

Strengthening Civic Education On The Nationalism Attitude Of Indonesian Migrant Workers' Children In Selangor Malaysia

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ARTICLE INFO

Article history:

Received March 08, 2023

Revised October 10, 2023

Published December 10, 2023

Available online December 25, 2023

Kata Kunci:

Nationalism, Migrant Worker
Children, Civic Education

Keywords:

Nationalism, Migrant Worker
Children, Civic Education



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E-ISSN: 2477-0515

How to Cite (APA Style): Hartanto, D,E., Mahardhani, A,J., Cahyono H., Chaniago. (2023). Strengthening Civic Education On The Nationalism Attitude Of Indonesian Migrant Workers' Children In Selangor Malaysia. 11 (2).

ABSTRAK

Tujuan penelitian ini adalah untuk mengidentifikasi dan memahami dampak penguatan pendidikan kewarganegaraan terhadap sikap nasionalisme anak pekerja migran Indonesia di Selangor, Malaysia, serta memberikan panduan untuk memperkuat identitas nasionalisme mereka. Penelitian ini merupakan penelitian Deskriptif dengan metode kualitatif serta pendekatan partisipatif dan kolaboratif. Data dikumpulkan melalui observasi, wawancara, analisis data dan dokumentasi terhadap siswa kelas 4, 5, dan 6 di Sanggar Bimbingan Hulu Langat. Teknik analisis data yang digunakan ialah teknik analisis data Kualitatif meliputi Reduksi Data, Penyajian Data dan Penarikan Kesimpulan atau Verifikasi. Hasil penelitian menunjukkan bahwa dengan penguatan pendidikan kewarganegaraan yang komprehensif memberikan pengaruh yang signifikan terhadap pengetahuan dan sikap nasionalisme anak-anak pekerja migran meliputi tentang presiden Indonesia, dasar negara dan penerapan sila-sila Pancasila dalam kehidupan sehari-hari. Sehingga ditarik kesimpulan bahwa, penguatan pendidikan kewarganegaraan yang komprehensif memiliki peran yang sangat penting dalam meningkatkan sikap nasionalisme anak-anak pekerja migran.

ABSTRACT

The objective of this research is identify and understand the impact of strengthening civic education on the nationalism attitudes of children of Indonesian migrant workers in Selangor, Malaysia, and provide guidelines to strengthen their nationalism identity. This research is a descriptive study using qualitative methods and participatory and collaborative approaches. Data were collected through observation, interviews, data analysis and documentation of 4th, 5th and 6th grade students at Hulu Langat Guidance Center. The data analysis technique used is Qualitative data analysis technique including Data Reduction, Data Presentation and Conclusion Drawing or Verification. The results showed that the strengthening of comprehensive civic education had a significant effect on the knowledge and nationalism attitudes of children of migrant workers, including the Indonesian president, the basis of the state and the application of the Pancasila precepts in everyday life. So it is concluded that strengthening comprehensive civic education has a very important role in improving the nationalism attitudes of children of migrant workers.

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INTRODUCTION

Nationalism is defined as a form of deep love for the homeland and nation (Trisofirin et al., 2023). Therefore, nationalism is related to the awareness and beliefs that citizens have towards a country. This happens because the basis of nationalism comes from the perception of the unity of the community. Nationalism creates strong emotional and identity bonds between countries and individuals that encourage them to defend and support values and interests that are considered important to a country (Sinambela et al., 2023; Santoso et al., 2023). As a form of nationalism, there are signs that reflect the characteristics of nationalism, such as a sense of pride in being Indonesian, love for the country, readiness to sacrifice for the progress of the nation, adaptation to the times, and respect for cultural wealth (Basuni, 2021). A person who has a spirit of nationalism will indirectly show positive values such as the mental attitude of nationalism, behavior that illustrates loyalty and strong commitment to this nation (Trisofirin et al., 2023). These values are inadvertently attached to them (Asmaroini, Trisofirin & Shohenuddin, 2023). With this kind of attitude, security and comfort in the society of the nation and state can be maintained properly.

The government has an important role in strengthening the patriotism of the younger generation, including the children of Indonesian migrant workers, both in domestic and international scenarios. This effort needs to consider the prevailing situation at home and abroad (Hasanah, 2020). The government needs to implement a more interactive and innovative approach in an effort to promote an attitude of nationalism towards the nation and state. One effective way to do this is by building formal and non-formal schools in border areas (Baequni, Suryadi & Hanim, 2019). According to a report from the Indonesian Migrant Workers Protection Agency (BP2MI) shows that in 2021, there are 72,624 people registered in the placement of Indonesian Migrant Workers, consisting of 16,809 Formal Indonesian Migrant Workers and 55,815 Informal Indonesian Migrant Workers. In 2022, data from BP2MI recorded an increase of 10.8% from the previous year, with around 24,099 Indonesian citizens deciding to migrate abroad. This increase in numbers is in line with the increase in cases affecting Indonesian Migrant Workers (Firlana & Tando, 2022).

