

## **Strategy to Strengthen the Implementation of Humanitarian Law Education for Members of the Indonesian National Army (TNI)**

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### **INDEXING**

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### **ABSTRACT**

Knowledge of humanitarian law plays a very important role for TNI members in the execution of their duties. The aim of this research is to identify the strengths, weaknesses, threats, and opportunities in humanitarian law education for TNI members, as well as to formulate strategies for enhancing humanitarian law education for TNI members. This research employs a qualitative method, with data analysis using a two-way comparison, namely Systematic Literature Review and SWOT Analysis. The research findings indicate that there are 5 strength factors, 5 weakness factors, 5 opportunity factors, and 5 threat factors in strengthening humanitarian law education for TNI members. The biggest strength factor is that humanitarian law education for TNI members has a strong legal basis, namely Law Number 59 of 1958 and Regulation of the Minister of Defense of the Republic of Indonesia Number 09 of 2013, while the biggest weakness factor is the lack of discussion between civil society, the government, and the military about humanitarian law. The biggest opportunity factor is that the space for cooperation between law enforcement agencies, universities, and the TNI is still open in terms of the implementation of humanitarian law education for TNI members, while the biggest threat factor is that humanitarian law is rarely the main topic in the study of national defense. There are 8 strategies to strengthen humanitarian law education for TNI members, namely strengthening the study of the implementation of humanitarian law in the learning curriculum, opening a space for study and discussion on the implementation of humanitarian law, opening a space for cooperation with international institutions that pay attention to international humanitarian law education, and giving aspirations to the House of Representatives of the Republic of Indonesia to update the Law on the implementation of law humanitarianism, opening a collaborative space for writing reference books on humanitarian law, designing a national defense and security system that is integrated with the internet of things and artificial intelligence, encouraging the Government of the Republic of Indonesia to take a strategic role as a pioneer in the implementation of humanitarian law, and providing protection and support to TNI members in the implementation of humanitarian law.

### **Article History**

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## **INTRODUCTION**

Humanitarian Law is one of the fields studied in Law. According to Jorritsma (2018), Stephan (2022), Tocicka (2022), Manitik (2023), Orzeszyna (2023), Septory *et al* (2023), Droege (2024), and Kakisina and Yasa (2025), humanitarian law is the law of armed conflict or the law of war, which is part of international law that serves to protect parties who do not take a direct part in armed conflict, such as civilians, medical workers, and humanitarian workers. In addition, humanitarian law regulates practices in warfare by setting limits on certain methods and weapons. One of the goals of humanitarian law is to reduce the impact of human suffering due to war or armed

conflict, as well as described by Putra *et al.*, (2022), Gopala (2023), and Daniele (2024).

Knowledge of humanitarian law is crucial for TNI members in carrying out their duties. A comprehensive understanding of humanitarian law allows the military to carry out its duties in accordance with humanitarian values, such as protecting civilians and respecting human rights, even in conditions of war (Ferraro, 2021; Amanda and Pramono, 2023 ; Augusto, 2024). In addition, humanitarian law insights ensure that every military operation remains in line with international provisions, to avoid law violations that can potentially defame Indonesia internationally (Bartles-Smith, 2022; Sarjito, 2023; Corn and Smotherman, 2024;). Mastery of humanitarian law not only increases the professionalism of the TNI, but also strengthens its role in maintaining stability and peace in Indonesian territory (Lubis, 2021 ; Sjamsoeddin, 2023).

Implementing humanitarian law through education is one of the efforts to provide insight and understanding to TNI soldiers on the law's implementation. Humanitarian law education will contribute to implementing the law when members carry out certain operational tasks or face conflict situations (Bakry, 2019). Therefore, it is necessary to have a strategy to strengthen humanitarian law education for TNI members to ensure that the education is carried out properly.

The purpose of this research is to find out the strengths, weaknesses, threats, and opportunities in humanitarian law education for TNI members, as well as formulate a strategy to strengthen humanitarian law education for TNI members, which can be a recommendation that can give to TNI educational institutions such as the TNI Staff and Command School (Sekolah Staf Dan Komando TNI or Sesko TNI), the Naval Academy (Akademi Angkatan Laut), the Defense University of the Republic of Indonesia (Universitas Pertahanan Republik Indonesia), and the Ben Mboi Defense Polytechnic (Politeknik Pertahanan Ben Mboi).

