

## The Nationalism Attitudes of Students at Tanzil Village Lindungan School in Malaysia

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**Abstrak.** Indonesian children living abroad face challenges in maintaining their national identity due to exposure to different cultures. Therefore, this research aims to analyze the implementation of character education in Indonesian schools abroad and how the internalization of nationalist values is done in children. The research was conducted at SD At Tanzil Kampung Lindungan, Malaysia, which is one of the Indonesian schools abroad. This study was conducted in the academic year 2022/2023 using a qualitative method. Data collection techniques included observation, interviews, and documentation. The results of the study show that the school employs three main methods to internalize nationalist values in children, namely: 1) traditional games to enhance unity awareness, 2) singing to instill Pancasila values, and 3) teaching heroism values through stories. This research also found that instilling nationalism in young children, such as Early Childhood Education (ECE), requires an engaging approach that is suitable for their cognitive development. Educators who use creative methods such as traditional games and singing can help children internalize nationalist values more easily and enjoyably. The role of schools and educators is crucial in keeping Indonesian children abroad connected to their culture and national values.

**Keywords:** children, nationalism, Early Childhood Education (ECE), attitude cultivation, guidance studio

### 1. Introduction

The At-Tanzil Guidance Studio in Kampung Lindungan is a tutoring institution that focuses on Indonesian children living on the Malaysian Peninsula. This institution was established through a collaboration between the Embassy of the Republic of Indonesia (KBRI) in Kuala Lumpur and the Indonesian community in Kampung Lindungan. The aim of this institution is to provide quality education in accordance with the national Indonesian curriculum to children who cannot access formal schools in Malaysia. Additionally, the institution aims to preserve Indonesian culture and identity within the multicultural Malaysian society.

The At-Tanzil Guidance Studio was officially opened on June 20, 2020, by the Education and Culture Attaché of KBRI Kuala Lumpur. Currently, the institution has 35 students of various ages and educational levels. The students receive both online and offline learning, with subjects

including Indonesian language, mathematics, natural sciences, social sciences, civic education, Islamic studies, and cultural arts. Furthermore, the institution organizes extracurricular activities such as scouting, sports, music, and English language classes. The instructors at this institution are volunteers from various backgrounds, including professionals, students, and homemakers, who possess high competence and dedication in the field of education.

The learning process at SB At-Tanzil is organized by grouping students into three classes based on their abilities. Class A is for students who are already proficient in reading and arithmetic. Class B is for students who are developing their reading skills by spelling and constructing words. Class C is for students who are just beginning to recognize letters and numbers. With this learning system, students can learn according to their individual abilities and pace. Additionally, teachers can provide more precise and effective guidance and evaluation to the students (Fauzan & Rahman, 2021).

One of the educational institutions that has garnered the attention of the community in Kampung Lindungan, Malaysia, is the At-Tanzil Guidance Studio (SB). SB was established in 2000 with the aim of providing quality education to Indonesian and Indian children living in the vicinity of the studio (Makmur et al., 2023). Since its inception, SB has received support and oversight from the Indonesian Embassy in Kuala Lumpur, ensuring that the curriculum used is equivalent to schools in Indonesia. Furthermore, SB adopts a pesantren model that integrates formal and non-formal education and imparts moderate Islamic values. The diplomas issued by SB are recognized by the governments of Indonesia and Malaysia, allowing its graduates to pursue higher education. The cost of education at SB is also affordable, as it is mostly funded by donors and sponsors. In addition to classroom learning, SB students participate in various enjoyable and beneficial extracurricular activities, such as sports, arts, foreign languages, and entrepreneurship (Fauziyah et al., 2022). Thus, SB is the right choice for the community and parents who want to provide the best education for their children.

The At-Tanzil Guidance Studio in Kampung Lindungan, which is one of the Islamic educational institutions under the auspices of the Indonesian Embassy in Kuala Lumpur, implements a character education curriculum in its learning process (Rhamdon & Yanti, 2021). This curriculum emphasizes the development of values and morals in children from an early age, enabling them to have good character, be responsible, honest, and virtuous (Sayektiningsih et al., 2017). Consequently, children can distinguish between right and wrong, good and bad, and what is permissible and forbidden. This will greatly assist them in interacting with the community around them, both among fellow Muslims and non-Muslims, with tolerance and mutual respect.

