

Strengthening The Character of Love for The Motherland Through Friday Nationalism Activities for Indonesian Children in Sentul, Malaysia

Putri Shela Oktaviani^{1,a)}, Casnan¹⁾, Oman Hadiana²⁾, Tio Heriyana¹⁾, Tati Nurhayati³⁾

¹Mathematic Education Study Program, STKIP Muhammadiyah Kuningan, Kuningan, Indonesia

²Physical Education, Health and Recreation Study Program, STKIP Muhammadiyah Kuningan, Kuningan, Indonesia

³Early Childhood Education Study Program, University of Muhammadiyah Cirebon, Cirebon, Indonesia

^{a)}Coresponding author: oktavianishela25@gmail.com

ABSTRACT

This service activity aims to provide knowledge and experience to students of Sanggar Bimbingan Sentul Malaysia about Strengthening the Character of Love for the Motherland through Friday Nationalism activities for Indonesian children in Sentul, Malaysia. The method of service activities uses focus group discussion (FGD) both internally as KKN-KI participants and of course the head of the foundation and teachers and their staff at the Sentul Guidance Center. The results of the activities of the program that have been carried out on Nationalism Friday are in the form of activities that can increase the love of the homeland and the spirit of nationalism as for these activities as follows; Introduction to Indonesian Religion, Introduction and training ceremonies, Playing traditional games to introducing national and regional compulsory songs. The existence of the Nationalism Friday program can increase their homeland's love for their own country.

ARTICLE INFO

Article History:

Submitted/Received 4 Nov 2023

First Revised 24 Jan 2024

Accepted 25 Jan 2024

First Available online 30 Jan 2024

Publication Date 31 Jan 2024

Keyword:

Education

Character

Indonesian

Nationalism

INTRODUCTION

Children are the next generation of the nation who need special attention from the government, society and the environment because the future of the nation is in the hands of the children of the next generation of the nation. The law on the protection of their rights that they are entitled to is regulated in the 1945 Constitution article 28 paragraph 2 and Law of the Republic of Indonesia No. 23 of 2002 One of the basic rights of children is to get proper education.

Character is a disposition, trait, or things that are so basic that a person exists that distinguishes one person from others. Character can be thought of as human behavioral values related to True Source, oneself, and fellow human beings. (Hadiana et al., 2023) There are many character value identifications, namely: religious, hard work, honest, tolerance, independent, etc. This affective potential must be instilled in children (Romadhan & Purwandari, 2020). Strengthening character in the younger generation is very necessary (Sundari, 2017). There are two factors that influence character formation, namely innate from within the child and the child's view of the world he has, such as knowledge, experience, accepted moral principles, guidance, direction and parent-child interaction (relationship). A positive environment will form a positive character in children. The process of character building begins with the personal condition of mothers and fathers as influential figures to become role models, role models, and idolized or imitated by children. (Settyawati et al., N.D.) lack of education and attention to children's knowledge makes the continuity of children's education fulfillment lacking, making one of the factors causing them not to know their own homeland The cultivation of the value of love for the homeland is closely related to the formation of children from an early age who are useful for nation building (Widayani, 2016) . The cultivation of love for the Indonesian nation must be instilled in early childhood to avoid fading nationalism values in a person, for example through various studies or concepts in learning. (Luthfillah & Rachman, 2022).

Problems regarding Indonesian children in Sentul, Malaysia. It is one of the children's problems that occur in Indonesia. This Indonesian child in Malaysia is a native Indonesian child whose parents are Indonesian citizens who work there and bring their children to Malaysia. Not a few Indonesian children born there, Sanggar Bimbingan (SB) is a non-formal education school established under the auspices of the Embassy of the Republic of Indonesia (KBRI) in this case the Education Attaché to strive and fight for the rights of Indonesian Citizens (WNI) children in Malaysia to get education even though only through non-formal education. Every child should benefit from education without resorting to violence. This is because every behavior must pay attention to the dignity of children. In this case, the government must also play a role in ensuring that the education provided to children can run well without physical or mental violence, abuse, or neglect (Muyamin, 2019)The Education Attaché continues to strive to develop this non-formal education to open access to educational services for Indonesian children, especially to help non-documented Indonesian children to also get the same educational services as children of the same age school and school in general.

