

Instilling Nationalism and Love for the Homeland in Young Indonesian Immigrants in the Sentul Region of Malaysia

Muthia Fadhilah Husni^{1✉}, Rachma Chairunnisa Utani², Yolanda Sasmita Putri³,
Indah Ainun Mutiara⁴, Suyanto⁵, Santosa Pradana Putra Setya Negara⁶, Erwin
Prasetyo⁷

¹*Faculty of Social Science and Political Science, Universitas Muhammadiyah
Sidenreng Rappang, Indonesia*

²*Faculty of Psychology, Universitas Muhammadiyah Gorontalo, Indonesia*

³*Fakultas of Islamic Studies, Universitas Muhammadiyah Mataram, Indonesia*

⁴*Faculty of Teacher Training and Education, Universitas Muhammadiyah
Makassar, Indonesia*

⁵*Faculty of Science and Technology, ITS PKU Muhammadiyah Surakarta,
Indonesia*

⁶*Faculty of Formal and Applied Sciences, Universitas Muhammadiyah Madiun,
Indonesia*

⁷*Faculty of Teacher Training and Education, Universitas Muhammadiyah
Mamere, Indonesia*

✉Corresponding Email: muthiahusni@gmail.com

Abstract. This article discusses the importance of instilling nationalism and love for the homeland in young Indonesian immigrants, particularly in the Sentul region of Malaysia, who face challenges in accessing education in the host country due to a lack of essential documents. Education is identified as the primary foundation for shaping children's characters, and as such, this research highlights the urgency of addressing this issue. The purpose of this community service is to provide understanding and instill nationalism and love for the homeland in young Indonesian immigrants in the Sentul region of Malaysia. The results of this community service demonstrate a significant improvement in instilling the values of nationalism through character education, particularly the values of Pancasila, which can be implemented in their education.

Keywords: indonesian culture, nationalism education, young immigrant generation.

1. Introduction

Indonesia, as one of the world's largest archipelagic nations, stands out for its rich ethnic and cultural diversity. This diversity presents unique challenges, one of which is the phenomenon of immigration. Many Indonesian citizens decide to become Migrant Workers, seeking livelihood opportunities abroad and leaving their homeland (Waridin, 2007). Immigration involves the complex movement of individuals or groups from one country to another, driven by various reasons (Polanunu & Rijal, 2021). While migrant workers choose to leave Indonesia, it remains important to maintain a sense of nationalism and love for their homeland. One area that has become densely populated by

migrant workers is Sentul, Malaysia. Sentul is a region located in Kuala Lumpur and is home to a significant number of Indonesian immigrants (Subadi, 2010). The younger generation of Indonesian immigrants in Sentul grows up in a different environment than their homeland (Muhtarom & Andi, 2022). In this context, the risk of losing their identity and sense of self is very real. Therefore, it is crucial to instill a sense of nationalism and love for their homeland from an early age. Understanding the history of the nation's struggle should be promoted with the aim of inspiring and enhancing pride in Indonesia (Ridwan et al., 2019).

The Tri Dharma of Higher Education recognizes the importance of community service. Through the International Partnership Community Service Program organized by PTMA, students have the opportunity to contribute and learn to address various issues faced by the community, especially the immigrant community in Malaysia, with a focus on children in guidance centers (Deby Febriyan Eprilianto et al., 2021). Character education based on Pancasila and national values is essential to instill in the younger generation, especially among Indonesian immigrant children in Sentul, Malaysia. The goal is to enable them to recognize and apply these values in their daily lives and nurture a sense of nationalism (Pratama, 2021). In other words, this education is the key to success in shaping conscious immigrant children who are aware of their rights and responsibilities as an integral part of the Indonesian Republic. Therefore, students here are empowered to assist immigrant children through programs designed to develop their knowledge and skills in line with the challenges they face in guidance centers.

