

THE ROLE OF TEACHERS IN BUILDING THE NATIONALISM OF IMMIGRANT CHILDREN IN PPWNI KLANG, MALAYSIA

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ABSTRACT

Indonesia, which is diverse in ethnicity and religion, needs nationalism to prevent racial conflict and maintain unity. Nationalism prioritizes loyalty to the country and transcends differences. Pancasila must be applied from an early age to shape the nationalism of the younger generation. Equitable education is a constitutional right, but many children of migrant workers in Malaysia face barriers to accessing education, requiring interventions to increase their motivation to learn. The activity was carried out at PPWNI Klang, Malaysia, involving the collaboration of lecturers and students through learning assistance. The activity took place in January-February 2023 at the learning center. This descriptive qualitative research uses interviews, observations, and documentation to describe the strategy of internalizing religious moral values in learning, providing an evaluation for the next service program. The number of students at PPWNI Klang is large, but only two teachers teach, with five limited classrooms. Learning activities are held in two sessions. The role of teachers is very important in building the spirit of nationalism by teaching moral values, providing positive examples, and using various learning methods to develop students' nationalist attitudes, despite constraints in facilities and infrastructure. Research shows that at PPWNI Klang, Malaysia, the number of students is not proportional to the number of teachers who are only two people, and classrooms are limited. Nevertheless, teachers play an important role in building the spirit of nationalism through real examples, mutual respect, tolerance, and cooperation.

Keywords: *Nationalism, pancasila, education, ppwni klang, community learning center*

Received: 17 Juli 2024

Accepted: 24 Desember 2024

Published: 30 Desember 2024

INTRODUCTION

Indonesia is a nation that consists of various ethnicities and religions, with an attitude of nationalism, it is hoped that problems related to ethnicity will not surface. In the life of the community, this attitude of nationalism must still be fostered, lest the Indonesian nation be divided between each other. Humans are individual beings as well as social beings. As a social being, of course, it is required to be able to interact with other individuals to fulfill their needs. In living a social life in society, an individual will be faced with groups of different colors, one of which is differences but the attitude of nationalism needs to be maintained (Abdullah, 2016).

Nationalism holds that the highest loyalty of the individual should be to the state. A deep love for the homeland, local traditions, and local officials always exists in history, with a clear superiority and trust in the country, making them feel a sense of belonging and unity (Hasna, Firdaus, & Dewi 2021).

Nationalism is a driving force due to differences based on regional origins, ethnicity, education, and others. It does not separate one from the other in filling and organizing development. In the end, we must return to Pancasila. The only principle and teaching of statehood that can be adopted and can be practiced in Indonesia. In addition, it must also be recognized that in Indonesia and around the world, nationalism continues to play an important role: thoughts, feelings and desires to live in one country with a just and prosperous society and solidarity because of common fate and experience (Salminati, 2017).

In shaping the spirit of nationalism, it is necessary to understand and implement Pancasila in the younger generation from an early age. From the perspective of national life, Pancasila is used as a norm of action and behavior in everyday life by the people of Indonesia (Yudhyarta, 2020). The attitudes and habits of other countries that are accessed by the younger generation indirectly stimulate the generation to carry out these habits. Finally, the habits of these foreigners are taken for granted by the younger generation. This also makes the younger generation forget and abandon the Pancasila values nurtured by previous educators. The younger generation plays an important role in the formation and development of a nation. Awareness of the value of Pancasila as the character of this nation must begin to be applied or reminded to the younger generation. Because the younger generation is a reflection of a nation. Some educators need to apply and re-educate the younger generation on the importance of applying Pancasila values as part of the nation's character (Wati, 2022). Conversely, every Indonesian should understand and realize how important it is to implement the values of Pancasila (Nur Fadhila & Najicha, 2021).

Proximity to neighboring countries such as Malaysia leads to cultural exchanges that can weaken national identity. For example, the use of Malaysian currency and products in daily life, as well as examples of dual citizenship, indicate the weakening of nationalism in some border communities. In border areas such as Sebatik Island, youth nationalism tends to lean towards traditional values, emphasizing emotional attachment to the nation (Wahyudi et al., 2024). However, the influence of

globalization and cross-border interaction poses the risk of developing a “divided national identity” among young people. In the observation when one of the researchers at PPWNI Klang, the problem of nationalism was detected with low knowledge related to Indonesia, including memorizing the national Indonesian song “Indonesia Raya”. Many factors cause low nationalism, the main of which is the high disparity. Several studies have published the importance of addressing the gap as it impacts the sense of nationalism (Jumiati & Hidayat, 2023); (Dewantara et al., 2023).