The second problem is that Indonesian children spend their daily time in the guidance center due to the busy work of parents until the afternoon, so most children do not get education from their parents. Just get a lesson from the guidance studio. Because of the busyness of parents, and lack of knowledge so that these Indonesian children do not know their own homeland, only know Indonesia where they were born.

The lack of learning and knowledge to explore and develop the value of nationalism values, the value of nationalism values needs to be taught and transformed in the form of education, teaching and character education so that knowledge about the value of nationalism values can be understood by Indonesian children in Malaysia. Through the Nationalism Friday JumNas activity where the activity aims to strengthen the character of love for the motherland, able to become a good, intelligent, skilled and characterful young generation in accordance with the ideology of Pancasila and the 1945 Constitution for Indonesian children in Malaysia. Another way is to set an example for children by being given examples of good

behavior to imitate (Syamsudin, 2015). This ability can motivate children to be consistent in doing good in accordance with the rules imposed for them (Nurjanah, 2018). Learning can also be done by providing full opportunities for students to experience and acquire knowledge for themselves (Utami, 2018)

Referring to the various descriptions of problems that have been raised, the purpose of the study is to conduct a study on strengthening the character of Love for the Motherland through JumNas activities for Indonesian Children in Sentul, Malaysia.

METHOD

The implementation of community service activities took place in Sentul, Kuala Lumpur, Malaysia. October – November 2022. The procedure for implementing the service begins with licensing the service team to the Research Institute and collaboration between Aisyah Muhammadiyah Universities (PTMA), then getting an assignment from the Indonesian Embassy in Malaysia to carry it out in the guidance studio (SB) in Malaysia. Inter-PTMA students are divided into several groups to fill the guidance center (SB) in Malaysia, including SB Ampang, SB Kepong, SB Kampung Baru, SB Pantai Dalam, SB Sungai Mewah. The team received this Community Service task at Sanggar Bimbingan Sentul. This PKM activity was carried out for 28 days which began with the opening at the Indonesian Embassy and was attended by the Atase of Education and Culture of the Indonesian Embassy in Malaysia Prof. Dr. M. Firdaus.SP, M.Si, the principal of Sekoalh Indonesia Kuala Lumpur (SIKL) Mrs. Friny Napasty, and all lecturers and students participating in KKN-KI Se PTMA.

The activity was carried out through the Forum Group Discussion (FGD) approach, involving the Head of the Sentul Guidance Center yayasan and also the participants of the Sentul Guidance KKN Sanggar Students in discussing the work program to be carried out, namely Nationalism Friday, which is carried out once every week with various activities that can foster a sense of Nationalism and the character of love for the homeland of students and students of the Sentul Guidance Center.



FIGURE 1. Stages or Procedures for implementing activities

RESULT AND DISCUSSION

This activity is carried out to foster a sense of nationalism, love for the homeland in Indonesian children in Sentul, Malaysia. of course, the implementation of this activity grows results that are beneficial for all of us, especially Indonesian children who are in the Sentul Guidance Center, Malaysia. Of course, it has a positive impact on both parties, namely students and students of the Sentul Guidance Center and also our STKIP Muhammadiyah KKN team. In the FGD activities carried out by the KKN team and also the Head of the Sanggar foundation, Sentul's guidance resulted in a program that will be carried out for 4 weeks in Sentul, Malaysia. The program that has been implemented certainly aims to make Indonesian children in Sentul Malaysia have knowledge about their own country and the value of nationalism to be instilled in themselves (Rahayu et al., 2022) This activity program program is carried out only once a week, namely on Fridays only.

