

## Introduction of Indonesian Heroes to Foster Nationalism Among Indonesian Community Centre Students in Pahang Malaysia

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**Abstract.** This article aims to describe the implementation of nationalism among ICC Pahang students through the introduction of Indonesian national heroes. The introduction of Indonesian national heroes is very important, especially for ICC Pahang students who have never set foot in their own homeland. Therefore, this can foster a sense of nationalism and ignite a love for their homeland. The method of implementation in this activity involves providing national-themed and hero-themed materials in all classes, storytelling, and showing videos about heroism and independence during break and sharing sessions. Additionally, to boost the spirit of August 17th, a competition was held. The results of this activity include an increased love for Indonesia, as they can now feel the hardship of the struggle for Indonesia's independence. They feel the need to study diligently, especially to get to know Indonesia better, so they have a strong curiosity about Indonesian national heroes and significant events that occurred before Indonesia gained independence.

**Keywords:** *character, heroes, nationalism*

### 1. Introduction

Indonesia is a country with a long history of fighting against colonial powers seeking to control its territory and natural resources. It's a lengthy narrative that is not just a story of the present but one that will be remembered by all Indonesians forever. This aligns with the motto of Indonesia's first President, Ir. Soekarno, who stated that history should not be forgotten, and a great nation is one that values the contributions of its heroes. The struggle against colonial rule until Indonesia gained its independence cannot be separated from the role played by these heroes who fought to defend the sovereignty of the Indonesian people. A hero is a title given to someone who has made significant contributions to a society or nation. In this context, heroes in the context of independence are those who fought against colonial rule and died on the battlefield for Indonesia's freedom. Therefore, as the nation's younger generation, it is only fitting to show the utmost respect to Indonesia's heroes. Through this activity, it is hoped that students, as the younger generation, can get to know Indonesia's heroes to emulate their courage and nationalistic spirit.

Introducing Indonesia's heroic figures is a crucial step in shaping a sense of nationalism among students at the Indonesian Community Centre in Pahang, Malaysia. The history of Indonesia's heroes who fought for their country's independence holds values and inspiration that are important to share with the younger generation abroad. In this writing, we will explore some of Indonesia's heroic figures who played key roles in the struggle against colonialism and how their stories can inspire students to develop love and pride for their homeland, Indonesia. Additionally, we will see how an understanding of the history of Indonesia's heroes can help students recognize the cultural roots and values that strengthen their connection to Indonesia, even when they are abroad.

Character education is expected to align with the Pancasila Student Profile that has been in place since the Merdeka Belajar Curriculum (Utami et al., 2023). Based on the Merdeka Curriculum, character needs to be instilled in students. Character should be instilled in students (Jayanti et al., 2022; Purnomo et al., 2021; Purnomo & Pratiwi, 2021; Purnomo & Wahyudi, 2020). The character of love for the homeland, or simply nationalism, is a habit that leads to thinking about the improvement and well-being of one's own nation rather than others that are being inhabited or liked (Saputri et al., 2023). The simple meaning of nationalism is a love for one's homeland (Ratih et al., 2020). In a learning center, it is important to introduce nationalism to students so that they do not forget Indonesia. This aligns with the service provided by Makmur et al. (2023) stating that Nationalism education is still greatly needed in guidance centers. The application of nationalist character can be done in various ways. Education has been provided by Muhtarom & Andi (2022) by providing education to children in a Learning Center (LC). Based on this, this service aims to describe the application of a nationalist attitude towards ICC Pahang students through the introduction of Indonesian heroic figures.

## 2. Method

The implementation method of introducing national heroes at ICC Pahang aims to familiarize students with independence heroes and to instill a sense of nationalism. The stages of the activity include preparation, execution, monitoring, and evaluation. The preparations involved are as follows:

- a. Preparation of teaching materials for ICC Pahang students, involving the collection of materials from school textbooks, the internet, as well as gathering relevant videos.
- b. Scheduling: Each class receives different materials on heroism and independence, so appropriate scheduling is needed to fit each class.

The execution of the activity includes:

Providing lessons on heroism and nationalism to each class at ICC Pahang. These lessons are given once a day in each class.

- a. Conducting quizzes or games in class related to heroism, nationalism, and Indonesian culture.
- b. Singing national songs during breaks to introduce and cultivate love for the homeland.
- c. Screening videos about national heroes and the proclamation of independence.

Monitoring activities involve:

- a. Monitoring students to assess whether they still remember Indonesian national heroes.
- b. Observing whether students are developing a sense of patriotism through sharing sessions during class and breaks.
- c. Playing previously sung national songs during breaks to check if students still remember them.