Facing such complex problems related to weakening students' love for the country and nationalism, schools as educational institutions must further utilize these numbers. Namely, instilling the value of patriotism, instilling a school moral system, and ensuring that the value of patriotism remains in the souls of students (Hasna et al., 2021); (Saputri et al., 2023). The cultivation of Pancasila values is very necessary to start early so that the value of nationalism does not fade easily (Narimo et al., 2019).

Concerning the spirit of nationalism for the people of Indonesia Supardi (2015) emphasized that educational facilities for Indonesian citizens or communities are the state's responsibility and are regulated in the 1945 Constitution Article 31, which states that every citizen has the right to education. However, in fact, in carrying out its role and duties to provide education services, the government is still not evenly implemented due to obstacles, especially in fulfilling the educational rights of citizens living abroad. Malaysia is one of the countries that are a migration destination for Indonesians to get a job and have a better life. As of 2017, Indonesian Migrant Workers (PMI) status in Malaysia based on Malaysian government data from the Ministry of Foreign Affairs website led by 2.7 million people throughout Malaysia (Sulistya et al., 2020). With the presence of PMI, the education facilities provided are still far from expectations, which has an impact or obstacle for PMI children to fulfil the 12-year compulsory education program. The impact of these problems creates problems, namely the phenomenon of child labour and early marriage. This is certainly a loss for the Indonesian government because there is an increase in the number of citizens with no or low education (Subekti et al., 2023).

The fact that there are still children of migrant workers who have difficulty accessing education in Malaysia is due to several factors; first, the Malaysian government has domestic policies that limit and even tend to make it difficult for descendants of foreign nationals who do not have complete documents to be able to pursue education in schools under their auspices. Second, there is a limited number of educators, difficulty in establishing schools initiated by the Indonesian government, and limitations in existing regulations. Third, there is a low awareness of migrant workers about fulfilling their children's educational needs. This third factor makes the children of Indonesian migrant workers prefer to work in the fields, helping their parents rather than going to school (Viviansari, 2019).

Children of Indonesian immigrant workers, on average, find it difficult to get access to education, especially in the Klang area, Malaysia, due to unclear citizenship status or lack of legal documents/residence permits. School access is also a problem

for migrant worker children. Many factors influence why migrant workers' children cannot attend formal school abroad, including their illegal status, lack of supporting documents, the lack of Indonesian schools abroad, and high school fees, which are some of the factors considered by parents not to send their children to school (Fauziyah et al., 2022). There is no denying that the absence of superstructure and infrastructure hinders the development of border areas, including Indonesia and Malaysia. The number of schools available is not enough to reach all migrant worker children. With the construction of these schools, housing and transportation costs limit the children of migrant workers who have to pay to come to school every day (Anita et al., 2021).

This condition caused concern by one of the Selangor Diraja Relatives named YM Raja Kamaruddin Bin Raja Abdul Wahid and his wife Puan Sarina Binti Che Mat. YM Raja Kamaruddin established the Insan Malindo educational institution to accommodate these children, which provides basic and religious education. Cultivating noble ethical values is important from an early age because the process of true education is not only to produce intellectually intelligent children but also emotionally and spiritually intelligent children (Afghani et al., 2022), but its implementation is not in accordance with educational standards in Indonesia. In response to this, YM Raja Kamaruddin communicated with Mr. Da'i Bakhtiar (Ambassador of the Republic of Indonesia to Malaysia) so that the Indonesian Citizen Education Center (PPWNI) Insan Malindo Klang became a non-formal educational institution recognized by the Government of the Republic of Indonesia through the Education and Culture Attaché of the Indonesian Embassy in Kuala Lumpur with Certificate number 0209/PK-44i/0710 dated July 1, 2010. The Klang Indonesian Citizen Education Center (PPWNI) in Malaysia is an educational institution established to provide education for the Indonesian diaspora living in Malaysia. The centre aims to maintain and strengthen national identity, culture, and religious education for Indonesian citizens, children and youth. The school is a Non-Formal Education Institution (PNF) that organizes Equivalency Education Package A (Elementary/Middle School Equivalent) and Package B (Junior High/Middle School Equivalent) by implementing the Education Unit Level Curriculum (KTSP). Overall, the Indonesian Citizen Education Center in Malaysia has an important role in maintaining the cultural and educational identity of Indonesian citizens living in Malaysia. PPWNI in Klang is also present as an institution that plays a role in meeting the needs of Islamic religious education for the Indonesian diaspora. Education for human life is an absolute necessity that must be fulfilled throughout life, and education is also a very important forum that can be used as the most important means of change for all humans (Fanreza, 2017).

