the internalization process is carried out through five stages, which are: (1) receiving, (2) responding, (3) giving values, (4) organizing values, and (5) value characterization.⁹

Internalization that is carried out integrally and continuously, can shape the character of students based on the values

⁷ LPPM UNS, "Pembelajaran Orang Dewasa", Materi Pekerti-AA, 2016.

⁸ Acep Supriadi and Mitha Harpani Matnuh, "Internalisasi Nilai Nasionalisme dalam Pembelajaran PKN Pada Siswa MAN 2 Model Banjarmasin", *Jurnal Pendidikan*

Kewarganegaraan, Vol. 4, No.8, November 2014, p. 650.

⁹ Titi Sunarti, et al., "Internalisasi dan Aktualisasi Nilai-Nilai Karakter Pada Siswa SMP dalam Perspektif Fenomenologis (Studi Kasus Di SMP 2 Bantul)", *Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi*, Vol. 2, No. 2, 2014, p. 185.

developed by universities. Kirschenbaum argued that the internalization process includes “inculcating value and morality, modeling value and morality, facilitating value, and morality, skills for value development, and moral literacy.”¹⁰ Another opinion was delivered by Prochaska and D’Clemente who said that in a change of behavior, five stages are needed for the behavior to be truly realized, which are: pro-contemplation, contemplation, preparation, action, and maintenance. Pro-contemplation is the initial condition of someone who basically does not want to change behavior. Contemplation is the process of considering to change. Preparation means it has begun to change a little. Action means someone starts to be bound by a new behavior. The final stage is maintenance, which is the stage of maintaining the new behavior.¹¹

Value

According to Soekamto, value is something that can be targeted to achieve the goals which are the nature of the whole order consisting of two or more components which mutually influence one another or work in a unified or integrated

cohesion and oriented towards Islamic values and morality.¹² Soemantri defined values as “things contained in human conscience that provide more basis and moral principles which are the standard of beauty and efficiency or integrity of conscience (potential)”.¹³

The Ministry of National Education has formulated five main values, which are: (1) character values in relation to God, or religious values, where thoughts, words, actions are in accordance with the Godhead values and His religious teachings; (2) character values in relation to oneself, including: (a) honest values, (b) responsibility, (c) healthy lifestyle, (d) discipline, (e), hard work, (f) self-confidence, (g) entrepreneurial, (h) think logically, critically, creatively, and innovatively, (i) be independent, (j) be curious, and (k) love science; (3) character values in relation to others, such as (a) conscious, (b) obedient, (c) respecting the works and achievements of others, (d) polite, and (e) democratic; (4) the value of character in relation to the environment, such as the value of social and environmental care; and (5) nationality values, which are (a) nationalist, and (b) respect for diversity.

¹⁰ *Ibid*, p. 184.

¹¹ *Ibid*, p. 185.

¹² Acep Supriadi, Mitha Harpani Matnuh, *op.cit*.

¹³ *Ibid*.

In general, value is something that is good and positive. Frondizi explained that: "...they are independent of goods; goods are valuable things. This independence includes every empirical form, values are a priori qualities. Independence refers not only to objects which exist in the world, but also to our reactions towards good and values. Values as independent qualities do not vary with thing."¹⁴ Therefore, the value is a guide for someone in doing something. Value becomes moral norm that forms the basis of social interaction.

Soft Skills

Skill is a technical ability possessed by prospective workers. This capability includes mastering how to use a certain tool, data processing, and certain technical knowledge. This ability is generally referred to as technical ability or hard skill.¹⁵ The development of the era and revolutions in the industrial world

make the company not only need employees who have technical abilities. Workers with with non-technical abilities are increasingly needed.

Soft skill or often referred to as non-technical skills are skills possessed by someone when dealing with others and skills to organize themselves in order to work optimally.¹⁶ Soft skill can also be interpreted as personal and interpersonal behavior of someone in developing and maximizing one's work which includes self-confidence, flexibility, honesty, and self-integrity.¹⁷

Soft skills or non-technical abilities are difficult to measure, but rather become a consideration for companies or organizations when they want to accept new employees or members.¹⁸ On the other hand, soft skills and hard skills complement each other, where hard skills are considered infrastructures and soft skills are the superstructures needed as a continuation and success of university

¹⁴ Yulianto Hadi, et al., "Dinamika Penanaman Nilai-Nilai Bela Negara Kadet Maguwo Dalam Perspektif Historis", *Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi*, Vol. 2, No. 2, 2014, p. 211.

¹⁵ M. Untung Manara, "Hard Skills dan Soft Skills pada Bagian Sumber Daya Manusia di Organisasi Industri", *Jurnal Psikologi Tabularasa*, Vol. 9, No. 1., 2014, p. 37-47.