## **LITERATURE REVIEW**

### **Definition of Legal Education Implementation**

Legal education is an effort to provide legal education to the public. Atkins (2020), Foster *et al* (2020), Baines and Oliveira (2021), Bramble and Bahadur (2021), Graham (2021), Scott and Triantis (2021), Schlinck (2023), and also Ulfah *et al.* (2023) explained that legal education is an effort to provide legal education to the younger generation to increase the legal literacy of the nation's next generation. Legal education is a conscious and planned effort to provide legal awareness to realize justice in the life of the country and state. Can realize legal education by providing education about various types of law, from customary to religious to constitutional. Moreover, legal education is held to realize the rule of law in community life (Holmes *et al*, 2022; Cheng, 2023; Gao, 2024; Isaxanovich, 2024; Sharma and Batra, 2024).

The implementation of legal education in Indonesia has experienced dynamics from time to time. According to Iffan and Mustafid (2020), Derksen (2021), Fasseur (2021), Lev (2021), and Suzuki (2021) explained that legal education in Indonesia began during the Dutch colonial period in 1908 under the name *rechtshogeschool*. Then in 1924, organized legal education at the University level. However, there are still obstacles related to the implementation of legal education, namely the bias of the position of legal education in the National Education System. On the other hand, there is still a debate between academics and organizations that oversee the legal profession about the concept of legal education that can be applied nationally. However, implementing legal education is vital to realize fair law enforcement in community life, as well as concluded by Fine and van Rooij (2021), Teremetskyi (2021), Goltz (2022), Vilks and Kipāne (2020), and also Oyeyipo *et al* (2024).

## Definition of Humanitarian Law

Humanitarian Law is the law that applies in international relations. Camins (2016), Hill-Cawthorne (2017), Sulistia (2021), Eggert (2022), Lush (2023), Singh and Yadav (2023), and also Crawford and Pert (2024) revealed that humanitarian law is all international regulations protecting those suffering and having their human rights injured due to wars and armed conflicts. Humanitarian law protects civilians and civilian objects that are neutral and not used to support the military involved in war, such as places of worship, educational places, hospitals, and others. The main source of humanitarian law is conventions and customs. The two conventions that became the basis for applying humanitarian law were the Hague Conventions of 1899 and 1907 on settling international disputes peacefully.

The implementation of International Humanitarian Law aims to safeguard civil rights. According to Fitriliani and Sujatmoko (2023), the International Humanitarian Law (HHI) that applies in armed conflict is designed to make war more humane. Its objectives include the protection of the parties involved, both active and inactive in the conflict, safeguarding the human rights of those captured by the enemy, and upholding humanitarian principles to prevent cruel and uncontrolled wars (Majarwitz, 2024). International Humanitarian Law also regulates using tools and methods in attacks, with the principle of proportionality (Gisel *et al*, 2020; Hanenko *et al*, 2025). This principle requires that damage to civilians or civilian objects remains not excessive limits.

## RESEARCH METHOD

This research was carried out from March to April 2025. This study uses a qualitative method, with data analysis using a two-way comparison, namely Systematic Literature Review and SWOT Analysis. The Systematic Literature Review is used to find facts about implementing humanitarian law education in Indonesia from various references. In contrast, the SWOT Analysis is used to identify strengths, weaknesses, opportunities, and threats in developing strategies to strengthen humanitarian law education for TNI members.

Systematic Literature Review is a research method to collect, identify, and critically analyze research studies through a systematic procedure (Snyder, 2019). Literature sources in the Systematic Literature Review are articles in scientific journals, proceedings, conferences, books, and research reports (Paul *et al*, 2021). Danese *et al* (2018) and Pati and Lorusso (2018) affirm that the purpose of using Systematic Literature Review is to provide a more in-depth discussion of the research topic, provide an in-depth perspective from reviewing theories obtained from previous research, and produce a framework strategy for developing research models.