This research is expected to provide useful recommendations for developing a more effective nationalist spirit in supporting the Indonesian diaspora in maintaining their cultural identity in a different environment. Malaysia, especially in the Klang, Selangor area, has the Klang Indonesian Citizen Education Center (PPWNI), indicating that this school is a Learning Studio (SB) located in Klang,

Selangor, Malaysia. This school aims to provide faith-based education to children of Indonesian-Malaysian descent. This school is a place of learning for Indonesian children in Malaysia who have economic limitations. With limited space and teaching staff, this school is the axis of education for approximately 272 students ranging from grade 1 Elementary School (SD) to 3 Junior High School (SMP). Despite the limited space and teaching staff, the teachers and students do not give up on sharing and gaining knowledge in the learning centre. In addition, inadequate school facilities are another problem that arises there. There are only five rooms, four for classrooms and one room to be used as a library and a teacher's room. Learning is conducted in two sessions: the morning session for grades one to four and the afternoon session for grades five to three. There are only two teachers or students in the school. So, the impact is the learning process, and the delivery of learning materials is not conveyed optimally. The condition of the school is that it only has five rooms, four classes, and one room for teachers, and the library is divided into one. Kuala Lumpur International School (SIKL) provides policies or rules for changing teachers in accordance with the policies of the Kuala Lumpur Community Learning Center - Center for Non-Formal Education and Training Services (PKBM-PNF KBRI). In particular, PPWNI Klang is a school under the auspices of SIKL. Seeing the condition of schools abroad can impact students' lack of understanding of the attitude of nationalism. It can be seen that they are less and do not even recognize their own culture (Siregar & Pasaribu, 2023).

Based on the problems found in the field, there is a need for a real program to help provide proper education and have an impact on student interest and motivation, especially students in the PPWNI Klang Malaysia learning studio. Through the inter-institutional partnership program, the author intends to carry out the roles and duties of collaborative lecturers and students to increase the learning motivation of PPWNI Klang Malaysia students, through a learning assistance program. This program is expected to be able to provide solutions to the educational problems of PMI children related to the implementation of good teaching and learning activities so that it has an impact on increasing student learning motivation (Subekti et al., 2023).

RESEARCH METHOD

This study is descriptive research utilizing a qualitative approach. The qualitative approach is employed to deeply understand the phenomena experienced by the research subjects, such as behaviours, perceptions, motivations, actions, and other related aspects. Data collection in this study was conducted through interviews, observations, and document analysis (Suranto & Rusdianti, 2018). Semi-structured interviews were conducted with students and lecturers at the PPWNI Klang learning studio to gather detailed insights into their experiences and perspectives. The interview questions were designed to explore themes related to student learning assistance and community engagement. Direct observations were made during the learning sessions at the community learning centre, where the

researchers observed interactions between students and lecturers, participation levels, and the overall learning environment. Relevant documents, including session plans, student progress reports, and feedback forms, were collected and analyzed to supplement the data obtained from interviews and observations. The data collected from these methods were analyzed using thematic analysis, involving coding to identify recurring themes and patterns. These themes were then categorized to provide a comprehensive understanding of the learning assistance program's effectiveness and areas for improvement. The research was conducted at the PPWNI Klang learning studio in Malaysia, a community learning center that provides educational support to Indonesian migrant workers and their families. The study period spanned from January to February 2023. By employing this qualitative approach, the research focuses on efforts to explore the role of teachers in fostering nationalism values.