The JumNas activity in this first week is to provide an introduction to Indonesia, the territory of Indonesia, where their parents live from, The diversity of the Indonesian nation can be seen in terms of culture, history, ethnicity, customs, race, religion, and regional language (Aulia et al., 2021). In order for them to know their own country, there is a saying that do not know then do not love. Therefore, we KKN students at the sentul Malaysia guidance center introduce the diversity that exists in Indonesia as a way to foster a sense of nationalism that must be instilled early in everyday life to avoid the fading of nationalism (Junanto et al., 2020) in children. love the homeland Anah – Indonesian children in Sentul, Malaysia.



FIGURE 2. Introduces regional languages and national compulsory songs

The next program on the second Friday is, introducing the historical history in Indonesia, introducing national heroes who have fought for Indonesian independence, our KKN team introduces and trains students and students of the sentul guidance studio to train flag ceremonies, as is routinely carried out in Indonesia Efforts to foster love for this homeland through flag ceremonies every Monday as mandated in the Minister of Education Regulation and Indonesian Culture Number 23 of 2015 concerning the Growth of Ethics (PBP) (Audina et al., 2022). In addition, according to (Prastiwi, 2016) the meaning of the flag ceremony creates discipline, nationalism, leadership and togetherness. The flag ceremony fosters a sense of nationalism for participants and ceremony officers to increase the value of Indonesia. The sense of nationalism if felt and infused in the heartstrings can interpret the flag ceremony and the struggle of heroes. (Prastiwi, 2016)



FIGURE 3. Introduce and rehearse the ceremony

The next program, introduces traditional games in Indonesia, many meanings contained in traditional games according to (Bella et al., 2021) there are several movement activities which certainly contain moral values such as being honest, responsible, helping each other, working together in teams, training skills and building the spirit of nationalism through verses in regional languages sung in several games. We introduce traditional games namely; long dragon snake / snake snake This snake game comes from DKI Jakarta. However, before doing activities, children are given a song text from this game so that when playing children can sing the song (Asuhan et al., 2022)., This post box is a traditional game of guessing people by closing their eyes and Gobak sodor to the students of the sentul guidance studio, in addition to the meaning contained in it, traditional games also have various effects including: Psychological effects that arise when children play games These traditions are enjoyable, relaxing, spontaneous, and humorous. (Handayani et al., 2021)



FIGURE 4. Snakes and Post Box Games

The next program is Friday singing where on Friday this last week, our KKN team of the sentul guidance studio taught the National Compulsory Song, National Song and Regional Song. According to (Harum et al., 2022) Songs are media that are considered to affect children's psyche. Strengthening character education for elementary school children through national and patriotic songs, in order to foster high nationalism, and strong national character. Singing this national song is done together from the low class to the high class, the songs are suchs : Indonesia raya, garuda pancasila, Halo - halo bandung, and regional songs such as: ampar - ampa pisang, bungong jeumpa, and apuse.



FIGURE 5. Friday Singing

The program is a Community Service program, where the community is a student of Sanggar Bimbingan Sentul, Malaysia. The students are Indonesian children in Malaysia.

CONCLUSION

Service activities carried out by the KKN – KI PTMA team in Sentul, Kuala Lumpur, Malaysia. oriented to the program of fostering a sense of nationalism of Indonesian children in Sentul, Malaysia. The program consists of Introduction to Indonesian Diversity this program, Habituation of Flag Ceremony, Introduction to Traditional Games and routine singing of national compulsory songs and regional songs. The benefits of habituating the Friday Nationalism program can provide knowledge, experience and shape the character of these Indonesian children who love the motherland.

REFERENCES

Asuhan, P., Aisyah, D. Al, Al-azhar, K. M. A., Sisingamangaraja, J., & Jakarta, K. B. (2022). [*SN 39*]

Peningkatan Sikap Nasionalisme pada Anak Melalui Permainan. November.

