

## Fostering Nationalism Among Students of Sanggar Bimbingan Sungai Buloh in Malaysia

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**Abstract:** This research is aimed at understanding the efforts to instill nationalism among the students of Sanggar Bimbingan Sungai Buloh, Malaysia. The study employs a qualitative method, and for data collection, observation is used by observing the students' activities of singing National and Regional songs as a form of instilling nationalism among the students of Sanggar Bimbingan. The results indicate that the introduction and implementation of National songs can assist in instilling a sense of nationalism among the students of Sanggar Bimbingan Sungai Buloh

**Keywords:** nationalism, national anthem, guidance center

### 1. Introduction

Primary school is an institution that lays the foundation for education at higher levels. Learning at the primary school level is a crucial part of the national education system and plays a significant role in developing human resources. According to Makmur et al. (2023), the reinforcement of nationalism is incorporated into the curriculum. Through primary school education, the goal is to nurture quality Indonesian individuals (Suharjo, 2006:1) who also possess adequate environmental literacy (Hayati et al., 2023). When considering the national learning objectives at higher levels, a high-quality individual is not limited to cognitive aspects but also includes affective and psychomotor dimensions. Saputri et al. (2023) state that the Indonesian education system emphasizes the importance of instilling good character. In this context, Sanggar Bimbingan Sungai Buloh is one of the responsible parties for instilling nationalistic values. Given that education about nationalism involves abstract concepts, teachers must effectively deliver the content to students in a manner that aligns with the intended goals.

Education at the university level is one of the processes in maturing future teachers (Nugroho et al., 2023). According to Riyanto (2014), the role of teacher mentoring in guiding students is crucial. Teachers are encouraged to utilize local wisdom values as an educational resource for their students. For instance, introducing regional songs and national anthems, as well as various enjoyable traditional games, can help introduce Indonesian culture. Nationalism is of utmost importance for national unity, as reflected in the third principle of Pancasila, which emphasizes Indonesian unity. This principle signifies the effort towards unity within the unity of the people, aimed at fostering nationalism within the Unitary State of the Republic of Indonesia. Indonesian unity simultaneously recognizes and fully respects the diversity within the Indonesian nation. Differences should not be the cause of conflict but rather an opportunity for unity.

The attitude of nationalism or love for the homeland is mandatory for every inhabitant and nation in this world. Faqih et al. (2022) states that education should involve the role of parents in instilling nationalism. Firdausi et al. (2022) mention that the role of parents in education can reduce anxiety levels. Jati et al. (2022) argue that an understanding of parenting patterns will help in the growth and development of children. This is because the importance of nationalist behavior is essential in protecting the integrity of a nation. Similarly, in Indonesia, every citizen is obliged to have a nationalist attitude as one way to protect the integrity of the Unitary State of the Republic of Indonesia (NKRI). The role of youth, especially students, as the future generation is crucial in safeguarding the integrity of NKRI as the future of the nation depends on the younger generation. Defending and protecting the country is the duty of every Indonesian citizen, especially the young generation, as the future generation who ensures the fate of this nation.

To fulfill this task, every citizen needs to have a clear understanding and a nationalist spirit as its foundation. In this regard, the younger generation must have a burning spirit of nationalism within them. Universally, the nationalism of students today is considered lacking and starting to erode with the development of the era. This can be seen in the preference and pride of children in foreign cultures over their own native culture, and the sense of pride when using foreign products rather than products from their own country. Based on observation, the author believes that the spirit of nationalism among the current generation of the nation is experiencing a decline. This can be seen from the lack of appreciation among children in this era, where some children within the school environment do not memorize national songs or regional songs and do not know the names of national heroes. This also proves the decline of nationalism as a strong foundation for the nation's character has disappeared and eroded with the development of the times.

Since the late 18th century to the 20th century, the concept of nationalism has been embraced by almost every nation in the world. Nationalism comes from the word "nation," which means a nation. According to the Indonesian dictionary, nationalism means: (1) Understanding (Teaching) love for one's own nation and country; Nationality (2) Awareness of belonging to a nation that has the potential or really achieves, maintains, and collectively serves the identity, integrity, prosperity, and strength of the nation, the spirit of nationality. The concept of nationalism or nationalism is a psychological condition where a person's loyalty is devoted entirely to the nation-state on behalf of a nation. The emergence of nationalism has proven to be very effective as a means of struggle to collectively seize independence from colonial rule (Syarbaini, 2017). Nationalism here is a belief that the highest loyalty for every individual should be given directly to the nation-state. Meanwhile, in political terms, nationalism is a feeling based on a sense of common origin, a sense of kinship, a sense of closer relationship with a group of people than with others, and a feeling of being under one authority.

