

# Enhancing Motivation in Reserve Component Basic Military Training through Public Administration Strategies

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**Abstract:** This research explores the motivations behind university students' involvement in Basic Military Training activities for the Reserve Component, revealing a concerning lack of enthusiasm despite established regulations. Using qualitative methodology and NVivo 12 Plus for analysis, this study identified two important factors that shape motivation levels: environmental influences and personal influences. Although environmental factors played a role, it was intrinsic motivation that emerged as the main determinant. Highlighting the importance of nurturing intrinsic motivation, the study advocates interventions such as motivational workshops, mentorship programs, and customized reward initiatives for college students. These interventions aspire to foster a culture of proactive engagement in national defense efforts. The findings underscore the existence of gaps in the motivation levels of students at Universitas Muhammadiyah Sidenreng Rappang regarding basic military training for the reserve component. Nevertheless, through strategic public administration initiatives aimed at fostering intrinsic motivation, the university has the potential to galvanize students, empowering them to actively contribute to the country's defense readiness and efficacy, thereby enhancing the capabilities of the reserve component.

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## INTRODUCTION

National defense is a cornerstone of any functioning nation-state, playing a pivotal role in ensuring the continuity and stability of a country (Rüland, 2017). It encompasses the capacity to shield territorial boundaries, maintain the dignity and sovereignty of a nation, and safeguard its citizens from external threats (Habibullah et al., 2022). This vital aspect of governance has been deeply embedded in the fabric of Indonesia since the historic proclamation of independence on August 17, 1945.

The Indonesian people, with unwavering resolve, pledged to stand as guardians of their newfound freedom (Gomes, 2016). They took a solemn oath to uphold the sovereignty and honor of their nation, in adherence to the guiding principles of Pancasila and the revered 1945 Constitution. This commitment forged the foundation upon which the Indonesian state was built, emphasizing the significance of a strong and resilient national defense apparatus.

In the years that followed, the nation's leaders and citizens alike recognized that safeguarding territorial integrity was not merely a matter of military might, but a collective responsibility rooted in the principles of unity, justice, and democracy (Benhabib, 2009). The defense of Indonesia's borders became a shared objective,

transcending social, economic, and cultural boundaries (Jones, 2018). It called for a unified effort from every citizen, regardless of their background or profession, to rally behind the cause of preserving the nation's independence and sovereignty.

The values of Pancasila, which include beliefs in divinity, humanity, unity, democracy, and social justice, serve as guiding beacons in this collective endeavor (Min Kim et al., 2020). They provide the moral compass by which the Indonesian people navigate the complexities of national defense, emphasizing the importance of both military and non-military approaches in maintaining the nation's security.

The commitment to national defense is a living testament to Indonesia's resilience and determination to protect its hard-won freedom (Utami, 2022). It embodies the spirit of a nation that, despite diverse backgrounds and challenges, remains united in the pursuit of safeguarding its territorial integrity, upholding its honor, and defending its sovereignty (Ramli, 2019). This enduring commitment to national defense ensures that Indonesia not only survives, but thrives, in an ever-changing global landscape.

In light of this fundamental perspective, the establishment of a reserve component emerges as a critical strategy in the defense of the nation (Reza, 2017). This component is purposefully designed to mobilize the entire citizenry along with other national resources towards the common goal of safeguarding the nation's security (Ternes et al., 2020). It signifies a collective commitment that transcends individual backgrounds and professions, uniting all citizens in a shared determination to preserve the sovereignty and integrity of their homeland.

Integral to this comprehensive defense strategy is the pivotal role played by the military. The armed forces serve as the bedrock upon which the entire national defense system is built (Kania & Costello, 2018). Their expertise, training, and capabilities form the backbone of the nation's security apparatus. Their role extends beyond reactive measures, encompassing strategic planning, preparedness, and the ability to respond effectively to any threat that may jeopardize the nation's stability and security.

Furthermore, the integration of the military within the reserve component serves as a force multiplier for the Indonesian National Armed Forces (TNI). This fusion augments the TNI's core capabilities, enhancing its capacity to address an array of security challenges (Salsabilla & Sarjito, 2021). The reserve component complements the active-duty forces by providing additional manpower, specialized skills, and a broader range of expertise drawn from various sectors of society.

