

The Implementation of English in the Indonesian Navy for Defense Diplomacy

Andri Irawan^{1*}, Suprayitno¹, Leila Kristian¹, Dwi Linda Kusuma⁴

¹Indonesian Naval Command and Staff College, Jakarta, Indonesia

²English Literature Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta,
Jakarta, Indonesia

Submitted: 12 Apr 2026

Revised : 13 May 2026

Accepted : 30 May 2026

Corresponding e-mail:

andri.irawan.55.38@gmail.com

dwilindakusuma@gmail.com

Keywords: Communication;
defense diplomacy; English;
navy.

Abstract

As a means of global communication, mastering English is beneficial for Indonesian Navy personnel in carrying out their duties and interacting with foreigners. One of the significant aspects of English Proficiency is defense communication, particularly defense diplomacy. This study was conducted to identify and analyze the use of English for defense diplomacy in the Indonesian Navy. This study used a qualitative method, including a questionnaire, interviews, and document observations. The results revealed that English for defense diplomacy was usually used in peacekeeping, defense attachés, and other defense diplomacy to communicate the nation's interests in global forums. English proficiency is considered a strategic asset that encompasses defense diplomacy and international interaction and communication to prove Indonesia's position in global interactions and international partnerships.

INTRODUCTION

Communication skills play a vital role in the political, social, and defense sectors as a means of conveying messages and achieving specific purposes, including for Indonesian Armed Forces (TNI) personnel in diplomatic duties. Effective communication skills as diplomatic competencies enable military personnel to exchange information, negotiate interests, and establish cooperation with diverse international stakeholders. In international diplomacy, the ability to build cooperation and coalitions around shared objectives is central to the effective exercise of national power (Gelb, 2009). Diplomacy has now evolved to encompass skills in negotiation, strategic communication, digital literacy, and international networking, all of which are increasingly important for advancing national interests in the international arena (Solihin et al., 2025). Sudarsono et al. (2018) stated that diplomatic skills are also inseparable from the defense or military sector, where the use of military forces in a

nation's diplomatic affairs is evident in the fact that many countries have transformed the role of their military into a diplomatic tool for achieving objectives without the use of violence or threats. In the context of military diplomacy, these competencies enable TNI personnel to identify the key points of discussion, coordinate work plans with stakeholders, and negotiate mutually beneficial agreements. Effective communication is particularly important for strategic leaders, who must be able to present positions clearly, persuade stakeholders, and build the trust necessary to achieve common objectives (Sjamsoeddin, 2023). In international military diplomacy contexts and conflict zones, effective communication skills ensure that missions are carried out successfully. confirmed by Firdaus and Zattullah (2022), TNI personnel are expected to possess the cultural intelligence and cultural competence required of peacekeepers serving in diverse cultural environments.

As for diplomatic competence for international assignments, the success of the diplomatic process is also influenced by personnel's English proficiency to ensure mutual understanding among countries. This need is also recognized within the Indonesian Navy, where foreign-language training has been developed to support personnel in carrying out naval diplomatic duties with other countries (Kusuma et al., 2021). Tampubolon (2023) noted that English plays a role in international military communication, helping build trust, strengthen bilateral relations, and foster regional stability through military and defense cooperation. Beyond military communication, proficiency in English also offers advantages to both individuals and organizations by facilitating knowledge exchange, international collaboration, and access to the advancement of global technology. As stated by Sahnun (2024), English facilitates communication between nations, enabling the rapid and efficient exchange of information across diverse sectors, including education, diplomacy, and international trade. For TNI personnel, this capability is particularly important when interacting with a range of parties, including foreign military personnel, international organizations, government agencies, non-governmental organizations, and local communities in multinational and peacekeeping contexts. Such proficiency can enhance the professionalism and credibility of TNI personnel in international interactions and relationships. Thus, English proficiency should be viewed not merely as a general language skill but as a strategic communication competence that supports the implementation of military diplomacy and Indonesia's broader defense interests.