The evaluation of the activity includes:

Recognizing that there are still shortcomings in the implementation of the activity, such as the quality of teaching materials and supporting activities. This is due to the limited time allocated for heroism and nationalism compared to general subjects like mathematics, Indonesian language, English, etc.

Expressing sadness over the fact that the students at ICC Pahang still strongly identify with their place of residence, Malaysia, compared to their own homeland. Even though they understand national songs, national heroes, and significant events related to Indonesian independence, they still hold onto the culture and language of their current place of residence. Therefore, it is challenging to change their identity to become Indonesian citizens.

### **3. Result and Discussion**

#### **a. Activity Results**

The results of this activity will discuss the outcomes of the implementation of previous activities. In this discussion, it can also be determined whether the implementation of this activity was successful or not, and it can serve as a reference for future research or service activities. The results we obtained include:

- 1) In the teaching of heroism and nationalism, the students appeared very enthusiastic to receive the material.
- 2) In the process, students often asked about anything related to Indonesia, whether it be heroic figures, nationalism, or anything else.
- 3) During break time, many students played traditional Indonesian games, such as "engklek" and "rangku alu." This activity rejuvenated the students' enthusiasm after the learning session.
- 4) During break time, when we didn't have time or forgot to play the national anthem, the students asked us to play it, showing that they really enjoy singing national songs.

The students at the Indonesian Community Centre in Pahang, Malaysia, are very enthusiastic and happy to learn about Indonesian heroic figures. They demonstrate a high level of enthusiasm in exploring knowledge about Indonesia's history of struggle because this not only enriches their knowledge but also instills a sense of pride in their cultural roots. When they understand the efforts made by Indonesian heroes, their sense of nationalism grows. Activities such as discussions, presentations, and exhibitions about heroic figures are often met with great enthusiasm from the students, who willingly share their knowledge with their classmates. This spirit helps create a positive learning environment and fosters a deeper understanding of Indonesian history and culture

among these students. The cultivation of a love for the homeland in early childhood should be done in an enjoyable way (Mutiarra, 2022).

#### **b. Activity Analysis**

Knowledge is something very important, especially at a young age. Positive knowledge is also the key to learning, but it does not disregard the less desirable aspects, as they can also lead to lessons being learned. The introduction of Indonesia's national heroes to Indonesian students at ICC Pahang, Malaysia, broadens their knowledge about Indonesia and fosters a growing love for their homeland.

The role of the government is crucial in the fields of history, culture, and education to enhance the teaching of Indonesian history. With strong government support, particularly in the field of education, significant achievements can be made.

Personal experiences can also contribute to a child's knowledge development, such as stories from families living in Indonesia or encounters with images of Indonesian national heroes. These experiences help children develop their understanding of Indonesian national heroes.

The introduction of these national heroes can cultivate and strengthen love for one's homeland and foster national unity.

To enhance knowledge about Indonesian national heroes, cooperation between the government, schools, and the community is essential. The government can strengthen education about Indonesia's history, culture, and natural heritage, while schools serve as the platform where all aspects of knowledge should be taught. The community can also play an active role in strengthening national identity and fully supporting children's knowledge and development regarding Indonesian national heroes.

Similar efforts have been made by various individuals. For instance, Sulistyanto et al. (2023) conducted literacy strengthening activities at the Ar-Rahmah Learning Center in Penang, while Fauziyah et al. (2022) introduced Indonesian culture through literacy programs in SB Hulu Kelang, Malaysia. These initiatives provide interesting experiences for children at SB, helping them understand that Indonesia has many heroes worth knowing. Such efforts can enhance love for one's homeland and nationalism among children at the Learning Center.

#### **4. Conclusion**

Based on the results and analysis of this article, it can be concluded that knowledge about Indonesia's national heroes is important. This is because it can cultivate a sense of patriotism and awareness of influential figures in the independence of the Republic of Indonesia.

To strengthen knowledge about Indonesia's national heroes, support from the government, schools, and the community is necessary. This is because these factors form the most influential foundation or environment. The government plays a role in education by developing culture and

history. Schools serve as places for acquiring knowledge, and the community is a supportive environment that can help children excel in the future.

By increasing knowledge about Indonesia's national heroes, it is hoped that there will be a greater sense of patriotism, especially among Indonesian citizens living abroad, such as those in ICC Pahang, which consists of Indonesian children in Malaysia. Additionally, it can foster a love for the heroes and commemorate their contributions.

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