2. Method

Research is a process that encompasses data collection, data analysis, and the presentation of data relevant to the research objective (Akhyar, 2022). This community service research was conducted in the area of Sentul, Malaysia. The methodology for implementing this community service consists of several stages, as explained below. The research team began with an initial assessment of the area through observation and interviews. The next stage involved collaborating with the Sentul Guidance Center, where material was provided along with direct discussion sessions with students and interactive quizzes. The final stage included data collection and the preparation of a scientific article report on this community service (Nugroho et al., 2020).

In writing this article, a qualitative research method was used with a literature study and field observation approach. Field observations were conducted by observing the implementation of Pancasila education and national values in the research location (Sayektiningsih et al., 2017; Sumardjoko, 2013)..

3. Result and Discussion

a. Nationalism Education through the Introduction of the Indonesian Rupiah Currency

Education is a carefully planned effort to create an enjoyable learning environment. It is used as a means to foster a sense of nationalism, especially among young immigrants, through nationalism education by introducing the Rupiah currency. One of the primary issues faced by immigrant

children is the lack of official documentation, which can complicate their return to Indonesia. Some of them have never even set foot in Indonesia, leading to a longing for the Indonesian atmosphere. Many of these children are not familiar with the Rupiah currency, let alone have had direct contact with it.



Figure 1. Edukasi Nasionalisme melalui Pengenalan Mata Uang Rupiah Republik Indonesia

The process of nationalism education through the introduction of the Rupiah currency occurs in two phases. First, the author explains and shows Rupiah currency to the students. Second, the students listen to the explanation and handle the Rupiah currency. The author also conveys that 1 Malaysian Ringgit is approximately equal to 3,000 Rupiah, which astonishes some of the students. They also express curiosity about the materials used in Rupiah currency.

b. Nationalism Education through the Decision-Making Process and Collaboration

One of the steps taken in educating the character and values of Pancasila is by teaching the process of *musyawarah* (consultation) to reach a consensus. *Musyawarah* is a two-way discussion process to analyze all potential and reasoning in order to choose one thought. In this context, *musyawarah* is conducted to reach a common agreement, which is negotiated to achieve a final decision. Formal education also plays a role in deepening nationalism education through *musyawarah*. Students are taught an understanding of the values of Pancasila and the importance of *musyawarah* in the life of the nation.



Figure 2. Edukasi Nasionalisme melalui Proses Bermusyawarah dalam Mengambil Keputusan dan Kerja Sama

The process of nationalism education through the musyawarah decision-making process occurs in two phases. First, the author divides the students into several groups, in this case, consisting of two classes, namely class 2 and class 3. Second, each group is given an envelope containing pieces of the Garuda Pancasila puzzle along with the symbols and content of Pancasila. The author then instructs the students to complete the puzzle by discussing it with their group members. In addition to enhancing their understanding of the Garuda Pancasila symbol, a learning process like this provides students with the opportunity to collaborate and deliberate on what they want to accomplish.

c. Nationalism Education through the Screening of National Films and Indonesian Folktales

One effective step in instilling nationalism and love for the homeland is through the screening of national films and Indonesian folktales. Screening these films serves as an engaging medium for introducing national values and Indonesian cultural richness. Through these film screenings, students can learn about the history of the nation's struggle and get to know national figures. In addition, Indonesian folktales provide an appealing means to introduce traditional Indonesian stories, which also contain moral values and local wisdom passed down from generation to generation (Impuni, 2012).



Figure 3. Edukasi Nasionalisme melalui Pemutaran Film Nasional dan Dongeng-Dongeng Nusantara

The first step is to briefly explain the film to be watched. The second step involves screening the film with the students. After watching, the students are asked to briefly explain the messages conveyed in the film they have just seen.

4. Conclusion

The Importance of Building the Character of Pancasila Students with National Values Education in the Sentul, Malaysia Region, especially among young Indonesian Immigrants, cannot be overlooked. Through these efforts, the younger generation can be introduced to Pancasila and national values from an early age, which form a strong foundation for love of the homeland and deep nationalism. In this way, we can shape a young generation of Indonesian Immigrants with a strong commitment to the unity and integrity of the Indonesian nation. Therefore, there is a need for a serious effort to enhance Pancasila education and national values for the young generation of Indonesian Immigrants in the Sentul, Malaysia region.