Global nationalism issues, such as protectionism in trade and discriminatory treatment of immigrants, are issues that require serious attention (Farhan, 2022). Field data shows that in Indonesia, the level of nationalism, especially among the millennial generation and the platinum generation, is on the decline (Ekaprasetya, Dinie Anggraeni Dewi & Furnamasari, 2021). To strengthen the sense of nationalism, civic education has a crucial role. By integrating teaching about the importance of unity and diversity in a country, education can serve as a foundation for strengthening national identity and increasing the sense of solidarity among citizens (Berra, 2019). A deep understanding of the fundamental values that shape national identity is expected to encourage support for international cooperation and appreciate the importance of free trade. Through civic education that prioritizes learning about human rights and Pancasila values, the curriculum can play a role in reducing discrimination against migrants and immigrants (Dewi et al. 2021; Ainurrohman & Martha, 2021). In addition, in-depth teaching of human rights and Pancasila values in the civic learning curriculum can play an important role in reducing discrimination against migrants and immigrants in order to form a more open and tolerant society, and encourage active participation in global issues affecting immigrants (Makmur et al., 2023). The presence of signs of citizens' discomfort in their own country can reflect the strength of nationalism that can protect the nation from potential threats both from within and outside. When a sense of national pride reaches its peak, it can be a key element in strengthening a country's defenses against various threats from both internal and external sources. Issues on Nationalism often arises in international border areas, especially as a result of separatist movements that originate in local communities, as revealed in the study results. In addition, these concerns can arise when citizens decide to migrate and live outside the country, as is the case with some Indonesian citizens who tend to choose a career in Malaysia over their homeland (Chriswuri, 2018).

The results of a previous study entitled "Nationalism Views of the Children of Non- Documented Indonesian Migrant Workers in Sentul Guidance Center Malaysia" shows that the low level of nationalism among migrant workers can be caused by the lack of attention given by the government to the education of the children of Indonesian migrant workers. Migrant workers have a tendency not to send their children to school because they have to work for very long hours, which is between eight to twelve hours per day. In addition, children of migrant workers often prefer to watch Malaysian television programs in their living quarters rather than using the time to study. This can have a negative impact on the development of their sociolinguistics skills in the future (Trisofirin et al., 2023). Therefore, strengthening nationalism through civic education for children of Indonesian migrant workers in Hulu Langat Guidance Studio, Selangor is important because it can influence

the mental attitude of nationalism, behavior that illustrates loyalty and strong commitment to the foundation of the state, namely Pancasila. The purpose of this research also includes efforts to shape and improve the level of nationalism of Indonesian migrant workers' children. The results of this study will provide recommendations to the Indonesian government to improve the quality of education of Indonesian migrant workers' children and strengthen their sense of nationalism.

METHODS

This research is a type of qualitative research that prioritizes the description and interpretation of social phenomena, as well as efforts to naturally understand the subject under study. In the context of a study on strengthening citizenship education towards the nationalism attitudes of Indonesian migrant worker children in Selangor Malaysia, researchers use a collaborative participatory approach. This method focuses on assessing the strengthening of citizenship towards the nationalism attitudes of children of Indonesian migrant workers in the Hulu Langat Guidance Center, Selangor Malaysia without digging up certain documents. The descriptive approach in qualitative research is used to explain the current situation or situation without conducting in-depth analysis of the reasons or consequences of the situation. The research subjects consisted of 3 informants in each grade 4, 5, and 6 at the Hulu Langat Guidance Studio, Selangor Malaysia. This study utilized purposive sampling technique due to its representation of the variation in the population of Indonesian migrant worker children at Sanggar Bimbingan Hulu Langat Selangor Malaysia. This decision allowed the researcher to understand the diversity of perspectives, experiences, and the development of nationalism attitudes of migrant worker children while taking into account the limited knowledge and age of the informants. Data collection was conducted through three main methods: observation, interviews and documentation. Observation aimed to actively monitor the behavior and activities of students at the Hulu Langat Guidance Studio, Selangor, Malaysia. Meanwhile, interviews were conducted to obtain deeper information through direct interaction between researchers and students. Documentation, on the other hand, was used to gather information from records or documents related to civic education and nationalism attitudes in the research environment. The results of the combination of these three methods were then carefully analyzed to understand more comprehensively how strengthening civic education can influence or shape the attitude of nationalism in children of migrant workers in the Hulu Langat Guidance Studio, Selangor, Malaysia.