RESULTS AND DISCUSSION

In this study, the informants provided enough information related to the role of teachers in building the nationalism spirit of immigrant children at PPWNI Klang. To obtain relevant information, the researcher included informant data, the following is the research informant data.

Table 1.

Research Informant Data

No.	Informant	Work
1.	1	Teaching Teacher
2.	1	Elementary School Students
3.	1	Student

Source: Researcher's personal data (2024)

In this study, informants provided enough information regarding the implementation of the policy on the role of teachers in building the spirit of nationalism of immigrant children in PPWNI Klang, Malaysia. We provided information through interviews with the school authorities. The following is an excerpt from the interview:

"The school conditions here, as you know, are quite limited. We only have two teachers, including the principal, who also teaches. Every year, our teachers change. Usually, the teaching arrangements are split every session, with one teacher teaching two classes at a time. As we teach at the elementary level, students' contribution to learning is minimal, so the teacher's role is crucial in ensuring students understand the material. We also face limited space and facilities. The school only has five rooms, four classrooms and one teacher's room, which also functions as a library. Learning is held in two sessions, the morning session from seven to noon, and the following session from one to four in the afternoon" (informant 1, Teaching Teacher).

Another statement was also conveyed by informant 2, who said that:

"For us as students in this school, there are so many complaints that we want to convey, cikgu. The condition of the school is divided into two sessions, and there is a limited number of teachers teaching. So, it is difficult for us to understand the material because it is not explained in detail. We like it when there are new teachers like Cikgu; the lessons often play games. We also want to be taught more Indonesian songs or games from Indonesia" (Informant 2, PPWNI Klang student).

The statements from Informant 1 and Informant 2 show two perspectives on the conditions and challenges at this school. From the teachers' perspective, it was explained that the school has limitations, with only two teachers teaching and an annual requirement for teacher turnover. Learning is divided into two sessions with limited facilities. From the students' side, they complained about difficulties understanding the material due to the lack of detailed explanations. They wanted more interactive learning methods, such as providing knowledge about Indonesian culture and the teacher's perspective on building the nationalist spirit of his students. This was conveyed by informant 1.

"To increase students' sense of nationalism, we have not contributed much due to the lack of teachers. There are only two of us, and we are already quite overwhelmed with the lessons. Actually, the idea you mentioned of inserting ice-breaking that introduces Indonesian culture in the middle of learning is very good. However, due to limited manpower, we have not been able to realize it. Maybe it can be done if some students do internships here, like you today. The presence of students who help teach really helps us here" (informant 1, teaching teacher).

Teachers at PPWNI Klang feel that Indonesian schools abroad lack teachers and lack the facilities provided by the Embassy of the Republic of Indonesia (KBRI). These complaints will impact students who do not understand or understand the learning explained by the teacher. The lack of school facilities also affects children's motor skills. Children are reluctant to try things they have never experienced, especially children who are still underage. Children's motor skills are very important and even play an important role in helping children's development. The next obstacle is the limited time in teaching; the teacher does not have time to provide additional material or just games that lead to Indonesian culture. The same thing was also said by informant 3.

"PPWNI Klang is already pretty good because it is already a school. Many other Indonesian schools are still in the form of learning centres only; the place is small, like a tutoring place. Here, the facilities are complete, and there are classrooms, a library, and a field in front of the school that can be used during sports". If we discuss the issue of nationalism, this school is still lacking and cannot even be realized because the teachers are limited. But there is still a possibility that it can be realized when there are students doing service like us today" (Informant 3, student).

Regarding the problem of the almost faded spirit of nationalism, the teacher has his own strategy, which informant 1 revealed directly.

"As a teacher, we have a strategy for overcoming this problem by getting students used to singing national songs consistently to increase the spirit of nationalism of students. By teaching national songs, teachers help students understand national values and build a sense of love for the country" (Informant 1, Teaching Teacher).

Informants 3 and 1 illustrate two complementary perspectives on building students' nationalism. Informant 3, an undergraduate student, stated that although PPWNI Klang already has relatively good school facilities, the realization of nationalism is still hampered by the limited number of teachers. On the other hand, informant 1, a teacher, emphasized that consistently teaching Indonesian national anthems can help increase students' nationalism spirit. Thus, collaboration between service students and teachers in singing national songs can effectively build a strong spirit of nationalism in students.