Moreover, the incorporation of the reserve component signifies a democratization of defense efforts. It empowers citizens from all walks of life to actively contribute to the nation's security, thereby reinforcing the principle that national defense is a shared responsibility (Lee et al., 2015). This inclusive approach fosters a sense of ownership and pride among the citizenry, instilling a deep-seated commitment to the nation's well-being.

The reserve component of Indonesia's national defense strategy is a collective effort that involves every citizen, not just the military. This approach fortifies the nation's resilience and capacity to protect its territorial integrity, ensuring a secure future for generations to come. Article 27, Paragraph (3) of Indonesia's 1945 Constitution

emphasizes the shared responsibility of citizens in protecting the nation, emphasizing the importance of each citizen's role in safeguarding Indonesia's sovereignty and safety.

Articles 30, Paragraphs (1) and (2) of the 1945 Constitution further articulate the rights and duties of citizens in the context of defense and security efforts. They outline a comprehensive framework that emphasizes the participatory nature of national defense, extending beyond the realm of the military alone. The Indonesian Armed Forces (TNI) and the Indonesian National Police (POLRI) serve as the forefront of this unified defense system, tasked with safeguarding the nation's security.

The passing of Law No. 23 of 2019, regarding the Management of National Resources for State Defense (PSDN), marks a significant step in Indonesia's defense strategy. It focuses on improving the formation of the reserve forces and coordinating support systems, establishing a legal foundation that allows the state to effectively utilize its resources for the crucial goal of national defense in a democratic manner.

Students are recognized as crucial contributors to achieving the national defense objectives outlined in the PSDN law. Programs such as the Reserve Component Basic Military Training (Latsarmil Reserve Component Basic Military Training) provide a structured platform for students to cultivate the values and skills necessary for effective participation in the reserve component. However, there exist tangible challenges in mobilizing students towards active participation in the Reserve Component Basic Military Training program.

UMS Rappang stands as a microcosm reflecting a broader challenge in mobilizing student participation in national defense initiatives. Out of a substantial student body numbering 2,697, a mere four have actively engaged in the Latsarmil Reserve Component Basic Military Training activities, highlighting a critical gap in awareness and enthusiasm for programs aimed at preparing students for their role in the reserve component.

The Universitas of Muhammadiyah Sidenreng Rappang is facing a challenge in promoting student engagement in national defense programs. The low turnout and attendance levels highlight the need for targeted communication strategies and a commitment to creating an environment conducive to active participation. This research aims to understand the factors that influence students' decisions to participate in the reserve component program, such as duty, patriotism, and career aspirations.

The research also aims to identify the barriers that hinder student involvement, such as logistical constraints, ideological reservations, or lack of awareness about the program's significance. By identifying these obstacles, tailored interventions can be developed to address each specific challenge. To develop effective solutions, a multifaceted approach may be employed, including targeted awareness campaigns, streamlined administrative processes, and incentives that resonate with the student body. By tailoring solutions to the unique context and needs of the UMS Rappang, an environment that encourages and celebrates active student involvement in the reserve component program can be created.

The ultimate goal of this research is to nurture a sense of nationalism and cultivate a culture of active engagement in national defense among the student body. Through insightful analysis, strategic intervention, and dedicated follow-through, a significant shift

in student attitudes towards their role in safeguarding the nation's security can be achieved.

## **RESEARCH METHOD**

This research will focus on a social situation that includes key elements: Place, Actor, and Activity (Beach, 2017). This approach allows researchers to observe the complex interactions among students, public administration, and Reserve Component Basic Military Training Basic Military Training activities in a more in-depth and contextualized way.

The key informants in this study will include three students from UMS Rappang who have participated in the Reserve Component Basic Military Training Basic Military Training activities, five students who have not participated in this activity, as well as representatives from the Sidrap Regency Kepala Staf Distrik Militer who have provided socialization on the campus of Universitas Muhammadiyah Sidenreng Rappang.