¹⁶ Ida Firdaus, "Urgensi Soft Skills Dan Character Building Bagi Mahasiswa", *Jurnal TAPIS*, Vol. 14, No.01, p. 60-73,

¹⁷ Abdullah Aly, "Pengembangan Pembelajaran Karakter Berbasis Soft Skills Di Perguruan Tinggi", *Jurnal Ishraqi*, Vol. 1, No. 1, p. 40-51.

¹⁸ Fransisca Bestari Rusady, "Hubungan Hard Skill, Softskill, Dan Pengalaman Kerja dengan Kinerja Karyawan", Thesis, Management Study Program, Department of Management, Faculty of Economics, Universitas Sanata Dharma Yogyakarta, 2016.

graduates who will face the working world.¹⁹

In lectures, soft skills can be developed together with hard skills, like Firdaus's opinion²⁰:

Starting from the first, the organization in the class. Looks simple, but in class organization we can already practice our soft skills. Such as, the ability to speak in public, leadership skills, establishing relationships with lecturers, and communication skills. Then if we walk out, soft skills can be obtained through Student Association, Student Activity Unit, Student Legislative and Judiciary Body, and can also be obtained from organizations outside the university. In there, we will be able to practice our soft skills a lot, such as speaking in public, communication skills, the ability to establish relationships, leadership skills, working together in teams, and many others.

Research and studies on the importance of soft skills have been done quite a lot in Indonesia. The following are studies related to soft skills in Indonesia (See table 1).

Some research and studies conducted by researchers related to the development of soft skills generally agree that education containing soft skills for

students is very important so that they are ready to face the industrial world. The consequent is that curriculum and educators must be prepared and sensitive to change.

Based on those results, research that specifically addresses the types of state defense soft skills does not yet exist. Therefore, one of the aspects examined in this study is the types of state defense soft skills. This is important to be formulated, to make it easier to carry out the learning process in particular and education in general. With the formulation of state defense soft skills, it will make it easier to measure its achievement, especially in the learning process.

Discussion

Basic Value and State Defense Value Indicator

The Director General of Defense Potential of the Ministry of Defense of the Republic of Indonesia, M. Thamrin Marzuki in the Textbook section on State Defense, outlines basic values and indicators of state defense.²¹ The five basic values of

¹⁹ Wahyuni, "Pengaruh Hard Skill dan Soft Skill Terhadap Kinerja Pegawai pada Dinas Pendidikan Provinsi Sulawesi Selatan", Thesis, Faculty of Islamic Economics and Business, Universitas Islam Negeri Alauddin, Makassar, 2016.

²⁰ Firdaus, Ida, "Urgensi Soft Skills Dan Character Building Bagi Mahasiswa". *Jurnal TAPIS*. Vol. 14. No.1. 2017

²¹ M. Thamrin Marzuki, "Tataran Dasar Bela Negara", Buku Ajar tentang Bela Negara, (Jakarta: Ditjen Pohan, Kemhan RI, 2016).

Table 1. Studies Related to Soft Skill Development in Indonesia

Name, Year	Results
Pramuniati, 2009	Soft skills improvement can be done by conducting a learning revolution to change the learning style and learning activities, which is the paradigm shift of teacher center learning into student center learning which is applied through innovative and constructive learning model.
Widarto, et al., 2013	Teacher characteristics that are needed to integrate soft skills in learning are: the adaptor; the visionary; the collaborator; the risk taker; the leaner; the communicator; the model; dan the leader.
Wagiran, 2013	The inculcation pattern of soft skills is carried out on six elements, which are curriculum, learning, academic climate, student activities, leadership and management, as well as synergistic relationships with stakeholders, especially business/industrial world.
Agung, 2014	Simulation courses have a strong relationship to leadership skills, team building skills, communication skills, the ability to understand procedure, ethics, and work behavior, as well as the ability to solve problems.
Wahyuni, 2016	Individuals who have hard skills and soft skills produce good performance, so that when recruiting employees can pay more attention to that individual hard skills and soft skills factors.
Ida, 2017	Character education (soft skills) must be supported by various parties starting from government, society, family, and school, because character is important in building strong human resources.
Aly, 2017	The lecturers can use soft skills to develop the character of university graduates through student activities.

Sources: processed from various published research results²²

state defense are: love the homeland, national and state awareness, believe in Pancasila as the state's ideology, willing to sacrifice for the nation and state, and have the state defense's initial ability both physically and psychologically.