## **2. Program Implementation Method**

This research uses a qualitative descriptive method. According to Sugiyono (2016), qualitative descriptive method is a research method based on the post-positivism philosophy, used to study the natural condition of the object (non-experimental) in which the researcher is the primary instrument for data collection techniques carried out through triangulation

(combination). The purpose of qualitative descriptive research is to depict, explain, and provide a deeper understanding of the issues being addressed by analyzing individuals, groups, or events as comprehensively as possible. The data collection technique used in this research is observation, which is conducted by observing the activities of students singing National and Regional songs. The subjects of this research are students from grades 1 to 6, and the research is conducted at Sanggar Bimbingan Sungai Buloh, Malaysia.

### 3. Results of Program Implementation & Analysis

Nationalism is a noble value of Pancasila that needs to be instilled in students as the future generation of the nation in order to fill the independence and be able to contribute to the country, thus achieving a character of students who can be competitive and resilient in the era of globalization (Sastradipura, Dewi and Furnamasari, 2021). Nationalism is an ideology that creates and preserves the sovereignty of a nation by establishing a shared identity concept for a group of people. (Syarif, 2019). As part of a nation, an individual should possess a sense of nationalism ingrained within them.

Nationalism should be continually enhanced. In order to enhance nationalism at Sanggar Bimbingan Sungai Buloh Malaysia, we have implemented several activities. These activities include: (1) singing the national anthem, national songs, and regional songs; (2) introducing traditional games; and (3) introducing batik. The implementation of these activities is made as enjoyable as possible so that the students of Sanggar Bimbingan Sungai Buloh Malaysia have the impression that Indonesian culture is enjoyable, thus instilling nationalism in their hearts.

The singing activity is conducted every 30 minutes before and after the teaching and learning activities begin. Before singing the songs, the students first take notes of the lyrics. After noting down the lyrics, the students listen to the melody of the songs through a digital platform and try to sing them. The final step is to assign homework to the students to memorize the songs and sing them on another day. In this activity, the songs that must be sung daily are the Indonesian national anthem, one national song, and one regional song. The singing activity is expected to help students memorize the Indonesian national anthem, national songs, and regional songs.

The introduction of traditional games is held on Fridays and is part of a sports day program. The purpose of this activity is to introduce the traditional game of "Gobak Sodor" to the students. Additionally, this activity serves as a refreshing break for the students to prevent them from getting bored inside the classroom. The "Gobak Sodor" game can promote teamwork among the students.

The last activity is the introduction to batik, which is conducted during the skill subjects. In this activity, students are introduced to various types of batik and are asked to draw and color batik patterns. The aim is to familiarize students with various Indonesian batik styles, such as "batik mega mendung," "batik parang," "batik kawung," and so on. The students are highly enthusiastic about this activity because they can learn while having fun.

The implementation of these activities to enhance nationalism is concluded with interviews conducted with the students of Sanggar Bimbingan Sungai Buloh. The interview activity is carried out via a Google Form over the weekend. Not all students participated in the

interview. The author only sampled a few students from grades 4, 5, and 6 who had access to gadgets. The interview results are as follows.

### Enhancing Nationalism through Songs



**Figure 1. Circular Diagram of Interview Results via Google Form**

Based on the above diagram, it can be observed that the percentage of students who chose "strongly agree" (in blue) is 60%, "agree" (in red) is 40%, "somewhat agree" (in yellow) is 0%, and "disagree" (in green) is 0%, as it is not represented in the pie chart. Enhancement of love for the Indonesian homeland through songs



**Figure 2. Pie Chart of Interview Results Through Google Form**

From the above figure, it can be observed that the percentage of students who chose "strongly agree" (blue color) is 60%, "agree" (red color) is 40%, "neutral" (yellow color) is 0%, and "disagree" (green color) is 0%, as it is not present in the pie chart.