Regarding the role of English as the language of diplomacy, Dossan (2020) noted that it is the primary language of diplomacy because it enables clear communication and helps avoid misunderstandings across nations. The study explains that English helps diplomats negotiate, build, or even maintain mutual trust, and disseminate or share information between nations. Dossan (2020) also highlights how English has been used to draft diplomatic documents, demonstrating its consistent use in diplomacy. Therefore, to engage in active, successful discussions or negotiations, diplomats need to master English and strive to represent their countries more effectively. Another study conducted by Darwin and Semendawai (2024) emphasizes the strategic importance of English in enhancing international military communication, particularly in joint operations and peacekeeping missions. Their study reveals that proficiency in English enables military personnel from various countries to coordinate efficiently, exchange information accurately, and avoid critical misunderstandings that could jeopardize the mission. The use of standardized English military terminology improves operational accuracy and fosters confidence and professionalism amongst officers working in multinational contexts. Although disparities in English proficiency persist among troops, the article emphasizes that continuous training and technology-based learning are vital to

maintaining interoperability and cooperation. Proficiency in English in military contexts can be regarded as a strategic asset that supports diplomacy, security, and global defense collaboration.

As part of the Indonesian Armed Forces, the Indonesian Navy also has a program that continues to prioritize personnel's language skills, as this area supports the Indonesian Navy in carrying out its diplomatic activities and duties. These diplomatic duties are set out in *Pasal 9c Undang-Undang Nomor 3 Tahun 2025*, which states that one of the Indonesian Navy's duties is to carry out naval diplomatic duties to support the foreign policy established by the government. This is in line with the statement of Ritonga (2016) that, as part of defense diplomacy, the Indonesian Navy's functions include conducting naval warfare, deterring threats at sea, projecting power, enforcing maritime law, maintaining a naval presence (coercive naval diplomacy), and fostering cooperation among navies to strengthen international solidarity (cooperative naval diplomacy). Some examples of defense diplomacy conducted by the Indonesian Navy include peacekeeping missions and the deployment of a defense attaché. Serving as peacekeepers, securing territories, mediating conflicts, and protecting civilians, Navy personnel are required to have strong English language skills, essential for carrying out these duties. Deployment as part of a global peacekeeping force also provides personnel with the opportunity to practice communicating in English with personnel from other nations during their peacekeeping duties in conflict zones, such as Lebanon, Congo, Sudan, South Sudan, and the Central African Republic.

Booth, in his theory of Navies and Foreign Policy (1977), stated that naval diplomacy can effectively be used to maintain or increase a country's political influence over allies, associates, and third parties. If naval diplomacy is either badly managed, misperceived by relevant onlookers, or skillfully managed but not perceived negatively, it can result in the opposite of all these effects. In contemplation of supporting the successful development of high-caliber personnel for diplomatic duties, strategies are urgently needed to ensure fluent English communication skills. English also helps them to communicate and cooperate more effectively, for instance, for technical terms, commands, and special expressions in naval duties. To add, Siegel et al., (2024) argue that a strong command of English is important not only for academic success (for example, during army education and training) but also for military readiness in international cooperation.

Previous research has examined the Indonesian Navy's military diplomacy and defense cooperation, particularly its diplomatic strategies in bilateral defense relations and the role of the military in defense diplomacy, yet very few have addressed English literacy and its implementation. For example, a study by Ryvantya (2024) examined Indonesia–South Korea security cooperation within the framework of defense diplomacy. The study highlights several areas of bilateral cooperation, including naval defense industry cooperation, strategic communications and consultations, and joint military exercises and security exchanges. Although the study provides valuable insights into defense diplomacy and bilateral security cooperation, it does not specifically examine the linguistic resources or English communication competencies required to support such diplomatic activities. Therefore, this study was conducted to explore the role of English proficiency in international military communication, particularly in defense diplomacy. The result is expected to provide further insight into how English should be organized for specific purposes, especially in military diplomacy in international contexts.

RESEARCH METHOD

This study employed a qualitative research method since it enables researchers to discuss issues concerning social, cultural, and human behavioral phenomena, focusing on the description and understanding of social phenomena (Sugiyono, 2013). In qualitative research, the design can develop during the research process, allowing researchers to adapt to the evolving demands of the field. Moreover, the novelty of the information obtained from the existing social situation in the field helps gain a broader, deeper understanding of that situation, thereby generating hypotheses or new knowledge. Hardani et al. (2020) stated that the actual focus of qualitative research is established after the researcher has conducted a ‘grand tour’ of observation and questioning, or what is known as a general exploration.