Indicator of Love for the Homeland is shown by the attitude: Safeguarding the land and ground as well as the entire spatial territory of Indonesia, the soul and body are proud for being an Indonesian nation, the soul of patriotism towards the

²² Isda Pramuniati, "Integrasi Soft Skills Melalui Learning Revolution Sebagai Upaya Peningkatan Kualitas Lulusan Perguruan Tinggi", *Jurnal Unimed*, No 73, 2009; Pardjono Widarto, Noto Widodo, "Pengembangan Model Pembelajaran Soft Skills Dan Hard Skills Untuk Siswa Smk", *Jurnal Cakrawala Pendidikan*, November 2012, Th. XXXI, No. 3, 2012, p. 409-423.; Wagiran, "Model Penguatan Soft Skills Dalam Pewujudan Calon Guru Kejuruan Profesional Berkarakter", *Jurnal Kependidikan: Penelitian Inovasi Pembelajaran*, Vol 43, No 1, May 2013; Agung Nopranto, "Pengaruh Mata Kuliah Simulasi Proses Akuntansi (MOAL) terhadap Karakteristik Kesiapan Kerja (Soft Skills) Mahasiswa Akuntansi Universitas Bakrie", *Jurnal Ilmiah Universitas Bakrie*, Vol. 2, No. 3, 2014, April 2014; Wahyuni, "Pengaruh Hard Skill dan Soft Skill Terhadap Kinerja Pegawai pada Dinas Pendidikan Provinsi Sulawesi Selatan", *Thesis*, Faculty of Islamic Economics and Business Universitas Islam Negeri Alauddin, Makassar, 2016; Ida Firdaus, "Urgensi Soft Skills Dan Character Building Bagi Mahasiswa", *Jurnal TAPIS*, Vol. 14, No. 01, p. 60-73, 2017; Abdullah Aly, "Pengembangan Pembelajaran Karakter Berbasis Soft Skills Di Perguruan Tinggi", *Jurnal Ishraqi*, Vol. 1, No. 1, 2017, p. 40-51.

nation and state, maintaining the good name of the nation and state, contributing to the progress of the nation and state's development, and proud to use products made by Indonesian people. Indicators of National and State Awareness are shown by the attitudes: actively participating in social, professional, and political organizations, exercising their rights and obligations as citizens in accordance with the applicable laws and regulations, participating in elections, thinking, acting, and doing the best for the nation and state, and participate in protecting the sovereignty of the nation and state.

Indicators of Belief of Pancasila as an ideology of the Nation are shown by the attitude: understand values in Pancasila, practice Pancasila values in daily life, make Pancasila as a nation and state unifier, always develop Pancasila values, and believe and trust in Pancasila as the foundation of the state. The Self-Sacrificing Indicators for the Nation and the State are shown by the attitude, such as willing to sacrifice time, energy and mind for the progress of the nation and state, ready to defend the nation and state from various threats, actively participating in the development of society, nation and

state, eager to help fellow citizens who are experiencing difficulties, and believe and trust that sacrifice for their nation and state is not in vain.

Indicators for having state defense's initial ability in the form of Psychic ability (Mental) are shown by the attitude and behavior of the discipline, resilient, work hard to obey all applicable laws, believe in your own abilities, time-tested and never give up in facing the difficulties of life to achieve national ideals and goals. While physical ability (physical) is shown by a healthy person, agile, proportional posture will also support psychic abilities.

State Defense's Basic Value Soft Skills

So that the values of state defense can be internalized in the education process that can be measured and observed directly, it is necessary to formulate the state defense's soft skills by referring to the basic values and indicators of state defense. Table 2 shows the explanation of the basic values of state defense into formulations and indicators of soft skills.

With the formulation of indicators of the state defense's soft skills, the values of into the formulation of soft skills will make it easier for all subjects to internalize the

Table 2. Basic Values of State Defense, Formulation and State Defense Soft Skills Indicator

Basic Values of State Defense	Formulation of State Defense Soft Skills	Soft Skills Indicator
Love the Homeland	<ol style="list-style-type: none"> 1. Having awareness to protect the environment wherever they are, 2. Having a spirit of patriotism in the interest of the nation and state, 3. Maintain the good name of institutions, nations and countries wherever they are, 4. Have pride in the nation and state of Indonesia. 	<ol style="list-style-type: none"> 1. Live with integrity skills, 2. Ethical Skill, 3. Honesty, 4. Responsible, dan 5. Clean.
National and State Conscious	<ol style="list-style-type: none"> 1. Actively participating in organizations, 2. Performing rights and obligations in accordance with applicable regulations, 3. Think, behave and do your best, 4. Maintaining the sovereignty of the nation and state 	<ol style="list-style-type: none"> 1. Multicultural/Multilingual Skills, 2. Cooperation Skills, 3. Interpersonal Skills, 4. Adaptive Skills, and 5. Having Concern for Others
Believed in Pancasila as a State Ideology	<ol style="list-style-type: none"> 1. Believe in the truth of the values contained in Pancasila, which are: the value of divinity, the value of humanity, the value of unity, the value of sovereignty, and the value of justice. 2. Making Pancasila a source of law and a unifying source of the nation 3. Making Pancasila as a source of problem solving 	<ol style="list-style-type: none"> 1. Communication Skills, 2. Conflict Management Skills, 3. Negotiation Skills, 4. Analyzing Skill, and 5. Listening Skills.
Willing to Sacrifice for the Nation and State	<ol style="list-style-type: none"> 1. Willing to sacrifice from what is owned for public / nation / state interests 2. Actively participating in development 3. Willing to help fellow human beings 	<ol style="list-style-type: none"> 1. Problem Solving Skills, 2. Critical Skills, 3. Creative and Innovative Thinking Skills, 4. Inspire Employees, 5. Great Sense of Services Skills
Having a State Defense's Initial Ability Physically or Psychologically	<ol style="list-style-type: none"> 1. Having emotional and spiritual intelligence 2. Having good health 3. Having resilience in working 	<ol style="list-style-type: none"> 1. Passion Skills, 2. Emotional Skills, 3. Spiritual Skills, 4. Discipline, 5. Healthy, 6. Resilience