Based on a study by Phadermrod *et al* (2019) and Endarwita (2021), SWOT analysis is a method for formulating and implementing strategies to achieve the activities' vision, mission, and objectives. SWOT analysis is used because of the dynamic environmental conditions, so that it also has an impact on the achievement of the vision, mission and objectives of the activity. Mashuri and Nurjannah (2020) and Suhendri *et al* (2025) stated that in analyzing SWOT, there are several points that are implemented, namely:

- Internal factors, namely strengths and weaknesses, are calculated by multiplying weights and ratings using the IFAS Matrix to produce the total value of internal factors.
- External factors, such as opportunities and threats, are calculated similarly through the EFAS Matrix to obtain their total value.
- Regarding strength and opportunity, rating 4 indicates excellent results, while

rating 1 indicates very low results.

- For the weakness and threat factors, a rating of 4 indicates a very low value, while a rating of 1 reflects a very high level  
The IFAS and EFAS Matrix be weights calculated using the formula described by Pontonusa *et al.* (2019). The formula is a reference for determining the weight of each factor used in the analysis.

$$a_i = \frac{x_i}{\sum_{i=1}^n x_i}$$

Keterangan:

$a_i$  : The Weight of a Variable

$x_i$  : value of a variable

$i$  : 1,2,3,

$n$  : Total variable

Wardhani and Dini (2020) stated that internal and external matrices aim to identify the strength of internal and external factors. This matrix has 9 cells that come from matching the internal factor's total value with the external factor's total value. Two axes make up this matrix: the X axis represents the position of the IFAS and the Y axis represents the position of the EFAS. The position categories on both axes are further explained in the internal-external matrix.

1. Value 4.0–3.0: Indicates that the position of internal and external factors is in the strong category.
2. Value 2.99–2.0: Indicates that the position of internal and external factors is average.
3. Value 1.99–1.0: Indicates the position of internal and external factors in the weak category.

The next step is to compile a SWOT matrix. According to Anh and Tien (2021), Benzaghta *et al* (2021), Hayati *et al* (2023), the SWOT matrix is a matching step to produce new strategy formulations. The matching process is carried out by connecting the factors of Strengths (S), Weaknesses (W), Opportunities (O), and Threats (T) to devise various strategies. This matrix produces four types of strategies, namely SO (Strengths-Opportunities), WO (Weakness-Opportunities), ST (Strengths-Threats), and WT (Weakness-Threats), which are described as follows:

1. The S-O strategy aims to utilize all its strengths to achieve maximum opportunities.
2. The W-O strategy focuses on using existing opportunities with maximum effort to reduce weaknesses.
3. The S-T strategy uses the available forces to confront and overcome various threats.
4. The W-T strategy is carried out by effectively strengthening defenses, reducing weaknesses, and avoiding threats.

## RESULT AND DISCUSSION

### IFAS Matrix for the Implementation of Humanitarian Law Education for TNI Members

The implementation of humanitarian law education has been carried out in Indonesia, such as when handling terrorism, armed conflicts, the Red Cross, and others. Based on the results of the research on the strength and weakness factors, the IFAS matrix table is obtained as follows :