Table 2.
Research Informant Data

No.	Class	SD	Class	SMP
1.	1	59 students	7	18 students
2.	2	47 students	8	21 students
3.	3	43 students	9	15 students
4.	4	22 students		
5.	5	18 students		
6.	6	29 students		
Total		218 students	54 students	
				272 students

Source: Source data (2024)

Table 2 show that the number of students attending PPWNI Klang is large, and there is an imbalance between the number of students and the number of teaching teachers who are only two people. The limited classroom space is also a constraint for the school, with only five rooms being used as classrooms, teachers' rooms, and the library. The five rooms are divided into: the teacher's room and library are combined into one room, and the remaining three rooms become classrooms. Learning is divided into two sessions: a morning session for grades 1-4 of Primary School and an afternoon session for grades 5-6 of Primary School and 7-9 of Junior High School. Two classes are combined into one room, namely grades 8 and 9.

Active Role of Teachers in Building the Spirit of Nationalism

Based on the exposure of research data, several research findings can be stated, namely that teachers play an important role in shaping student character. The class teacher is the person who has the longest face-to-face contact with students while at school. In this case, the teacher must be able to place himself as a director and

coach, character developer, and talent and ability for students to reach the maximum point. Whatever the teacher does more or less affects the character-building of the students (Hulu, 2021).

Teachers are important as the link between the school and the community and as reformers through delivering knowledge and technology. Teachers also play a role in community development through various initiatives such as family planning activities and infrastructure development (Hasna et al., 2021).

As citizen teachers, teachers teach students about being good citizens, provide knowledge and motivation, and develop a good mindset and moral behavior (Hasna, Firdaus, dan Dewi 2021). In the teaching and learning process, teachers teach nationalism through subject matter that develops students' nationalism attitudes, such as mutual respect and help regardless of economic or ethnic differences (Abdullah, 2016).

In the context of Indonesia's border regions, teachers contribute to nationalization by integrating Pancasila values and conducting nationalization campaigns inside and outside the classroom, aiming to strengthen national identity among students (Manalu, 2022). However, the lack of qualified and experienced teachers can affect the quality of teaching and spiritual guidance and limit the cultivation of nationalism according to students' needs.

The lack of qualified and experienced teachers in schools can affect the quality of teaching and spiritual guidance for diaspora Indonesians. This may also limit the ability to provide developmentally appropriate nationalism to students (Siregar & Pasaribu, 2023).

PPWNI Klang needs to improve the qualifications and competencies of its teaching staff in nationalism. This can be done through professional training programs, collaboration with other educational institutions, or inviting national experts (Oktaviasari et al., 2022). The quality of human resources (HR) greatly affects the quality of education, determined by talent, creativity, morality, and the ability to advance science and technology (Maliki & Hakim, 2022). By investing in the professional development of educators and fostering a strong nationalist ethos, PPWNI Klang can cultivate a more knowledgeable, skilled and morally upright teaching staff, ultimately improving the quality of education and nurturing students' talents and creativity.

Teachers implement learning in various areas: emotional, psychomotor and character education. These include discipline, perseverance, innovation, independence, tolerance, national spirit, and love of country. Characters such as honesty, respect for performance, socialization, and social care are also emphasized (Hasna et al., 2021). In addition, the role of Citizenship teachers is highlighted in shaping students' attitudes towards nationalism and local culture, emphasizing regular flag ceremonies and extracurricular activities as effective methods (Pertiwi et al., 2023).

The role of teachers is very important in guiding, directing, and shaping students' morals, attitudes, and behaviour. Teachers provide advice and assist

students in the learning process. The success of education depends on the teacher's ability to understand and choose the right teaching methods (Kartika, 2016). They are responsible for instilling knowledge, values, and ethics in students, which significantly affects their character development (Dirsa et al., 2022).

Integrating patriotic and nationalistic attitudes in elementary school students. Patriotic attitudes and love for the country or nationalism from an early age will give birth to a generation with character. In the current era of globalization, if an outside culture arises that overturns the customs and culture of Indonesian society, this must be addressed immediately by instilling a sense of patriotism in students. Globalization remains in value. contained in Pancasila. The more able to implement the values of Pancasila, the more able it will be to become the fortress of the Indonesian state in the midst of the growing globalization (Auliadi & Dewi, 2021).