This study involved two types of data sources: primary and secondary. Primary data sources are the main or fundamental sources in the field, whilst secondary data sources are supporting data that are relevant to the research topic. Primary data were obtained directly from interviews, which were conducted between February and May 2026. Seven Indonesian Navy personnel (TNI AL) who had experience in English-language defense diplomacy missions during 2020-2025 participated as informants. They consisted of two personnel as defense attachés, three personnel as members of peacekeeping missions, and two personnel as representatives of the Education and Training Program. The subject of the study was considered a social situation comprising three elements (actor, place, and activity) in a specific context to obtain an in-depth understanding of the relevance of the language training received to the objectives of diplomacy. The interview questions elicited responses to the following three questions:

1. How important is English Proficiency for Indonesian Navy personnel in supporting defense diplomacy, and why? How often is English used during international assignments or diplomatic engagements (e.g., all the time, every day, occasionally)?
2. What obstacles are often faced by personnel in implementing English while they carry out their duty?
3. What should they do to increase the proficiency of English for personnel?

Meanwhile, the secondary data were obtained from written documents and references relevant to the research, such as: (a.) Laws of the Republic of Indonesia. Laws in Indonesia constitute written legal sources that form the basis for the implementation of various state activities, including the duties and functions of government and military institutions. For the Indonesian Navy, all operational and defense diplomacy tasks must be guided by applicable legislation, so that every step has legal legitimacy, complies with constitutional principles, and is in line with national interests and international obligations recognized by the Republic of Indonesia.; and (b.) Published research articles from national and international journals discussing defense diplomacy, the role of the English language in defense diplomacy, and articles relevant to policy research in defense diplomacy.

RESULTS AND DISCUSSION

A. The Use of English in the Indonesian Navy’s Diplomacy

1. For Overseas Education and Training Program

Based on interviews with some personnel, it is evident that Proficiency in English is vital for Indonesian Navy personnel in supporting defense diplomacy. The first respondents consist of two people in charge of the education division for the Indonesian Navy. Based on the interview, it was stated that a good understanding of English enables Indonesian Navy personnel to effectively convey Indonesia's position, undertake overseas training programs independently, and build closer relationships with counterparts in partner nations, thereby strengthening bilateral and multilateral defense cooperation. English is always used throughout the international assignment, from formal discussion sessions in official forums and the drafting of a report to informal communication with overseas delegations in daily conversation.

Those explanations are closely related to the study conducted by Darwin and Semendawai (2024), which demonstrates that proficiency in English is crucial for enhancing the effectiveness of military communication in multinational operations. Consequently, efforts and strategies are required to strengthen English language literacy so that the development of high-caliber human resources within the Indonesian military can be achieved. Proficiency in English is vital for enhancing the effectiveness of military communication in multinational operations. Proficiency in English enables the accurate and rapid exchange of information, improves coordination in joint operations, and supports joint military training. This study highlights the need to improve English language skills among Indonesian military personnel through intensive training programs and the use of modern technology to support self-directed language learning. Understanding education and culture also plays a role in enabling personnel to be able to adapt to the environment and conditions of some nations. As stated by Misnawati (2023), countries must ensure that those involved in diplomatic relations possess sufficient language skills and understand the language policies and education policies in place in their countries. This can help reduce misunderstandings and enhance the ability to reach agreements and achieve better cooperation.

Therefore, it can be clearly stated that English proficiency among Indonesian Navy personnel is a strategic tool for conducting defense-diplomacy communication. Therefore, it can accurately convey Indonesia's positions and interests. Furthermore, proficiency in English enhances individual capabilities by enabling participation in overseas education and training programs without relying on translators or interpreters, thereby strengthening their professional competence, modernization, and skillfulness, and enhancing the Navy's readiness to address concerns and situations. Having these capabilities may also influence the development of military sources, particularly for high-caliber personnel.

2. Support the Duty of the Indonesian Defense Attaché

The second person was the ex-Assistant Defense Attaché of the Republic of Indonesia in Washington, D.C and Cairo. From the interview, it is stated that Proficiency in English is crucial for Indonesian Navy personnel in supporting defense diplomacy, as it is the primary working language in international interactions. In the context of assignments in Washington, DC, almost all communication, both formal and informal, is conducted in English; consequently, this proficiency serves as the primary tool for accurately conveying Indonesia's position, maintaining credibility, and fostering mutual understanding with foreign partners. The use of English can be categorized as daily use. In international duties, everything from email communication and meetings to official visits and social interactions is conducted in English.

The presence of a defense attaché is vital for providing advice on defense matters to the staff of Indonesia's embassy in the host country. Consequently, the ability to communicate in English is considered the key to this duty. This is in line with the study conducted by Sudarsono et al. (2018); the position of Defense Attaché is held by a military officer to assist the Ministry of Foreign Affairs. Moreover, the defense attaché is at the embassy of the relevant country, and he is reported to have diplomatic status. His role is to provide the Ambassador with advice on military and defense matters.