### Enjoyable Singing Activity



**Figure 3. Pie Chart of Interview Results Through Google Form**

Based on the above figure, it can be observed that the percentage of students who chose "strongly agree" (blue color) is 60%, "agree" (red color) is 40%, "neutral" (yellow color) is 0%, and "disagree" (green color) is 0%, as it is not present in the pie chart.

Enhancing Nationalism through the Traditional Game of "Gobak Sodor"



**Figure 4. Pie Chart of Interview Results Through Google Form**

Dilihat dari gambar diatas, diperoleh bahwa persentase siswa memilih sangat setuju (berwarna biru) sebanyak 60%, setuju (berwarna merah) sebanyak 40%, cukup setuju (berwarna kuning) sebanyak 0% dan tidak setuju (berwarna hijau) sebanyak 0% karena tidak terdapat di dalam diagram lingkaran.

Peningkatan rasa cinta tanah air Indonesia melalui permainan tradisional Gobak Sodor



**Figure 5. Pie Chart of Interview Results Through Google Form**

Based on the above figure, it can be observed that the percentage of students who chose "strongly agree" (blue color) is 60%, "agree" (red color) is 40%, "neutral" (yellow color) is 0%, and "disagree" (green color) is 0%, as it is not present in the pie chart.

Enhancing Love for the Indonesian Homeland through the Traditional Game of "Gobak Sodor"



**Figure 6. Pie Chart of Interview Results Through Google Form**

Based on the above figure, it can be observed that the percentage of students who chose "strongly agree" (blue color) is 60%, "agree" (red color) is 40%, "neutral" (yellow color) is 0%, and "disagree" (green color) is 0%, as it is not present in the pie chart.

Enhancing Nationalism through the Introduction of Batik



**Figure 7. Pie Chart of Interview Results Through Google Form**

Based on the above figure, it can be observed that the percentage of students who chose "strongly agree" (blue color) is 60%, "agree" (red color) is 20%, "neutral" (yellow color) is 20%, and "disagree" (green color) is 0%, as it is not present in the pie chart.

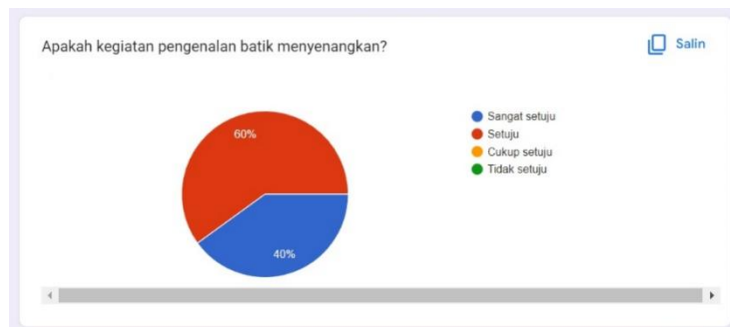
Enhancing Love for the Indonesian Homeland through the Introduction of Batik



**Figure 8. Pie Chart of Interview Results Through Google Form**

Based on the above figure, it can be observed that the percentage of students who chose "strongly agree" (blue color) is 40%, "agree" (red color) is 60%, "neutral" (yellow color) is 0%, and "disagree" (green color) is 0%, as it is not present in the pie chart.

Enjoyable Introduction to Batik



**Figure 9. Pie Chart of Interview Results Through Google Form**

Based on the above figure, it can be observed that the percentage of students who chose "strongly agree" (blue color) is 40%, "agree" (red color) is 60%, "neutral" (yellow color) is 0%, and "disagree" (green color) is 0%, as it is not present in the pie chart.

Based on the interview results, it is evident that the activities of singing the national anthem, national songs, and regional songs; introducing traditional games; and introducing batik have contributed to an increase in nationalism and love for Indonesia among the students. This can be seen through the interview results, which show that the majority of students chose "strongly agree" and "agree" in response to the questions asked. Furthermore, these activities are enjoyable for the students and provide a refreshing break from the monotony of classroom learning.

#### 4. Conclusion

From the results and discussion, the following conclusions can be drawn:

The cultivation of nationalism among the students of Sanggar Bimbingan Sungai Buloh can be implemented through activities such as singing national songs, traditional games, and introducing batik to the students. The students will also develop a sense of pride in their nationalism. Through activities like singing national songs, traditional games, and introducing batik, the students have shown great enthusiasm and an increased sense of love for their homeland. They have also developed a curiosity about the culture of Indonesia.

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