The importance of instilling the values of Pancasila is very influential on the character of children; if children are taught how to group with peers, it creates a sense of cooperation and unity. Basically, character building is one of the factors that greatly influences how the child's life will be in the future. This statement is corroborated by (Anggraini et al., 2020), the opinion of a human value lies in an object that can implement Pancasila well. Each school has its own strategy for implementing and instilling Pancasila values in its school and in its students. The strategy for implementing the values of Pancasila, besides shaping the child's character, is also carried out so that the child has a sense of nationalism. In addition to conveying information, according to Yati, Sofyan, & Syalendra (2021) Teachers' duties include fostering the spirit of nationalism, one way of which is to get used to singing national songs.

A reasonable sense of love for the homeland, an understanding that encourages the creation of sovereignty, an agreement to form a state based on national equality, and is the initial step and goal in cultural and economic activities, is commonly called nationalism. The awakening of a nation's self-consciousness is not a state of mind that inspires a group of people to unite and act in accordance with their shared cultural values (nationalism). Any sophisticated educational media cannot replace teachers' role in instilling positive values in children (Setiawan, 2017).

In addition to subjects whose form and content deliberately carry character education, such as religious education and civic education, all subjects are expected not only to teach knowledge and skills but also to foster students' attitudes and behaviours. Therefore, to increase moral maturity and the formation of students' character optimally, the presentation of moral education materials to students should be carried out in an integrated manner in all subjects and by using integrated learning strategies and models. All subject teachers are given an additional task to analyze all aspects taught and related to character education (Narimo et al., 2019).

As teachers to obtain optimal learning outcomes, teachers are required to be creative in generating student learning motivation so that effective student learning behaviour is formed. Based on interviews in the teacher's room and observation of abilities as a motivator in fostering students' nationalism, motivating by introducing

the state and nation supported by school facilities and academic activities. This was stated by PPKn teachers. In fostering an attitude of Nationalism in schools that have a vision and mission of loving the homeland as an educational institution that raises higher national values, in my ability as a motivator, I use the method of introducing. The state and nation are more in the sense of introducing the state and nation, which is intended to be what the state is and the content of the nation and history, how the independence of the Indonesian state and for optimal results the learning is also supported through the means of national educational monuments (Aga et al., 2021), All of this is also a form of student nationalism.

The goal of nationalism itself can grow and develop through parenting. Parenting is an effort by parents to teach, guide, and develop positive nationalist values, dialogue and exchange of values of affection for their children in their parents' families (Fauziah & Dewi, 2021).

The Active Role of Schools in Preventing the Lack of Nationalism in Students

According to Pudjiastuti (2020), the efforts made by teachers in this problem are including strengthening the education system to optimize the internalization of Pancasila values in the world of education so that quality human beings who are religious and have faith in the existence of a creator, quality, and character become democratic, responsible and law-abiding citizens through education, training, socialization, and communication. Some efforts to overcome the lack of student nationalism: (1) Improving the identity and character of the nation based on Pancasila to develop nationalist attitudes and behaviours. (2) Increasing the commitment of the nation's leaders in applying the values of Pancasila to be more exemplary for the community through harmonization of regulations, socialization, evaluation, planning, and law enforcement. (3) Increasing the understanding of Pancasila values in daily life to increase deterrence will have a negative effect through education, socialization and cooperation.

Obstacles for students at PPWNI Klang

An barrier to the formation of nationalist attitudes in schools is the lack of indoctrination and knowledge of the importance of nationality by students, or the lack of proximity of teachers to the family environment or the environment where students live. Indonesia's nationalist attitude is basically reflected in the nation's ideology, namely Pancasila. The ideology of Pancasila has five basic value principles, which all citizens use as guidelines at the individual and group levels. At an early age, it will be better for a student to have a foundation for his future, namely by instilling the character of nationalism that is given since the age of elementary school (Kartika, 2016).