Based on the elaboration above, it shows that English in some cities, such as Washington, DC, emphasizes that personnel interact and communicate within an environment where linguistic competence directly affects precise communication, so it could be said that, technically and systematically, foreign language proficiency is considered an important asset for personnel in contributing to diplomacy. Moreover, the use of English in their daily lives shows that it is not only for formal or official correspondence but also for informal and social interactions with society and the government.

All in all, it could be stated that Personnel with good English proficiency are considered one of the nation's assets to reveal the nation's position and aims in global and international interaction, as well as the strategy in building the reputation, partnership, and trust relationship with other countries, particularly for defense intentions.

3. United Nations Peacekeeping Mission

The last personnel interviewed were ex-peacekeepers with a specific duty as Military Staff (Milstaf) in UNIFIL, Lebanon, and Military Observer (Milobs) in UNISFA Sudan. From the interview, it was stated that English Proficiency is also beneficial for personnel joining the peacekeeping mission. English is very important to the Indonesian Navy because, during deployments, they communicate exclusively with other countries in English. English is also used in daily life, including meetings and discussions with other countries; even whilst on patrol, it is used for day-to-day communication.

A study on English for peacekeepers has also been conducted by Skyba (2025), who found that English functions as an indispensable instrument for intercultural communication in multinational peacekeeping missions, enabling coordination among diverse national contingents and facilitating operational effectiveness in complex environments. Moreover, another study on the significance of English for peacekeepers was conducted by Anttila (2013), which found that peacekeeper training could be more effective if peacekeepers were given more practical English exercises for peacekeeping. Also, awareness and tracking of their own language skills could make peacekeepers more efficient communicators in a foreign language.

Based on the explanation above, it can be stated that English equips personnel with the capability to conduct, manage, and organize operations in operational environments, particularly during their participation as peacekeepers. English is the primary language that helps personnel coordinate with others from diverse cultural backgrounds. The coordination was conducted not only with other personnel but also with Non-Governmental Organizations and the society in the country in which he/she is involved as a peacekeeper. Proficiency may help peacekeepers reduce the risk of misunderstanding or misinterpretation of any command or request during the peacekeeping mission and maintain personnel safety. Moreover, English is not only used for coordination but also during patrols in risky places.

Moreover, the use of English within the Indonesian Navy, particularly in peacekeeping operations, supports effective communication, reduces operational risks, and facilitates collaboration in both formal and informal occasions. Therefore, empowering and strengthening English proficiency could be considered a strategy to enhance the success and professionalism of Indonesian Navy personnel in peacekeeping missions.

Language training helps personnel from diverse linguistic and cultural backgrounds to understand one another clearly, thereby reducing errors during missions. The training also enhances cross-cultural awareness, active listening, and communication skills. This comprehensive approach ensures that soldiers can work well together, interact with different teams, and remain united in joint operations.

B. The Obstacles Faced by the Indonesian Navy in Practicing English

Based on the interview conducted with participants, some obstacles are often faced by personnel in learning and practicing English. Based on the first interviewee, it was stated that the most significant obstacles faced by the personnel in learning English are their limited time due to the workload of daily duties and a lack of a continuous, long-term, and structured training program. Moreover, a scarcity of English-speaking environments in daily life and a training curriculum that focuses on achieving test scores rather than practical and communicative competence. In addition, a lack of motivation and awareness among some personnel regarding the importance of English as a strategic capability for international duties. Based on that statement, it could be said that personnel duties could influence their study hours to develop their capability to learn other skills that are actually needed for their career path.

The next person who was interviewed also gave his point of view that the obstacles commonly faced by personnel in learning English were their limited time to study consistently, a scarcity of the environment to support daily use of English, a lack of training for specific purposes, and internal psychological factors, such as a lack of self-confidence.

The great obstacle to implementing English is the inability to develop English communication skills, such as speaking skills. There used to be a course at the Defense Ministry's Language Centre to prepare peacekeepers, but no longer available.

From all the data taken from the interviews, it could be said that the main obstacles for personnel are from their personal point of view, such as their limited time and personal mindset, as well as the availability of English training for specific purposes, particularly for diplomatic duties in terms of defense necessity. This mindset plays a role in creating their awareness and confidence in learning and practicing English. Therefore, it is necessary to sharpen personnel awareness that learning English may help them when they have to complete their duties to interact and communicate at international events or occasions, either suddenly or incidentally.