In terms of sample collection, the Snowball Sampling method will be applied to allow for the gradual collection of information until it reaches an optimal level of saturation (Sagena et al., 2023). The researcher will start with a limited sample and progressively expand the network of informants by utilizing recommendations from the initial respondents.

Data collection methods will include three main techniques: observation, in-depth interviews, and documentation studies (Yates & Leggett, 2016). Observations will focus on students' motivation towards Latsarmil Reserve Component Basic Military Training activities. In-depth interviews will be conducted with three students who have participated in this activity, five students who have not, and a representative from the Sidrap Regency Kepala Staf Distrik Militer who has provided socialization on campus. Documentation studies will involve analyzing various written sources such as archives, books, newspapers, and related documents.

In analyzing qualitative data, researchers will utilize the Nvivo 12 Plus application (Woolf & Silver, 2017). This tool will facilitate the process of processing and analyzing data more systematically, allowing grouping, reduction, and analysis of data to be more efficient.

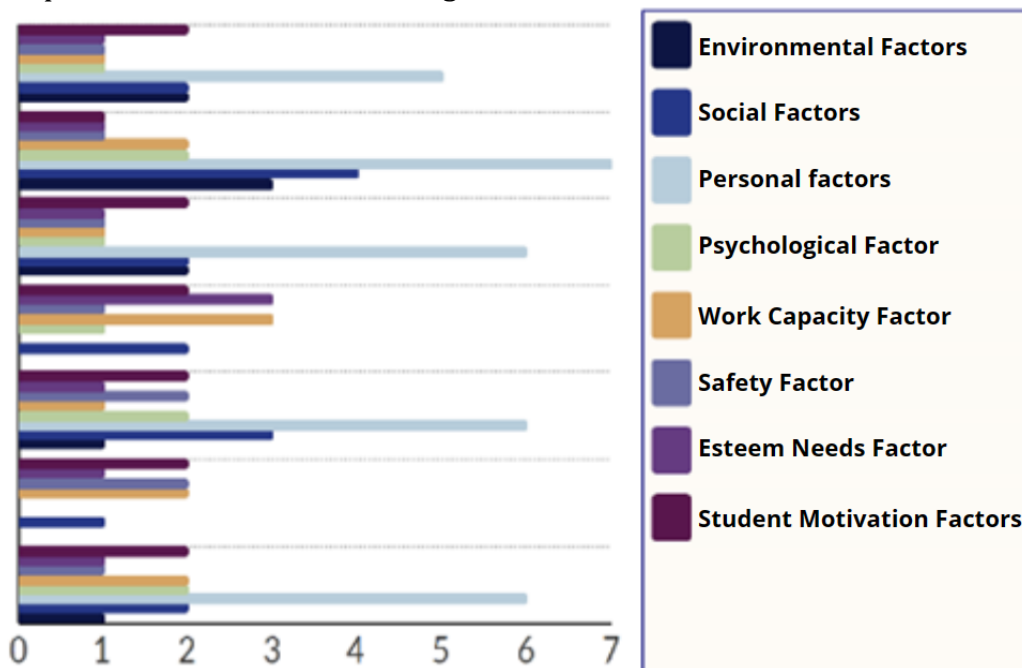
By applying this research method, it is hoped that this research can provide deep insight into the factors that influence student motivation in the Reserve Component Basic Military Training Basic Military Training program from a public administrative perspective. In addition, it is also expected to identify effective solutions to increase student motivation in participating in this program.

## **RESULTS AND DISCUSSION**

This study reveals a significant lack of enthusiasm among students at Universitas Muhammadiyah Sidenreng Rappang (UMS Rappang) to participate in the Reserve Component Basic Military Training. Individual and contextual factors influence this lack of enthusiasm. During interviews, students expressed their thoughts openly and honestly, with only around four people actively participating in Reserve Component Basic Military

Training activities. The Chief of Staff of the Sidenreng Rappang District Military District provided further insight into this situation, highlighting an initial increase in motivation during the education sessions. However, during field testing, only four people persisted.

This study highlights the low interest of UMS Rappang students in Basic Military Training for the Reserve Component, which is closely related to individual tendencies and surrounding circumstances. A thorough reassessment and focused tactics are needed to revive passion and dedication among students towards this important aspect of national security. These findings call for a thorough reassessment and focused tactics to rekindle a sense of passion and dedication among students.