state defense will be easier to measure the level of achievement in the learning and education process. In the learning process, these state defense's soft skills

indicators can be applied to all types of courses. The achievement of the indicators of state defense's soft skills will directly or indirectly foster awareness and

actions that reflect the state defense. The explanation of state defense indicators values of state defense in the learning process without having to explain the concepts of state defense directly. In the education process, the programs implemented by institutions can be more varied, with the understanding that the programs carried out not only explain the concepts of state defense directly but the programs that are carried out can take various forms but are still based on state defense's soft skills.

Internalization Model of State Defense's Soft Skills

In order to realize graduates who have the state defense's character, it is necessary to carry out an internalization model in the process of learning and education through various forms of integrated and ongoing activities. Integrated is shown in various forms of activities that are curricular, co-curricular and extra-curricular. Whereas sustainable means that the activities carried out to students begin from the beginning semester as new students until the final semester. The forms of activities in internalizing are shown in Figure 1.

a. Forms of activities

1) Curricular activity

The main activity in the education process is curricular activities. Curricular activities are carried out at any time by using a curriculum system that has been determined by the study program. Therefore, the internalization process through this curricular pathway is an effective tool in shaping the attitude and character of state defense.

An important instrument in the learning process that can ensure that the process has been internalized in the state defense's values, so it is necessary to have a learning model or strategy that is in line with the spirit of internalization. The learning model and strategy must be stated in the RPS, which is the guide for the supporting lecturers in the learning process. The drafted RPS must describe how the state defense's values are internalized. Therefore, the developed learning model which is based on state defense soft skills.

There are 2 important variables that must be present in the RPS to ensure that the internalization is carried out and assessed for success. The variables are:

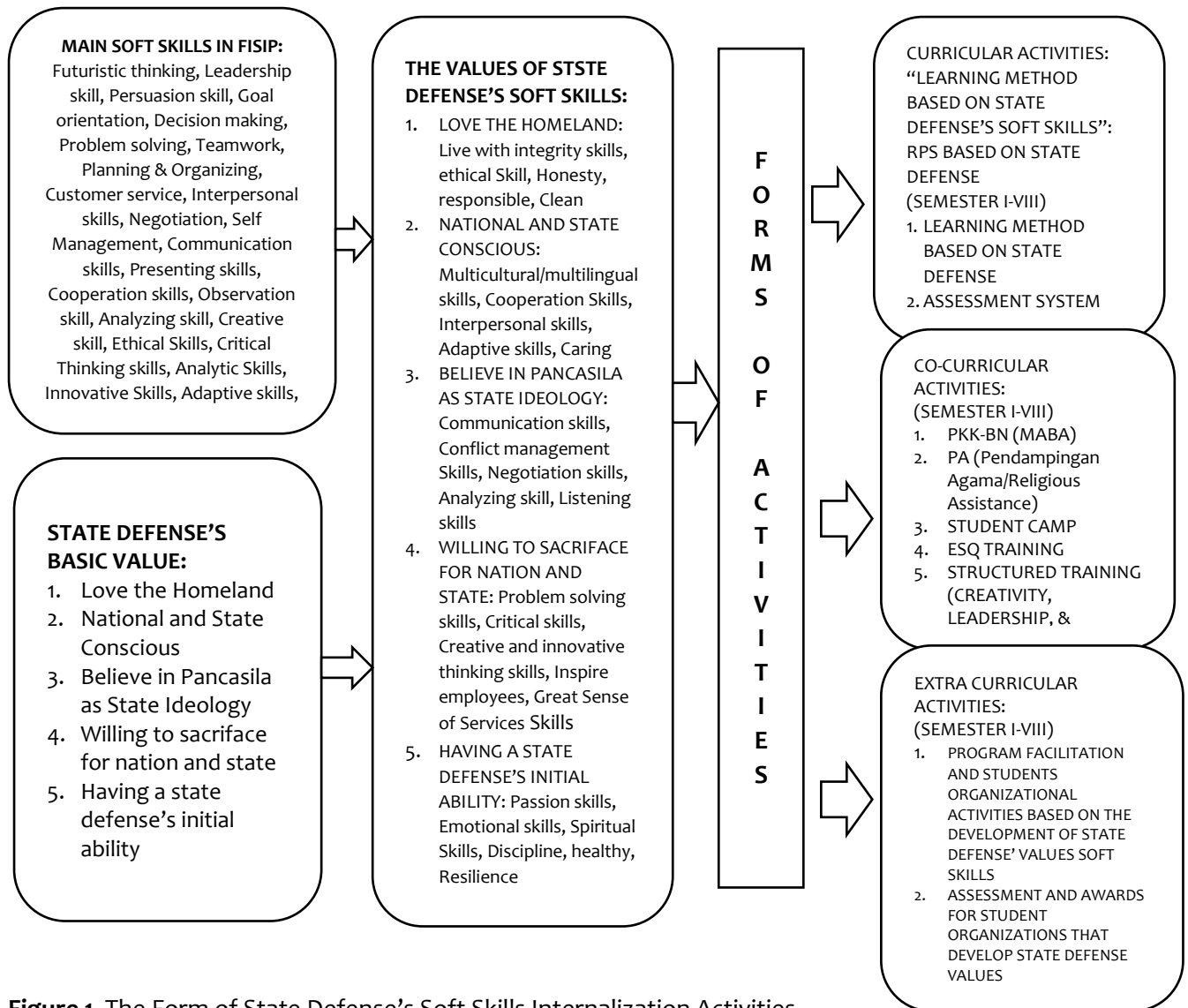


Figure 1. The Form of State Defense's Soft Skills Internalization Activities

1. Learning model based on state defense soft skills.

Learning models must lead to the formation of attitudes and behaviors that reflect the values of state defense. This learning model can be applied in various disciplines, both exact sciences and social sciences. This model is not meant to have an explanation of the concepts of state defense,

but in the process that leads to the state defense soft skills. The learning model must be oriented towards students or known as student center learning (SCL). Suwardjono said that the learning objectives must produce graduates who have the personality of scholar. Personality of scholar includes: polite attitude, good language speech,

reasoning and ability, adequate argumentation, mastery and power of thought in a strong discipline and wisdom. Wisdom includes: extensive knowledge (learned), ingenuity (smartness), common sense, insight, prudent, understanding of the norms of truth, ability to digest, and reasoning. There are many learning models that can be used to internalize state defense soft skills. Some of these models are; Problem based learning, Case based learning, Cooperative learning, and Competitive Learning.

2. Assessment system based on state defense soft skills.

In order for the learning model to be effective in achieving the learning objectives, an assessment system is needed which is carried out in line with the stated learning objectives or achievements. There are several assessment systems that can be used to measure attitudes and behavior based on state defense, which are:

a. Journal

Journals are the main tool used for assessing student attitudes through observation techniques. Journals are used by lecturers in managing the learning process in class. The lecturer notes in a journal the students' behavior that stand out. Some things that must be written in the journal when the lecturer makes observations are the name of the student, student behavior, the value of the attitude shown and the follow-up that will be done based on the observations that have been made.

b. Self-Assessment Sheet

Journals that have been prepared must be equipped with self-assessment sheets as a means of supporting behavioral assessment. The self-assessment sheet is filled in by students. The data that has been written by students in the self-assessment sheet can be in the form of statements about attitudes/characters the students already have according to them, need to be maintained and or attitudes

that are not yet possessed but need to be grown.

c. Peer Assessment

Another supporting instrument for attitude assessment is the peer assessment sheets. Filling in the peer assessment data is also done by students based on other students' observations. This instrument serves to support the objectivity of attitude assessment conducted by lecturers (journals) and by students themselves (self-assessment sheets). Data that can be written by students in peer-to-peer assessment sheets can be statements about attitudes/characters that according to the student already have, need to be maintained and or attitudes that are not yet owned that need to be grown on other students.

2) Co-Curricular Activities

Based on the Rector's Regulation Number: 02 / UN62 / 2017 Concerning Student Organizations and Management of Universitas

Pembangunan Nasional "Veteran" Yogyakarta, Co-Curricular Activities are activities that are conducted outside the face-to-face lectures hours by students, both inside and outside campus as a support learning objectives or achievements in the applicable curriculum. There are a number of co-curricular activities that are important to carry out in order to internalize the state defense soft skills, which are:

1. Introduction to State Defense Campus Life (*Pengenalan Kehidupan Kampus Bela Negara* PKK-BN)
2. Reiligious Assistance
3. Student Camp
4. ESQ Training
5. Structured Training (Creativity, Leadership, & Entrepreneur)

3) Extra-Curricular Activities

Extra-curricular activities are activities that are carried out outside the face to face lectures hours by students, both on and off campus to assist student development in accordance with the needs, potential, talents, and interests through activities that are specifically carried out by leaders, lecturers, students and capable and

authorized organizations within the university. Some of the extra-curricular activities that are important to be carried out in supporting the interpretation of the values of state defense are:

1. Facilitating student organizations programs and activities based on developing the values of state defense soft skills.