5. Reference

- Akhyar, Dema, H., Rusdi, M., Ahmad, J., & Uceng, A. (2022). Tata Kelola Pemerintah yang Inovatif di Desa Bulo Wattang Kecamatan Panca Rijang Kabupaten Sidenreng Rappang. *PRAJA : Jufnal Ilmu Pemerintahan*, 10(2), 77–85.
- Deby Febriyan Eprilianto, Yuni Lestari, Suci Megawati, & Trenda Aktiva Oktariyanda. (2021). Pendampingan Tata Kelola Pemerintahan Berbasis Digital sebagai Upaya Adaptasi Desa dalam Penyelenggaraan Pelayanan Publik di Era New Normal. *Communnity Development Journal*, 2(3), 767–776.
- Impuni, I. (2012). Pemerolehan Sintaksis Anak Usia Lima Tahun melalui Penceritaan Kembali Dongeng Nusantara. *Jurnal Penelitian Humaniora*, 13(1), 30–41.
- Muhtarom, H., & Andi, A. (2022). Edukasi Nilai-nilai Karakter Pelajar Pancasila terhadap Anak Imigran Indonesia di Wilayah Gombak, Malaysia. *Buletin KKN Pendidikan*, 4(2), 167–174.
- Nugroho, A., Fatonah, A., Wijaya, D. P. E., Putri, R. P., Fikri, M. N., Setiawan, O., Kurniawan, L. Y., Astuti, J. S., Primandika, F. T., & Budiarti, S. A. C. (2020). Menumbuhkembangkan Kepedulian Siswa terhadap Lingkungan melalui Kegiatan Penghijauan di MIM Pakang Andong, Boyolali. *Buletin KKN Pendidikan*, 2(2), 69–74.
- Polanunu, A. B. D., & Rijal, N. K. (2021). Menuju Good Governance: Inovasi Pelayanan Publik Berbasis Digital di Kantor Imigrasi Kelas II Non-TPI Kediri Jawa Timur. *NeoRespublica : Jurnal Ilmu Pemerintahan*, 3(1), 1. <https://doi.org/10.52423/neores.v3i1.18108>
- Pratama, R. (2021). Imigran dan Warga Keturunan Jepang di Amerika Serikat: Sentimen-Sentimen Terhadapnya Dulu dan Kini. *Kiryoku*, 5(1), 63–73. <https://doi.org/10.14710/kiryoku.v5i1.63-73>
- Ridwan, W., Susilawati, N., & Pertahanan, U. (2019). The Role of Local Government in Handling

- the Potential Conflict between Middle East Immigrants and Local Communities in Cisarua, Bogor West Java. *Prodi Damai Damai Dan Resolusi Konflik*, 5(1), 1–16.
- Sayektiningsih, S., Sumardjoko, B., & Muhibin, A. (2017). Penanaman Nilai-nilai Karakter dalam Pembelajaran Pendidikan Pancasila dan Kewarganegaraan di Madrasah Aliyah Muhammadiyah Klaten. *Manajemen Pendidikan*, 12(3), 228–238.
- Subadi, T. (2010). Tenaga Kerja Indonesia di Malaysia (Studi Kasus TKW Asal Jawa Tengah dengan Pendekatan Fenomenologi). *Forum Geografi*, 24(2), 155–172.
- Sumardjoko, B. (2013). *Revitalisasi Nilai-nilai Pancasila melalui Pembelajaran PKN Berbasis Kearifan Lokal untuk Penguatan Karakter dan Jati Diri Bangsa*.
- Waridin, W. (2007). Beberapa Faktor yang Mempengaruhi Imigrasi Tenaga Kerja Indonesia (TKI) ke Luar Negeri. *Jurnal Ekonomi Pembangunan: Kajian Masalah Ekonomi Dan Pembangunan*, 3(2), 111–130.