One effort to preserve the Indonesian national identity abroad is by implementing moral education at the At-Tanzil Guidance Studio in Kampung Lindungan, Malaysia. This studio serves as a place of learning for Indonesian children living in Malaysia, whether they were born there or accompanied their parents. Here, they not only learn about Islam but also about the history, culture, and richness of Indonesia. The goal is to ensure that they do not forget their roots and continue to

have a sense of love and pride for their homeland. Furthermore, moral education aims to shape the character of these children to be virtuous, tolerant, and contribute positively to the surrounding community (Maryadi, 2019).

One of the challenges in education in Indonesia is how to integrate national values into the school curriculum, especially in religious-based schools (Ali, 2017; Susilawati, 2020). This research aims to examine the implementation of national education at At-Tanzil-Based Schools (SB At-Tanzil), an Islamic elementary school that uses the Quranic learning method (Miswanto, 2021). However, observations and analysis show that learning at SB At-Tanzil is more focused on basic skills (reading, writing, and arithmetic). The limited knowledge of students regarding nationalism is evident from their lack of knowledge about national songs and Indonesian national heroes, as well as the limited use of the Indonesian language at school. For example, when asked about the Indonesian national anthem, only 10% of the 50 students could mention the title of the song, and only 5% could sing it correctly. Similarly, when asked about the names of national heroes, only 15% of the 50 students could mention at least one hero's name, and only 2% could explain their role and contributions to the nation.

## **2. Program Implementation Method**

This research employs a qualitative research method with a descriptive approach to explore phenomena, events, or human life related to Quranic learning at the At-Tanzil Guidance Center in Kampung Lindungan, Malaysia (Bidin et al., 2018; Jasni & Hamzah, 2023). Qualitative research allows researchers to gain in-depth and comprehensive meanings, understandings, and insights into specific contexts and situations (Muhadjir, 1996). This research was conducted by collecting data through observation, interviews, and documentation, which were then analyzed thematically.

Data collection in this study was carried out using three techniques: observation, interviews, and documentation. Observation involves a systematic and objective process of observing the dynamics of teaching and learning at the At-Tanzil Guidance Center in Kampung Lindungan, Malaysia. Observation also aims to observe how character education values, especially nationalism values, are instilled in students through the learning process (Alfaruqy, 2022). Interviews are a process to obtain information from the research environment to acquire valid data about the previously observed learning process. Interviews were conducted with teachers involved in the learning process at the center. Interview questions focused on the methods used and the steps in applying nationalism values carried out by the teachers. Meanwhile, documentation involves collecting documents and information related to the learning process, such as syllabi, teaching materials, reference books, evaluation results, and others. Documentation is used to complement the data obtained from observation and interviews and to verify the accuracy of that data.

## **3. Results of Program Implementation & Analysis**

One of the important issues in nationhood and statehood is nationalism. What is nationalism? According to the Kamus Besar Bahasa Indonesia (KBBI), nationalism has several different meanings. The first is an ideology or doctrine that emphasizes the importance of loving one's own nation and country, as well as prioritizing national interests above all else. The second is self-awareness as part of a nation with common goals, aspirations, and values, and striving to realize, preserve, and develop the identity, prosperity, and strength of that nation. Nationalism is one of the factors that unites Indonesia, a nation consisting of various ethnicities, religions, cultures, and languages (Ratih et al., 2020).

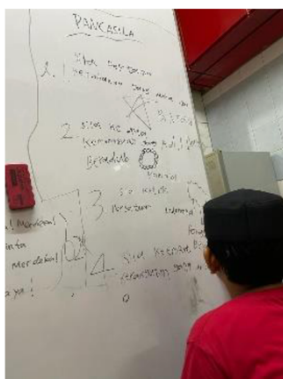
One important aspect of early childhood education is the development of nationalism, which is the love and pride for one's homeland and national culture. To achieve this (Ridho et al., 2016), educators need to teach students to recognize and love the cultural values of Indonesia through enjoyable, creative, and meaningful activities (A'yun et al., 2016). An example of an educational institution that implements this is the Sanggar Belajar At-Tanzil in Kampung Lindungan, Malaysia. This learning center operates under the auspices of the Indonesian Embassy in Kuala Lumpur (KBRI KL) and follows the Joint Regulation of the Minister of Foreign Affairs and the Minister of Education and Culture Number 7 of 2015 concerning the Management and Implementation of Indonesian Education Abroad. The educational goal of Sanggar Belajar is to nurture students with noble character and a national culture that aligns with the nation's character. Consequently, students can become responsible and upstanding Indonesian citizens no matter where they are.