In order to support the internalization of the state defense's values for students, the roles of all parties, ranging from leaders, lecturers, students and students, are needed. Students must also be given space, with the autonomy they have in student organizations, to arrange programs and activities oriented to the development of the state defense's values. Leaders who have the authority in regulating budget allocations, must ensure that all activities, both by OK, Faculties, Bureaus and Institutions, reflect the state defense's values. This is part of the process of internalization the state defense's values by providing budget support for programs that are in line with the

development of the state defense's values. This does not mean that activities which are not related to the state defense are not supported, but only that the portion must be smaller than the budget for activities based on the state defense's values. The form and type of activities are submitted to students.

2. Assessment and awards for student organizations that develop the state defense's values.

In order to further strengthen and measure the extent to which programs based on state defense are carried out by student organizations, it is necessary to conduct an evaluation of OK programs and activities through the awarding of student organizations that successfully run programs based on state defense's values.

b. Stages of Internalization Activities

In order for the internalization process can achieve the expected goals, the internalization process through various activities that have been described in the previous section, must be arranged in such a way, so that every semester

(for approximately 8 semesters) there are always internalization of state defense soft skills activities. These integrated and sustainable activities, which start from the admission of new students until graduation as a graduate, are intended to strengthen the values of the state defense which consciously and unconsciously become part of the mindset, attitude patterns, and patterns of action in the life of the nation and state society. Integrated and sustainable activities are also intended to build positive habits as students and graduates of UPN "Veteran" Yogyakarta as pioneers of development based on state defense's values.

There are 5 stages carried out in internalizing the values of state defense soft skills, which are:

1) Introduction Stage

At the introduction stage, activities are co-curricular. The activities carried out are:

1. PKK-BN (Introduction to State Defense Campus Life)

This activity was carried out in semester 1, when prospective new students had been accepted as new students from UPN "Veteran" Yogyakarta. At this

stage, the values of state defense were introduced to new students through PKK-BN activities. The purpose of this activity is to introduce the basic values of state defense and the profile of UPN "Veteran" Yogyakarta as a campus that has a characteristic as a state defense campus. The material presented and the values of state defense soft skills that were embedded in this activity were: Knowledge of the basic values of the State Defense, Disciplinary Values, and Resilience Values. This knowledge is expected to provide awareness for new students about the importance of state defense to the nation, state, society and themselves. In this activity, awareness is that state defense is not solely for the benefit of the nation and the state but also for their own sake. Comfort and security of a person will never be realized if the security and comfort of the nation and state are disturbed. Therefore, state defense becomes an obligation for all citizens including students.

2. Islam and Non-Islam (Religious) Assistance

This activity is carried out in Semester 2 or parallel with the learning process for religious education courses. The internalized values are: Faith, Compliance, Honesty, Commitment, Responsibility, Passion to do the best and Discipline. Religious assistance for students outside of religious education courses is required. This is a part of ensuring that the content of religious education given to students outside the classroom is religious values that give *rahmatan lil'alamiin* (which brings everyone's safety and happiness). In general, this religious assistance is carried out by student activity units based on religion. In various studies and theories about efforts to counter terrorism is through an ideological approach or value approach because the development of terrorism is currently based on ideology, or more specifically based on religious beliefs. With the pattern of religious accompaniment on

campus, this is a medium to ensure that the contents or values of religion delivered in accordance with the essence of religion are revealed by God Almighty. The curriculum or material in this religious assistance is arranged jointly between the religion lecturer, the person in charge of academic activities, and the manager of the student activity unit. This religious assistance is carried out for all religions.

2) Awareness Stage

At this awareness stage, the form of activities is co-curricular. These activities include:

1. Student Camp

This activity is carried out in Semester 3. The internalized values are responsibility, cooperation, problem solving, concern, visionary, discipline, adaptation, and interpersonal. This student camp activity, besides aiming to inculcate the predetermined values of state defense soft skills, it is also a form of activity that consist of games or an activity that is not doctrinal.

2. ESQ Training

This activity is carried out in fourth semester. The values inculcated are honesty, discipline, cooperation, concern, responsibility, integrity, and ethics. The form of activities is structured training with values that have been determined by the institution.

3) Strengthening Stage

The strengthening stage is carried out in the process of learning activities in the classroom through the application of learning models based on state defense. This means that internalization at this stage is carried out for approximately 8 semesters, starting from semester 1 to semester 8. The process of learning based on the state defense soft skills can be applied to both theoretical and practical subjects. As explained in the previous section, to ensure this learning model can measure its success, the assessment system must also be oriented towards state defense soft skills and using appropriate methods.

The values of state defense soft skills internalized in the learning process are: communication skills,

problem solving, creative, innovative, critical, analyzing skills, and listening skills.