The obstacles above could also influence the success of diplomatic communication. As stated by Sudarsono et al. (2018), the language skills of Indonesian Armed Forces personnel in the field of defense diplomacy have not yet been sufficient; this means that defense diplomacy, which was originally aimed at promoting national interests on the international stage, has not yet been effectively implemented.

This study showed that there was a possibility of facing some obstacles during their duty in defense diplomacy related to language proficiency. Therefore, English proficiency takes a significant role in defense diplomacy, particularly in delivering the nation's aims in international partnerships.

C. The Policy's Direction of English Program for The Indonesian Navy Personnel to Increase Their Proficiency

The interview results revealed that some personnel also suggested some valuable recommendations, which could be considered for further consideration in deciding on some policy to support personnel's capability.

The first person recommended some suggestions about English for the Indonesian Navy. First, consider English proficiency a core competency that is integrated into the Indonesian Navy's personnel career development system. Second, develop a training curriculum that focuses on operational requirements, with specific modules on defense diplomacy, overseas education, and joint military operations. Third, establish a centralized English development center for conceptualizing standardization, training, and monitoring of English language proficiency for all personnel.

It is necessary to transform English language training from a general approach to mission-oriented training, particularly for defense diplomacy. Furthermore, it is important to build an ecosystem that encourages the use of English for daily official duties, establish clear competency standards, and provide incentives for personnel with superior foreign language skills.

Then, the last person also reveals some recommendations. First, expand the range of English language courses, both in terms of the number of levels and the number of classes. Then, establish specialized programs such as KIBI (*Kursus Intensif Bahasa Inggris/ Intensive English Course*) for Peacekeepers. Next, establish a Navy Language Centre which is responsible for delivering courses and monitoring the English proficiency levels of all Navy personnel. The last is to forge partnerships with universities to deliver courses, including increasing the number of instructors.

Based on the data above, it is concluded that the most significant recommendations are about how to organize or manage English into an integrated system for career and personnel development through establishing a centralized Language Centre to control and manage English training for diplomatic needs to support the Navy's duties. Moreover, welcoming and embracing a partnership with academics from universities may assist the Indonesian Navy institution in considering some solutions to overcome some obstacles in practicing English.

CONCLUSION AND RECOMMENDATION

English proficiency could be considered a strategic competency for Indonesian Navy personnel for defense diplomacy and communication. English proficiency allows personnel to prove Indonesia's position in global interactions and international partnerships. Therefore, it could reduce miscommunication, misinterpretation, and misunderstanding during interactions. Moreover, the significance of English proficiency enhances the nation's identity and image during international events and occasions and helps build trust as a strategic pathway for sustainable bilateral and multilateral defense partnerships. Moreover, English proficiency is beneficial for personnel participating in peacekeeping missions, ensuring coordination runs smoothly and reducing the risk of errors during operations. The use of English during patrols, formal meetings, and daily communication is crucial for a complete and successful mission and for personnel safety.

All in all, English proficiency is a strategic asset that encompasses defense diplomacy and international interaction and communication. Therefore, some strategies are needed to strengthen English-language capabilities among Indonesian Navy personnel, such as establishing a centralized Language Centre to provide continuous and structured English training for specific purposes, in particular for diplomatic and defense purposes. Universities could also be engaged as strategic partners to identify English-language challenges faced by personnel and develop context-specific training and learning materials. Such collaboration could be implemented through the three pillars of higher education (*Tri Dharma Perguruan Tinggi*), particularly teaching, research, and community service, to support the continuous development of personnel capabilities.

This study, however, has several limitations. As the analysis focuses on the role and implementation of English in the context of seven Indonesian Navy personnel, the findings may not fully represent the English-language needs of personnel across other branches of the Indonesian Armed Forces or different military assignments. In addition, the study does not comprehensively measure personnel's actual English proficiency across different communicative tasks and operational contexts. Future research could therefore investigate the actual English-language needs and proficiency levels of Indonesian Navy personnel across different assignments, including defense diplomacy, peacekeeping operations, joint exercises, and international meetings. Such research could subsequently inform the development of a context-specific English for Specific Purposes (ESP) framework and training program for Indonesian Navy personnel.