In the effort to achieve the educational goal of enlightening children about Indonesian nationalism at the Sanggar Belajar At-Tanzil in Kampung Lindungan, Malaysia, several effective solutions have been implemented, namely:

**a. Fostering Awareness of Unity and Brotherhood**

One of the objectives of education is to enhance awareness of unity and brotherhood amidst the diversity of the nation. One way to achieve this goal is by introducing traditional Indonesian games to the students at the At-Tanzil Guidance Center in Kampung Lindungan. Traditional Indonesian games serve not only as a form of entertainment but also as a learning medium that embodies noble values such as mutual cooperation, togetherness, creativity, and sportsmanship. By playing traditional games, students can get to know and appreciate the diverse regional cultures and cultivate a love for their homeland (Susanti & Nurtania, 2017). Therefore, research is needed to measure the effectiveness of traditional games in shaping awareness of unity and brotherhood among the students at the At-Tanzil Guidance Center in Kampung Lindungan.

## b. Pancasila Values



**Figure 1. Pancasila Introduction Learning Method**

The implementation of Pancasila values in students at Sanggar Bimbingan At-Tanzil Kampung Lindungan Malaysia is one of the efforts to instill a sense of nationalism and patriotism in a diverse society. One of the methods used is introducing the symbols and principles of Pancasila, which are the foundation of the Indonesian state, to the students. This learning process is conducted in a way that is easily understood by the students, such as using visual media like pictures, videos, or games. Additionally, singing is also employed as a fun and effective teaching approach. Through singing, students can memorize and comprehend the moral meanings contained in the lyrics of songs related to Pancasila, such as the national anthem "Indonesia Raya," "Garuda Pancasila," or "Bagimu Negeri." However, this learning process should not be limited to cognitive knowledge alone but should also involve the application of Pancasila values in daily life. Therefore, a more in-depth analysis is needed to understand the extent to which this method can internalize Pancasila values in the students' thoughts and attitudes, as well as its impact on their behavior and character as Indonesian citizens (Suaila & Krisnan, 2019).

## c. The Values of Heroism, Patriotism, Nationalism, and Resilience Spirit



**Figure 2. The Method of Singing Indonesian National Anthem**

The storytelling method has become an appropriate and commonly used way to instill moral messages in early childhood education. Furthermore, storytelling also encompasses religious, social, nationalistic, and cultural values. Teachers can utilize stories about national figures such as R.A. Kartini, K.H. Ahmad Dahlan, and Pattimura. These stories can inspire children to emulate the attitudes and struggles of these figures in facing various challenges and obstacles. Children can learn about the values of heroism, patriotism, nationalism, and the spirit of resilience possessed by national heroes. In communicating the content of the stories, teachers need to consider visual aids and a speaking style that is suitable for the children's level of comprehension. In-depth analysis is required to assess to what extent these stories successfully transmit nationalist values to the children.

#### **4. Conclusion**

The implementation of nationalism in children at the Guidance Center in Kampung Lindungan, Malaysia, and in foreign education needs to be adapted to the child's developmental stage. This is essential to instill a love for the homeland and a sense of nationhood from an early age. In early childhood education, an enjoyable and age-appropriate approach is effective. Young children learn through direct experiences, such as playing and singing. Therefore, activities that can instill national values in young children include getting to know national symbols such as the flag, national anthem, or national emblem; appreciating cultural diversity, such as learning regional languages, watching traditional dances, or tasting local cuisine; or participating in flag ceremonies, such as singing the national anthem, pledging allegiance, or honoring the flag. The analysis of method adaptation to brain development and children's thinking is relevant. Young children do not yet have mature cognitive development and learn through direct interaction. Educators understand children's understanding and simplify the concept of nationalism. Children need to interact and explore national values. Assessment of learning outcomes is essential for adaptation. Educators ensure that efforts to instill nationalism align with the child's developmental stage and needs.

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