**Figure 1.** Student Motivation in Attending Reserve Component Basic Military Training

### ***Environmental factors***

Environmental factors significantly shape an individual's character and adherence to prevailing norms, particularly regarding obligations related to national defense. Both the family environment and the broader community environment play an important role in shaping mindsets and behaviors, which influence students' motivation levels and their participation in Reserve Component Basic Military Training.

The research results and interview findings shed light on the impact of environmental factors on student motivation, highlighting gaps in community support and encouragement for program engagement. This lack of engagement may stem from a lack of understanding of the importance of students' role in national defense or more pressing priorities. Some community members may not fully understand the important role that students play in maintaining the nation's sovereignty.

Nevertheless, it is crucial to realize that the transformative potential lies in collective efforts. By bringing together educational institutions, families and communities, we can foster an environment that nurtures and motivates students to actively engage in program initiatives with a deep awareness of their contribution to national defense. Effective education and communication efforts can increase the

community's understanding and appreciation of students' role in national defense efforts. Strong family and community support will be instrumental in galvanizing student participation, ensuring they not only have the necessary knowledge but also the motivation and passion to play an active role in upholding the nation's security and sovereignty.

### ***Social Factors***

Individual social needs cover a spectrum of desires, including affection, friendship and cooperation within or between groups. These needs include engaging in shared activities, expanding networks of relationships, and maintaining a sense of community, both within a particular organization and in the broader context of society. In addition, these needs also include a fundamental longing for a sense of belonging to a group or organization.

Findings obtained from data analysis conducted through the Nvivo 12 Plus application confirm that social factors have a considerable influence on the level of motivation of UMS Rappang students participating in Basic Military Training activities in the Reserve Component. Longing for affection, communal inclusion, and the development of positive interpersonal relationships manifested as tangible determinants of students' involvement in the program.

Within the framework of the Reserve Component's Basic Military Training activities, this social dimension emerged as a very important motivational factor driving student participation. The prospect of collaborative efforts, interpersonal interactions, and the opportunity to expand social circles in a structured environment centered on a common goal can be a powerful catalyst for student engagement. Moreover, such efforts imbue participants with a greater sense of collective belonging, fostering a shared commitment to national defense.

Therefore, it is imperative for relevant institutions and stakeholders to integrate this social factor into the design and promotion of activities such as the Reserve Component Basic Military Training. Establishing a nurturing environment, facilitating positive interpersonal exchanges among students, and strengthening communal bonds are important steps to increase students' motivation to actively engage in such endeavors. As such, students not only benefit in terms of knowledge and skill acquisition but also experience increased social and emotional connectivity, thus fostering a sense of empowerment to take an active role in national defense efforts.

### ***Personal factors***

Personal factors play an important role in influencing an individual's level of motivation to engage in certain activities or programs, including Basic Military Training at UMS Rappang. These factors include an individual's innate traits, character, and awareness of obligations or applicable regulations. Through data analysis conducted using the Nvivo 12 Plus application, it was revealed that personal factors are one of the main components that shape the motivation of UMS Rappang students to participate in Basic Military Training for the Reserve Component. This includes the unique attributes



and qualities inherent in each individual, such as their level of awareness of the obligations and rules that apply.

Motivation to participate in an activity often comes from an internal drive that comes from within the individual. This can manifest in the form of a desire to perform an action or decision that is considered important to them. In the context of Reserve Component Basic Military Training, students may perceive involvement in the program as an important step for personal growth and national defense contribution.

It is important to recognize that personal factors are inherently subjective and may vary between individuals. Therefore, to enhance students' motivation to enroll in the Combat Program, relevant stakeholders must understand and accommodate the diverse traits and characteristics exhibited by students. Facilitating opportunities for self-reflection and understanding each student's motivation can facilitate the development of more effective strategies aimed at increasing their participation and engagement in activities.

By prioritizing personal factors as an important element, institutions and relevant parties can design a more targeted and focused approach to incentivize UMS Rappang students to actively participate in the Reserve Component Basic Military Training program. This not only fosters intrinsic motivation but also fosters a supportive and validating environment, thus potentially increasing the success and efficacy of the program.