Based on this explanation, a lattice of instruments for strengthening civic education on nationalism attitudes is presented in Table 1.

Table 1. Grids of Civic Education on the Nationalism of Children of Migrant Workers (Active Citizenship Theory)

Dimensions	Indicator	Sub-indicators	Indicator Item	Total
1. Knowledge Citizenship	a. General Knowledge of State and Government	Knowledge of the President and his Role	1,2	2
		Knowledge of flag and coat of arms	3,4	2
	b. Understanding of Government System	1) Knowledge of Legislative Body	5	1
2. Attitudes and Values Citizenship values	Tolerance and Respect for differences	Attitude towards religious and cultural differences	6,7	2
		Respect other people's opinions	8	1
	b. Concern and Active Participation	Involvement in Social Activities	9	1
		Concern for Community Conditions	10	1
Total			10	10

This research involved data analysis in three phases, starting with data collection using data reduction techniques. The data collected included the results of interviews and observations regarding the influence of

civic education on the nationalism of migrant workers' children, which were then summarized and focused on important information to obtain a clear picture. Furthermore, the data that has been reduced was presented in the form of descriptions to facilitate understanding. In the last stage, data verification was carried out to draw conclusions from the information that has been obtained.

RESULTS AND DISCUSSION

Results

The results of this study revealed some key findings from interviews with three informants from grades 4,5 and 6 at Sanggar Bimbingan Hulu Langat, Selangor, Malaysia, as follows:

The first finding was that initially, most of the students in grades 4, 5 and 6 at Sanggar Bimbingan Hulu Langat, Selangor, Malaysia, had difficulty in answering questions related to knowledge about Indonesian presidents. They admitted that they did not have a good understanding of the first president of the Republic of Indonesia and his role. In fact, when asked about the name of the first president of the Republic of Indonesia or the current president of the Republic of Indonesia, the students admitted that they did not have enough knowledge to answer the question. They also could not mention the names of Indonesian presidents from the past to the present. However, after receiving more in-depth civic education, these students showed significant improvement in their understanding of the president and his role. They became more aware of who the current president of Indonesia is, the main duties of a president, and could even name Indonesian presidents from the past to the present. These results indicate that civic education plays an important role in enhancing students' knowledge of important aspects of the state and government, as well as building stronger civic awareness.

The second finding was that the children of migrant workers at the Hulu Langat Guidance Center initially had limited knowledge of Indonesia's national symbols such as the flag, the national emblem, the national anthem, and the date of independence. They had difficulty in providing correct answers related to these national elements. However, after receiving in-depth and comprehensive civic education, there was a positive change in their understanding. They began to understand these basic elements, such as the colors of the Indonesian flag (red-and-white) and the state emblem (Garuda Pancasila), and could give correct and detailed answers. This confirms that targeted and comprehensive civic education can improve students' knowledge of the fundamental aspects of the Indonesian state, as well as strengthen their understanding of their national identity and role as citizens.

The third finding was that when the children of migrant workers were interviewed about the application of the Pancasila precepts in daily life, they initially admitted that they did not fully understand the meaning of the question. They had difficulty in providing concrete examples of how the precepts of Pancasila can be applied in daily life. However, after receiving careful and comprehensive explanations and civic education, they were able to relate the Pancasila precepts to concrete situations and examples in their daily lives. These concrete examples allow them to understand the implementation of each of the Pancasila precepts, such as *gotong royong* (mutual assistance) in helping neighbors as an example of the implementation of the 5th precept of Pancasila (Social Justice for All People). They can also identify how helping each other among classmates is an example of the implementation of the 1st precept of Pancasila (Belief in One God). These results illustrate significant changes in their knowledge and understanding after receiving focused learning.

Discussion

First finding: Indicates that initially, the majority of students faced difficulties in answering questions related to their knowledge of Indonesian presidents. They admitted that their understanding of the first president of the Republic of Indonesia and his role was still limited. In fact, when asked to name the first president of the Republic of Indonesia or the current president, the students admitted that they had significant knowledge limitations in this regard. However, the results also showed that after students received more in-depth civic education, there was a significant improvement in their understanding of the Indonesian president. They became more knowledgeable about who the current president of Indonesia is, the main duties of a president, and were even able to name Indonesian presidents from the past to the present. This confirms that civic education makes a valuable contribution in improving students' knowledge and understanding of important aspects of the state and government, and in building stronger civic awareness among them. More targeted and in-depth implementation of education on this topic plays a key role in shaping students' understanding of the country's history and governance structure, strengthening their civic identity and building

a sense of responsibility towards the nation.