4) Actualization Stage

Activities at this stage are extra-curricular, where they are carried out at any time by student organizations within the FISIP UPN "Veteran" Yogyakarta. Some of the developed activities and state defense soft skills are:

- a. Facilitating the student organization programs and activities based on state defense soft skills with developed values are inspire employees, great sense of service skills, creative, and innovative.
- b. Assessment and awards for student organizations that develop state defense. This activity is carried out at the end of the year to conduct an assessment and awards for OK who excels in developing the values of state defense.

5) Advanced Strengthening Stage

The advanced strengthening phase is a co-curricular activity, which is carried out in semester 5 and 6 in the form of various structured trainings.

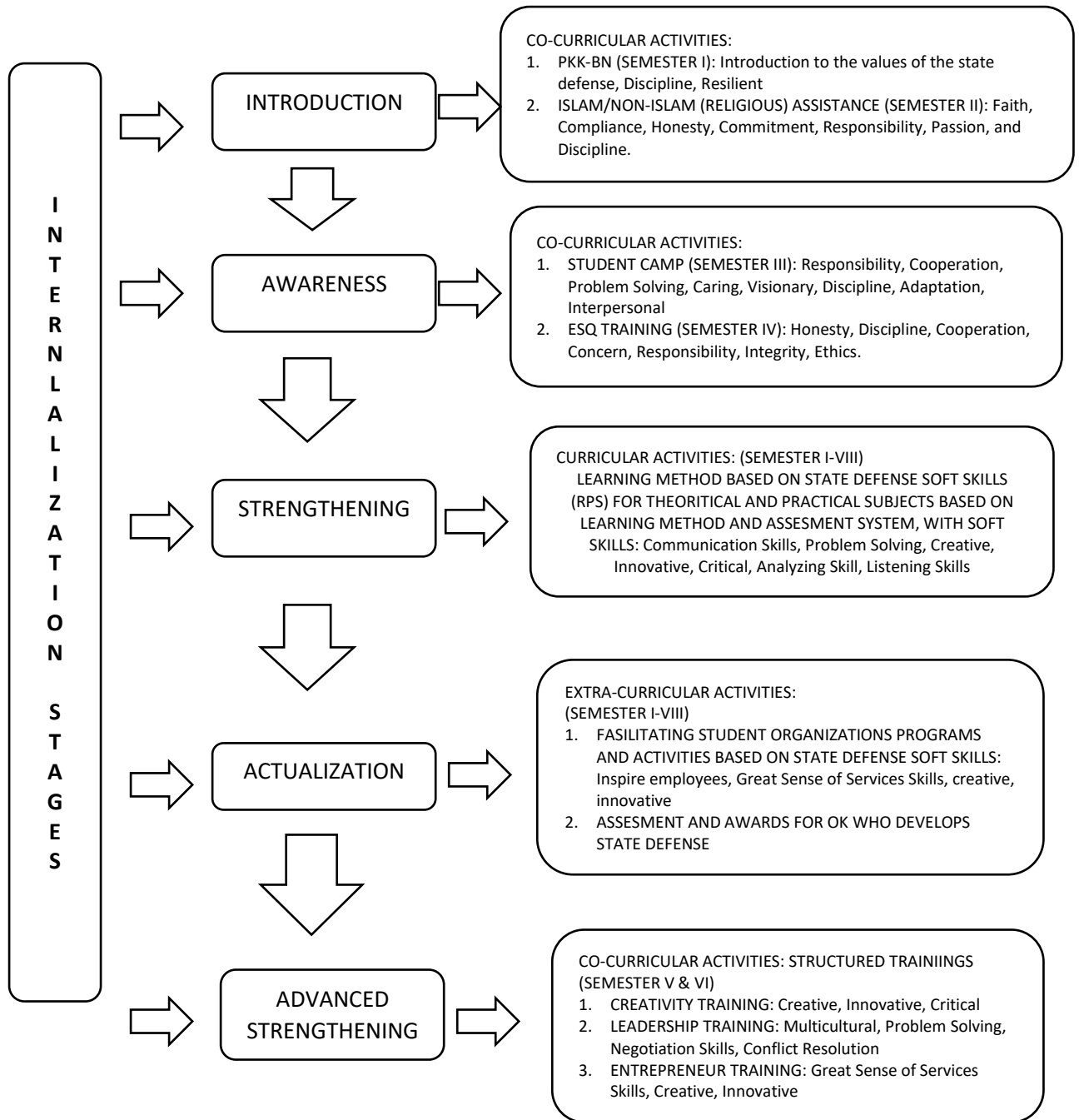


Figure 2. Internalization Stages of State Defense’s Soft Skills

Some activities that can be developed and internalized values are:

a. Creativity training, with developed values: creative,

innovative, and critical.

b. Leadership training, with developed values: multicultural, problem solving, negotiation skills, conflict resolution.

- c. Entrepreneur training, with developed values: great sense of service skills, creative, innovative.