### ***Physiological Factors***

Understanding the fundamental physiological demands such as clothing, sustenance, and housing is paramount within the context of Reserve Component Basic Military Training at UMS Rappang. Through an analysis conducted using Nvivo 12 Plus software, it becomes evident that satisfying these physiological needs establishes a foundation of stability. This stability, in turn, enables students to redirect their focus towards other activities, including crucial national security initiatives.

Comprehending the nuanced interplay of these factors, encompassing personal, environmental, and societal influences, is imperative for the development of robust strategies aimed at enhancing student engagement in the Reserve Component Basic Military Training curriculum. By prioritizing and effectively addressing these physiological demands, UMS Rappang can cultivate an environment conducive to active participation in national defense operations. This approach significantly augments the efficacy and success of the program, fostering a heightened sense of commitment among students towards safeguarding the nation's sovereignty and security.

Through the prioritization and meticulous attention to these physiological needs, UMS Rappang stands poised to optimize its program for students. Such measures not only enhance the overall effectiveness of the training curriculum but also contribute to the holistic development and readiness of individuals within the Reserve Component. In aligning with these principles, UMS Rappang demonstrates a commitment to fostering a supportive and empowering environment that nurtures the growth and dedication of its student body towards national defense objectives.

### **Work Capacity Factor**

The drive to enhance one's work capacity or achieve self-actualization serves as an intrinsic motivator, compelling individuals to optimize and cultivate their fullest potential and capabilities. This aspiration encompasses the pursuit of loftiest objectives, self-actualization, and the realization of one's optimal self. This inclination is evident in individuals' endeavors to refine and deploy all of their aptitudes.

In the context of UMS Rappang students' motivation to partake in Basic Military Training for the Reserve Component, the urge to augment work capacity assumes a pivotal role. Students who perceive opportunities to enhance themselves and bolster their competencies are prone to exhibit heightened motivation towards engaging in such activities.

The findings of data analysis conducted via the Nvivo 12 Plus application underscore the substantial influence of the need to bolster work capacity on the motivation of UMS Rappang students to participate in Reserve Component Basic Military Training. They view this program as a platform for honing skills and capabilities that might not be readily attainable within a conventional academic setting. Consequently, Reserve Component Basic Military Training activities furnish students with a conduit for self-actualization and the realization of their full potential.

Institutions like UMS Rappang must grasp the significance of facilitating the augmentation of students' employability. This can be achieved through the provision of challenging programs and activities that afford students the opportunity to cultivate specific skills and realize their personal aspirations. By doing so, students will feel empowered and incentivized to actively engage in the Reserve Component Basic Military Training program, thereby accruing significant benefits for their personal development.

By catering to the imperative of enhancing work capacity, UMS Rappang can cultivate an environment that propels students towards attaining their utmost potential. This not only redounds to the benefit of the individual but also bolsters the efficacy of the Reserve Component Basic Military Training program, thus fortifying the role of students in the nation's defense endeavors.

### **Safety Factor**

Security needs play an important role in motivating students, encompassing a sense of safety, security and assurance relating to their status, authority and responsibility within an educational framework. When students feel formal assurance regarding their position and authority, they are more likely to engage enthusiastically and achieve high productivity. This is particularly evident in the context of UMS Rappang students' involvement in Basic Military Training for the Reserve Component, where the need for security is paramount. Students' motivation to participate in such activities relies on feeling confident that their involvement will not interfere with their academic status or obligations.

The findings of the data analysis conducted through the Nvivo application underscore the significant influence of the need for security on UMS Rappang students' motivation to participate in Basic Military Training for the Reserve Component. This influence includes both formal and assurance elements associated with students'



involvement in the program. Students show greater motivation to participate when they perceive their involvement to be officially recognized and without impact on their status or academic responsibilities.

Therefore, it is imperative for UMS Rappang to provide students with formal assurances related to their participation in the Reserve Component Basic Military Training program. This can be achieved through transparent communication, explanation of the benefits and objectives of the program, and guaranteeing that students' involvement will not affect their academic status or authority.