Almost the same factor as an obstacle for teachers in developing nationalism, in this case, in students themselves because some students do not understand the attitude of nationalism taught by teachers, so students do not develop a nationalism attitude in association at school. Due to the lack of facilities and infrastructure in

schools to teach students, therefore the government must provide complete facilities and infrastructure and make it very easy for teachers to teach. Students can understand the subject matter provided by teachers. There are two factors, namely the internal factors of the students themselves who do not develop nationalism attitudes at school and external environmental factors because even though students develop nationalism attitudes, there are influences from other students who develop attitudes that are not nationalist (Abdullah, 2016).

In fostering the spirit of nationalism, there are several other obstacles, including:

1. Teaching Materials, Curriculum, and Facilities

One of the things I found was the limited resources of Islamic religious education, including textbooks, subject matter, and competent teachers teaching Islam to the diaspora. As for before the teacher teaches, the teacher must prepare materials, readings, and so on so that the learning carried out can run smoothly (Puspita & Munawir Pasaribu, 2022). PPWNI Klang has limited resources, such as facilities, funds, facilities, and inadequate teaching staff. Limited physical infrastructure such as classrooms, libraries, or laboratories can limit the space for Islamic religious learning and education activities. The lack of adequate facilities can affect the quality of learning and experience of nationalism education by providing Indonesian History Lessons for the Indonesian diaspora citizens. Innovations in the field of education today are very many and promising. In this era, both in schools and at higher levels, initiatives have been launched to improve the quality of educational institutions (Akrim, 2020). Steps that can be taken in the program are by making periodic infrastructure improvements and maintenance of school physical facilities, such as classrooms, toilets, libraries, halls, fields, sports, and other open areas. This includes repainting, roof repairs, ventilation additions, and garden improvements. The procurement of supporting facilities is also very important because it can improve student comfort and safety, such as proper desks and chairs, sports equipment, and school transportation facilities. The environmental cleanliness program and environmental health program.

Educators and students in education units view that the availability of learning resources in certain education units is still very limited. These limitations are felt in several aspects, such as the quality and strength of learning resources, the variety of learning resources, the ease of access to learning resources, and the form and type of learning resources that are available (Supriadi, 2017).



Figure 1.

Giving Rewards to Students as an Appreciation

Source: Researcher's documentation

Figure 1, is symbolic of giving gifts to students who dare to move forward by answering or working on questions from temporary teachers who are students.

2. School Environment

A school environment that is not conducive, because it is directly adjacent to residents' settlements, can result in disturbances such as noise, security disturbances, and a lack of space for activities outside the classroom, for example, exercising every Friday or certain days. This can interfere with students' concentration and well-being and reduce positive interactions between schools and the community.

3. Obstacles encountered by teachers in increasing student nationalism according to Aga et al. (2021) include:
 - a. Teachers, as motivators of motivators' abilities, must have the right strategies to motivate students. This motivation can be grown through the way students learn
 - b. Teachers as Coaches Ability as coaches, teachers must understand the interests, talents, and potentials of students to conduct coaching and direction. What is meant by the ability of a coach is that teachers must have an understanding and direction toward the interests, talents, and potentials of students
 - c. Teachers, as law enforcers, can enforce rules by advising, exemplifying behavior, punishing guilty students, awarding (rewarding) successful students, and cooperating with parents to provide understanding to parents about school discipline rules that are violated by students, resulting in students getting punished so that there is no misunderstanding between parents and teachers.
 - d. School teachers as a school based on the love of the homeland that upholds national values have the means of nationalism education to deepen the history of the formation of the Republic of Indonesia and understand the Indonesian state through national educational monuments.

CONCLUSION

The school faces some significant challenges in terms of educational resources. The large number of students is not proportional to the number of teachers who are only two, causing an imbalance in the learning process. The limitation of classrooms is also an obstacle, with five spaces that must be used for classrooms, teachers' rooms, and libraries. This school's learning is divided into two sessions due to space limitations.

However, teachers play an important role in building the spirit of student nationalism. Teachers not only teach subject matter but also instil nationalist values through attitudes and real examples, such as mutual respect, tolerance, and cooperation, without seeing differences. Limited facilities and resources are an obstacle, but efforts to improve teacher qualifications and competencies, as well as the provision of adequate facilities, are expected to improve the quality of education at PPWNI Klang.

Overall, the collaborative efforts of teachers, parents, and the surrounding environment are very important in overcoming existing obstacles and ensuring that students at PPWNI Klang can achieve achievements and uphold the spirit of nationalism.

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