**Table 1. IFAS Matrix Results**

Number	Internal Factors (Strengths)	Weight *	Rating	Score
1.	The implementation of humanitarian law in Indonesia has been carried out since the beginning of independence	0,1	1	0,1
2	Humanitarian law education for TNI members has a strong legal basis, namely Law Number 59 of 1958 and Regulation of the Minister of Defense of the Republic of Indonesia Number 09 of 2013	0,1	4	0,4
3	Humanitarian Law has become a learning material in various universities in Indonesia	0,1	3	0,3
4.	Indonesia actively participated in inviting Asian and African countries to implement humanitarian law. The 61st AALCO Annual Session's theme was "Reducing Civilian Harm in Urban Warfare."	0,1	3	0,3
5	Humanitarian Law has become one of the studies and attention of the National Human Rights Commission of the Republic of Indonesia	0,1	2	0,2
<b>Sub Total</b>		<b>0,5</b>		<b>1,3</b>
Number	Internal Factors (Strengths)	Weight *	Rating	Score
1.	The young generation in Indonesia does not understand the concept of Humanitarian Law	0,1	2	0,2
2	Enforcement of humanitarian law has not been tested in the current era because Indonesia is in peacetime	0,1	2	0,2
3	Many civil society do not know and understand the importance of Humanitarian Law	0,1	4	0,4
4.	There is still a lack of reference books that examine the implementation of humanitarian law in Indonesia	0,1	2	0,2
5	There is still a lack of discussion between civil society, the government, and the military on humanitarian law	0,1	1	0,1
<b>Sub Total</b>		<b>0,5</b>		<b>1,1</b>
<b>Total IFAS</b>		<b>1,0</b>		<b>2,4</b>

\* The weight is obtained by dividing the value of each factor by 1, with a total strength and weakness factor of 10, or 1/10 for each weight.

Source : Results of Researcher Data Processing (2025)

Based on the table above, obtained information that the most significant strength factor is that humanitarian law education for TNI members has a strong legal basis, namely Law Number 59 of 1958 and Regulation of the Minister of Defense of the Republic of Indonesia Number 09 of 2013, while the most significant weakness factor is the lack of discussion between civil society, the government, and the military about humanitarian law. The total IFAS score for implementing humanitarian law education in Indonesia is 2.4. This indicates that the internal factors are in an average position.

#### **EFAS Matrix Implementation of Humanitarian Law Education for TNI Members**

Based on the results of the research on opportunity and threat factors, the EFAS matrix table is obtained as follows:

**Table 2. EFAS Matrix Results**

<b>Number</b>	<b>External Factors (Opportunities)</b>	<b>Weight *</b>	<b>Rating</b>	<b>Score</b>
1.	There is still wide open space for scientific discussion between the government, the community, and the military regarding implementing humanitarian law in the 5.0 era	0,1	3	0,3
2	Artificial intelligence and the Internet of Things can still help develop the implementation of humanitarian law in Indonesia	0,1	3	0,3
3	The space for cooperation between law enforcement agencies, universities, and the TNI regarding implementing humanitarian law education for TNI members is still open	0,1	4	0,4
4.	Experts from the TNI can still write the latest reference books on implementing humanitarian law in Indonesia	0,1	2	0,2
5	Indonesia can pioneer enforcing humanitarian law in the international community because it embraces the principle of free and active politics	0,1	3	0,3
<b>Sub Total</b>		<b>0,5</b>		<b>1,5</b>
<b>Number</b>	<b>External Factors (Opportunities)</b>	<b>Weight *</b>	<b>Rating</b>	<b>Score</b>
1.	The international world is unpredictable, complex, uncertain, and ambiguous. At any time, there can be a war between countries.	0,1	2	0,2
2	Humanitarian law is rarely the main topic of discussion in the study of national defense	0,1	1	0,1
3	The involvement of foreign institutions in implementing humanitarian law in Indonesia threatens the country's defense secrecy	0,1	2	0,2

4.	Lack of understanding of humanitarian law can hinder the implementation of humanitarian law in handling armed conflict	0,1	2	0,2
5	Weak international control over humanitarian law when there is a conflict between countries	0,1	3	0,3
<b>Sub Total</b>		<b>0,5</b>		<b>1,0</b>
<b>Total EFAS</b>		<b>1,0</b>		<b>2,5</b>

*\*The weight is obtained by dividing each factor's value by 1, with a total probability and threat factor of 10, or 1/10 for each weight.*

Source : Results of Researcher Data Processing (2025)

Based on the table above, information was obtained that the most significant opportunity factor is that the space for cooperation between law enforcement agencies, universities, and the TNI is still open in terms of implementing humanitarian law education for TNI members, while the most significant threat factor is that Humanitarian Law is rarely the main discussion in the study of state defense. The total EFAS value for implementing humanitarian law education in Indonesia is 2.5. This indicates that external factors are in an average position.