By addressing the need for safety and security, UMS Rappang can develop an environment conducive to motivating students to actively take part in the Reserve Component Basic Military Training program. This proactive approach will not only ensure the success and efficacy of the program, but will also provide great benefits to the personal development of the students and their contribution to the national defense effort.

### ***Esteem Needs Factor***

In the field of student affairs, McClelland's concept of esteem needs relates to an individual's aspiration to outperform others in terms of performance and results, which includes the desire for recognition of status and advancement. This includes the pursuit of symbols that indicate status and prestige through important achievements. In the context of students' involvement in Basic Military Training for the Reserve Component, the need to achieve plays an important role in generating motivation.

Findings obtained from data analysis conducted through Nvivo 12 Plus software underscore the importance of the need to achieve in motivating UMS Rappang students to engage in the Reserve Component Basic Military Training program. The program is considered a noteworthy achievement, especially given the support from the Indonesian Ministry of Defense. Successful completion of the Reserve Component Basic Military Training program is considered an outstanding achievement for the students.

By recognizing the importance of the need to achieve, UMS Rappang can inspire students to actively take part in the Reserve Component Basic Military Training program by offering recognition and praise for their achievements. Showing support and appreciation for students' achievements will increase their motivation to continue to excel and contribute to national defense efforts.

By meeting the need to achieve, UMS Rappang can foster an environment that stimulates students to pursue continued growth and excellence, not only in academic activities but also in efforts related to national defense. This approach has great benefits for students' personal and professional development, while enhancing their role in safeguarding the nation's sovereignty.

### ***Student Motivation Factors***

Students' level of motivation towards Basic Military Training activities plays an important role in determining their participation. Motivation is defined as an internal driving force that encourages individuals to act or engage in certain behaviors. In the context of Basic Military Training activities at UMS Rappang, data analysis from the Nvivo

application shows that motivation does have an effect on student participation, although it is not significant.

This suggests that there are other factors beyond motivation that influence students' decision to participate in the activity. It is important to dig deeper to understand these factors to increase student participation in the Reserve Component Basic Military Training program. By understanding the level of student motivation and other influencing factors, UMS Rappang can develop more effective strategies and approaches to increase student involvement in this state defense training program. This includes initiatives to increase student motivation and create an environment conducive to active participation in the Reserve Component Basic Military Training program.

Understanding the dynamics of student motivation and participation in Basic Military Training activities is critical for UMS Rappang to effectively tailor interventions. By using a comprehensive approach that addresses motivational factors and other contextual elements, the university can foster a culture of active engagement in national defense initiatives among its students. Through targeted interventions and the creation of a supportive environment, UMS Rappang can empower students to fully participate in Basic Military Training activities, thereby contributing to the overall readiness and resilience of the country's reserve forces.

## **CONCLUSION**

The conclusion of this study shows that the motivation of students at UMS Rappang in participating in Basic Military Training activities of the Reserve Component is influenced by two main factors: environmental factors and personal factors. Among the two factors, personal factors have a more significant influence, as supported by the analysis results from Nvivo 12 Plus.

Personal factors, which include physiological needs and the need for achievement, play an important role in increasing student motivation. The fulfillment of basic needs such as clothing, food and shelter provides strong support for students' enthusiasm for activities. In addition, the drive for achievement is also a strong driver to take part in the Reserve Component Basic Military Training program.

Environmental factors also have a significant impact. Support from family, friends and close relatives creates a positive social environment, strengthening students' motivation. Good relationships with the surrounding environment can provide a sense of community and confidence that is important in facing the challenges of Basic Military Training.

The Reserve Component Basic Military Training program, launched by the Indonesian Minister of Defense, plays a key role in building the spirit of nationalism and military spirit among students. Achievements in this program are recognized and rewarded, which in turn will increase students' motivation to take part. Thus, the implementation of this program with proper support and appreciation can lead to higher motivation among students.

By understanding UMS Rappang can develop more effective strategies to increase student participation in the Reserve Component Basic Military Training program.

Support from the environment and recognized achievements will be the main drivers for students to be active in this program.

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