REFERENCES

- Anttila, J. (2013). *Language acquisition and linguistic requirements in peacekeeping: A case study* [Master's thesis, University of Oulu]. OuluREPO. <https://urn.fi/URN:NBN:fi:oulu-201305201318>
- Booth, K. (1977). *Navies and foreign policy*. Croom Helm.
- Darwin, A., & Semendawai, F. A. (2024). Peran bahasa Inggris dalam memperkuat komunikasi militer internasional. *Al-Zayn: Jurnal Ilmu Sosial & Hukum*, 2(2), 23–33. <https://doi.org/10.61104/alz.v2i2.303>
- Dossan, Z. (2020). English as a language of diplomacy. *Journal of Literature, Languages and Linguistics*, 73, 16–24. <https://doi.org/10.7176/JLLL/73-03>
- Firdaus, A., & Zattullah, N. (2022). Upaya meningkatkan kecerdasan budaya, kompetensi lintas budaya dan ketahanan bagi peacekeeper dalam misi perdamaian PBB. *PENDIPA Journal of Science Education*, 6(1), 169–176. <https://doi.org/10.33369/pendipa.6.1.169-176>
- Gelb, L. H. (2009). *Power rules: How common sense can rescue American foreign policy*. HarperCollins.
- Hardani, Auliya, N. H., Andriani, H., Fardani, R. A., Ustiawaty, J., Utami, E. F., Sukmana, D. J., & Istiqomah, R. R. (2020). *Metode penelitian kualitatif & kuantitatif*. CV. Pustaka Ilmu.
- Kusuma, D. L., Hasra, H., & Anindhita, W. (2021). Penguatan keterampilan berbahasa prajurit TNI AL di KRI Sutanto-377 melalui modul pembelajaran bahasa Inggris untuk mewujudkan TNI AL berkelas dunia (World Class Navy). *Prosiding Seminar Nasional Bahasa, Sastra, dan Seni*, 1, 168–171.

- Misnawati, M. (2023). Melintasi batas-batas bahasa melalui diplomasi sastra dan budaya: Crossing language boundaries through literary and cultural diplomacy. *Pedagogik: Jurnal Pendidikan*, 18(2), 185–193. <https://doi.org/10.33084/pedagogik.v18i2.5538>
- Ritonga, R. (2016). *Kesadaran baru maritim: Biografi Laksamana TNI Dr. Marsetio*. Gramedia Pustaka Utama.
- Ryvantya, K. S. (2024). Indonesia-South Korea security cooperation: Progress, problems, and possibilities in defence diplomacy. *Jurnal Hubungan Luar Negeri*, 9(1), 69–91. <https://doi.org/10.70836/jh.v9i1.47>
- Sahnan, B. (2024). Peran bahasa Inggris dalam dunia profesional dan globalisasi. *Jurnal Ilmiah IPS dan Humaniora (JIH)*, 2(2), 44–49. <https://doi.org/10.61116/jjih.v2i2.457>
- Siegel, A., Vance, M., & Nilsson, D. (2024). Military English language education: A scoping review of 30 years of research. *Language Teaching Research*, 28(2), 433–451. <https://doi.org/10.1080/17501229.2024.2370986>
- Sjamsoeddin, S. (2023). *Menatap masa depan: Kerja sama sipil-militer Indonesia* (Jilid 2: Teori dan praktik). CV Aksara Global Akademia.
- Skyba, O. (2025). English as a factor in the development of intercultural communication in multinational peacekeeping missions. In *Problemy efektyvnosti profesiinoi movnoi komunikatsii v umovakh informatsiinoi ahresii* (p. 290). Kyiv Institute of the National Guard of Ukraine.
- Solihin, D., Simanjuntak, R. P. P., & Kuncoro, R. (2025). *Mempersiapkan SDM unggul: Menyongsong Indonesia Emas 2045*. Lemhannas Press.
- Sudarsono, B. P., Mahroza, J., & Surryanto, D. W. (2018). Diplomasi pertahanan Indonesia dalam mencapai kepentingan nasional. *Jurnal Pertahanan & Bela Negara*, 8(3), 83–102. <https://doi.org/10.33172/jpbh.v8i3.441>
- Sugiyono. (2013). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Tampubolon, R. (2023). *TERP*. Jejak Pustaka.
- Undang-Undang Republik Indonesia Nomor 3 Tahun 2025 tentang Perubahan atas Undang-Undang Nomor 34 Tahun 2004 tentang Tentara Nasional Indonesia. (2025). *Lembaran Negara Republik Indonesia Tahun 2025 Nomor 35*.