### External Internal Matrix

Based on the results of matching the total values of IFAS and EFAS, a matrix of IFAS and EFAS was obtained, which describes the position of internal and external factors in a cell, which has a significant meaning in the preparation of strategies to strengthen the implementation of humanitarian law education for members of the TNI. Here is a picture of the IFAS and EFAS matrix:

	Strong 4.0-3.0	Average 2.9-2.0	Weak 1.9-1.0
Strong 4.0-3.0	I	II	III
Average 2.9-2.0	IV	V	VI
Weak 1.9-1.0	VII	VIII	IX

**Picture 1. External Internal Matrix**

Source : Results of Researcher Data Processing (2025)

The position of internal and external factors is in Cell V, with a total IFAS value of 2.4 and a total EFAS value of 2.5. Cell V is a hold-and-maintain position where the organization should maintain the strength gained and develop existing opportunities (Margaretna et al., 2024). This shows that internal and external positions are both average, so it is necessary to strengthen strategies in humanitarian law education for TNI members.

### SWOT Matrix

Various strategies have been designed based on the analysis conducted through IFAS, EFAS, and the External Internal Matrix. They can be applied to strengthen the implementation of Humanitarian Law Education for members of the Indonesian

National Army. These various strategies can be seen in Table 3 as follows,

**Table 3. SWOT Matrix Strategy for Strengthening the Implementation of Humanitarian Law Education for the Indonesian National Army (TNI)**

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**Strengths-Opportunities Strategies**

- Strengthening the study of the implementation of humanitarian law in the learning curriculum at the TNI Staff and Command School, the Naval Academy, the Defense University of the Republic of Indonesia, and the Ben Mboi Defense Polytechnic.
- Opening a space for study and discussion on implementing humanitarian law between the government, the TNI, academics, students, and the general public.

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**Strengths-Threats Strategies**

- Opening a space for cooperation with international institutions that pay attention to international humanitarian law education by sharing or sharing knowledge.
- Give aspirations to the God of the People's Representative of the Republic of Indonesia to update the law on implementing humanitarian law, which can serve as a guideline for the TNI when carrying out military operations.

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**Weaknesses-Opportunities Strategies**

- Opening a collaborative space for writing reference books on humanitarian law by various parties, such as the TNI, academics, and students.
- Design a state defense and security system integrated with the Internet of Things and artificial intelligence.

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**Weaknesses-Threats Strategies**

- Open a collaborative space for writing reference books on humanitarian law written by various parties, such as the TNI, with academics and students.
  - Designing a national defense and security system integrated with the Internet of Things and artificial intelligence.
- 

Source : Results of Researcher Data Processing (2025)

## **CONCLUSION**

The conclusions of this study are as follows:

- There are five factors of strength, five factors of weakness, five factors of opportunity, and five threat factors in strengthening humanitarian law education for TNI members. The most significant strength factor is that humanitarian law education for TNI members has a strong legal basis, namely Law Number 59 of 1958 and Regulation of the Minister of Defense of the Republic of Indonesia Number 09 of 2013, while the biggest weakness factor is the lack of discussion between civil society, the government, and the military about humanitarian law. The most significant opportunity factor is that the space for cooperation between law enforcement agencies, universities, and the TNI is still open in terms of the implementation of humanitarian law education for TNI members, while the most significant threat factor is that Humanitarian Law is rarely the main discussion in the study of national defense.
- There are 8 strategies to strengthen humanitarian law education for members of the Indonesian National Army, namely strengthening the study of the implementation of humanitarian Law in the learning curriculum, opening a space for research and discussion on the implementation of humanitarian Law, opening a space for cooperation with international institutions that pay attention to international humanitarian law education, giving aspirations to the God of the People's Representative of the Republic of Indonesia to update the Law on



implementation of humanitarian Law, opening a collaborative space for writing reference books on humanitarian Law, designing a state defense and security system that is integrated with the internet of things and artificial intelligence, encouraging the Government of the Republic of Indonesia to take a strategic role as a pioneer in the implementation of humanitarian Law, and providing protection and support to TNI members in the implementation of humanitarian Law.

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