Conclusion

In order to create students and graduates who have the attitude and behavior of state defense, it is necessary to carry out activities that are structured, systematic, and integrated, while being students. With pattern of activities like that, habits will be built, which consciously or unconsciously will become the mindset, attitude patterns, action patterns of students and graduates in the society, nation, and state. This institutional research is carried out within the framework of building a system of activities that are structured, systematic, sustainable, and integrated. By carrying out in integrated curricular, co-curricular, and extra-curricular activities, it is hoped that graduates of the Faculty of Social and Political Science (FISIP) UPN "Veteran" Yogyakarta will become pioneers of development based on state defense values.

References

Book

Agustian, Ary Ginanjar. 2001. *Rahasia Sukses Membangun Kecerdasan Emosi dan Spiritual ESQ*. Jakarta: Penerbit Arga.

Journals

Aly, Abdullah. 2017. "Pengembangan Pembelajaran Karakter Berbasis Soft Skills Di Perguruan Tinggi". *Jurnal Ishraqi*. Vol. 1. No. 1.

Firdaus, Ida. 2017, "Urgensi Soft Skills Dan Character Building Bagi Mahasiswa". *Jurnal TAPiS*. Vol. 14. No.1.

Hadi, Yulianto, Djoko Suryo, F.X. Sudarsono. 2014. "Dinamika Penanaman Nilai-Nilai Bela Negara Kadet Maguwo Dalam Perspektif Historis". *Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi*. Vol. 2. No. 2.

Hamidah, Siti, Sri Palupi. 2012. "Peningkatan Soft Skills Tanggung Jawab Dan Disiplin Terintegrasi Melalui Pembelajaran Praktik Patiseri". *Jurnal Pendidikan Karakter*. No. 2.

Manara, M. Untung. 2014. "Hard Skills dan Soft Skills pada Bagian Sumber Daya Manusia di Organisasi Industri". *Jurnal Psikologi Tabularasa*. Vol. 9. No. 1.

Nopranto, Agung. 2014. "Pengaruh Mata Kuliah Simulasi Proses Akuntansi (MOAL) terhadap Karakteristik Kesiapan Kerja (Soft Skills) Mahasiswa Akuntansi Universitas Bakrie". *Jurnal Ilmiah Universitas Bakrie*. Vol. 2. No. 3.

Pramuniati, Isda. 2009. "Integrasi Soft Skills Melalui Learning Revolution Sebagai Upaya Peningkatan Kualitas

Lulusan Perguruan Tinggi”. Jurnal Unimed. No 73.

Supriadi, Acep, dan Mitha Harpani Matnuh 2014. “Internalisasi Nilai Nasionalisme dalam Pembelajaran PKN Pada Siswa MAN 2 Model Banjarmasin”. Jurnal Pendidikan Kewarganegaraan, Vol. 4. No. 8.

Wagiran. 2013. “Model Penguatan Soft Skills Dalam Pewujudan Calon Guru Kejuruan Profesional Berkarakter” Jurnal Kependidikan: Penelitian Inovasi Pembelajaran. Vol. 43. No 1.

Widarto, Pardjono, Noto Widodo. 2012. “Pengembangan Model Pembelajaran Soft Skills Dan Hard Skills Untuk Siswa SMK”. Jurnal Cakrawala Pendidikan. Th. XXXI. No. 3.

Widyaningsih, Titik Sunarti, Zamroni, Darmiyati Zuchdi. 2014. “Internalisasi dan Aktualisasi Nilai-Nilai Karakter Pada Siswa SMP dalam Perspektif Fenomenologis (Studi Kasus Di SMP 2 Bantul)”. Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi. Vol. 2. No. 2.

Thesis

Wahyuni. 2016. “Pengaruh Hard Skill dan Soft Skill Terhadap Kinerja Pegawai pada Dinas Pendidikan Provinsi Sulawesi Selatan”. Thesis, Faculty of Islamic Economics and Business Universitas Islam Negeri Alauddin, Makassar.

Rusady, Fransisca Bestari, (2016), “Hubungan Hard Skill, Softskill, dan Pengalaman Kerja dengan Kinerja Karyawan”. Thesis, Management Study Program, Department of Management, Faculty of Economics, Universitas Sanata Dharma Yogyakarta.

Documents

LPPM UNS. 2016. “Pembelajaran Orang Dewasa”. Materi Pekerti-AA.

Marzuki, M. Thamrin. 2016. “Tataran Dasar Bela Negara”. Buku Ajar tentang Bela Negara. Jakarta: Ditjen Pothan, Kementerian Pertahanan RI.

Saepudin, Asep. 2013. “Model Pembelajaran Inovatif”. Materi Pelatihan Peningkatan dan Pengembangan Mutu Pembelajaran (P3MP)-P3AI UPNVY ANGKATAN VII. Yogyakarta, June 26.

Regulations

The 1945 Constitution of the Republic of Indonesia.

Law No. 39 of 1999 concerning Human Rights.

Law No. 3 of 2002 concerning State Defense.

Presidential Regulation No. 21 of 2014 concerning the Establishment of UPN "Veteran" Yogyakarta.