Second finding: Initially, this finding revealed a limited level of knowledge among children of migrant workers in Sanggar Bimbingan Hulu Langat, Selangor, Malaysia, regarding Indonesia's national symbols such as the flag, coat of arms, national anthem and date of independence. Initially, three informants from grades 4, 5 and 6 faced difficulties in providing correct answers to these questions. They could not name the color of the Indonesian flag, the country's emblem, the national anthem or the date of independence. However, through in-depth and comprehensive civic education, there was a significant change in their knowledge and understanding. They began to better understand these basic elements and were able to give precise and detailed answers. They finally acquired the knowledge that the flag of Indonesia is red and white, the national emblem is Garuda Pancasila, the national anthem is "Indonesia Raya," and the date of independence is August 17, 1945. The findings emphasize that purposeful and comprehensive civic education plays a key role in improving students' knowledge of the basic elements that define Indonesia's national identity. This helps strengthen their understanding of their role as contributing citizens of the nation.

Third finding: The results of this study illustrate that when migrant worker children were interviewed about the application of the Pancasila precepts in their daily lives, three informants from grades 4, 5 and 6 at the Hulu Langat Guidance Studio in Selangor, Malaysia, admitted that they initially did not fully understand the meaning of the question. They had difficulty in giving concrete examples of how the precepts of Pancasila could be applied in their daily lives. However, after careful and comprehensive explanations and civic education, migrant worker children in grades 4, 5 and 6 at Sanggar Bimbingan Hulu Langat, Selangor, Malaysia, were able to relate the precepts of Pancasila to concrete situations and examples in their daily lives. These concrete examples enabled them to understand the implementation of each of the Pancasila precepts. For example, they began to realize how gotong royong (mutual assistance) in helping neighbors is an example of the implementation of the 5th precept of Pancasila (Social Justice for All). They could also identify how helping each other among classmates is an example of the implementation of the 1st precept of Pancasila, which is Belief in One God. The importance of in-depth and comprehensive civic education is reflected in the significant changes in these migrant worker children's understanding of Pancasila values. Their ability to relate the values to real life proves that with the right direction, students can experience the values in their daily activities. This shows that proper teaching and concrete examples are essential in facilitating a deep understanding of the basic principles that govern social life. The implementation of Pancasila values in students' daily lives is the key in ensuring that the values are not just concepts but are actually reflected in their daily actions.

Based on the results of this study, strengthening civic education has a significant effect on the nationalism attitudes of migrant worker children in the Hulu Langat Guidance Center, Selangor, Malaysia (Zuhriah, 2021; Ismayanti et al., 2019).

CONCLUSIONS

This research shows that focused and in-depth civic education has a major positive impact on migrant worker children in Malaysia's understanding of Indonesia. Some key points in this research are:

Civic Education Increases Knowledge: Children of migrant workers initially had limited knowledge about important aspects of Indonesia, such as the president, national symbols and Pancasila. However, through in-depth civic education, their knowledge significantly increased.

Civic Education Strengthens National Identity: The research shows that children of migrant workers who receive civic education better understand the role and duties of the Indonesian president, recognize national symbols, and are able to apply the precepts of Pancasila in their daily lives. This helps strengthen their national identity.

Stronger Civic Awareness: The results of this study indicate that civic education plays an important role in increasing civic awareness among children of migrant workers. They become more aware of their rights and obligations as Indonesian citizens.

Positive Contribution to Children: The research confirms that citizenship education plays an important role in improving migrant workers' children's knowledge, national identity and citizenship awareness. This has a positive impact in strengthening their ties to Indonesia.

Thus, the conclusion of this study is that in-depth and comprehensive civic education has a very important role in improving nationalism attitudes including national identity knowledge, and citizenship awareness among children, especially children of migrant workers.

ACKNOWLEDGMENTS

The authors would like to express their gratitude to the Association of Educators and Education Personnel of Muhammadiyah Universities (ALPTK PTM) for the facilities provided in organizing this activity. Appreciation is also expressed to the Indonesian Embassy in Kuala Lumpur and the Indonesian Consulate General in Penang in Malaysia for the assistance provided for the smooth implementation of this activity. Also, the author would like to express his gratitude to all those who participated in this activity, especially from Muhammadiyah universities throughout Indonesia.

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