- Audina, D., Soleh, D. A., & Sumantri, M. S. (2022). Pendidikan Karakter Cinta Tanah Air dan Kedisiplinan Dalam Kegiatan Upacara Bendera di Sekolah Dasar DKI Jakarta. *EduStream: Jurnal Pendidikan Dasar*, 5(1), 60–68. <https://doi.org/10.26740/eds.v5n1.p60-68>
- Aulia, L. R., Dewi, D. A., & Furnamasari, Y. F. (2021). Mengenal Identitas Nasional Indonesia Sebagai Jati Diri Bangsa untuk Menghadapi Tantangan di Era Globalisasi. *Jurnal Pendidikan Tambusai*, 5(3), 8549–8557. <https://www.jptam.org/index.php/jptam/article/view/2355>
- Bella, R., Stevaby, S., Gujali, A. I., Dewi, R. S., Lion, E., & Mustika, M. (2021). Sistem Masyarakat Dan Organisasi Suku Dayak Ngaju (Studi Kasus Di Desa Mandomai Kalimantan Tengah). *Jurnal Kewarganegaraan*, 5(2), 364–375. <https://doi.org/10.31316/jk.v5i2.1676>
- Hadiana, O., Usamah, A., Haerudin, D. A., & Fitriyani, Y. (2023). *Pemberdayaan Masyarakat Berbasis Penguatan Pendidikan Nilai Al Islam Abstrak*. 2(3), 53–59.
- Handayani, V., Dewi, D. A., & Furnamasari, Y. F. (2021). Permainan Tradisional Sebagai Sarana Untuk Meningkatkan Jiwa Nasionalisme. *Jurnal Kewarganegaraan*, 5(2), 811–816. <https://doi.org/10.31316/jk.v5i2.2096>
- Harum, Y., Sidabutar, M., Ritonga, F. U., Sosial, I. K., Ilmu, F., Dan, S., Politik, I., Utara, U. S., & Didik, A. (2022). *Jurnal Pengabdian Masyarakat Bidang Sosial dan Humaniora Upaya Memupuk Jiwa Nasionalisme Anak Didik Rumah Pintar Yayasan Dolok Marsait Membangun di Masa Pandemi*. 1(4), 448–453. <https://doi.org/10.55123/abdisoshum.v1i4.1188>
- Junanto, S., Wahid, A., & Wahyuningsih, R. (2020). Internalisasi Nilai-Nilai Nasionalisme Dalam Pembelajaran Pendidikan Anak Usia Dini. *Jurnal Tunas Siliwangi*, 6(2), 42–47.
- Karakter Islami melalui Kegiatan Pemberdayaan Keterampilan, P., Karakter Islami melalui Kegiatan Pemberdayaan Keterampilan pada Anak Jalanan di Kota Parepare Nasir, P., Setiawati, H., Khumas, A., & Artikel, H. (n.d.). *INFORMASI ARTIKEL ABSTRAK*. 4(2). <https://doi.org/10.23917/bkkndik.v4i2.19548>
- Luthfillah, N., & Rachman, B. (2022). Pentingnya Penanaman Nilai-Nilai Nasionalisme dan Patriotisme pada Anak Usia Dini. *Journal of Education Research*, 3(1), 35–41.
- Muyamin, M. (2019). Peran Aktif NGO Humana dalam Memfasilitasi Pendidikan Anak-Anak Tenaga Kerja Indonesia (TKI) di Sabah Malaysia. *Indonesian Perspective*, 4(2), 100–117. <https://doi.org/10.14710/ip.v4i2.26703>
- Nurjanah, S. (2018). Perkembangan Nilai Agama Dan Moral (Sttpa Tercapai). *Paramurobi: Jurnal Pendidikan Agama Islam*, 1(1), 43–59. <https://doi.org/10.32699/paramurobi.v1i1.177>
- Prastiwi, B. K. (2016). *Meningkatkan nilai keindonesian melalui upacara bendera di sekolah dasar*. 155–163.
- Rahayu, G., Kurniati, D., Jatmiko, D. D. H., Lestari, N. D. S., & Ambarwati, R. (2022). Analisis Kemampuan Berpikir Kritis Siswa Smp Dalam Memecahkan Masalah Matematika Materi Bentuk Aljabar Ditinjau Dari Gaya Kognitif Reflektif Dan Impulsif. *Jurnal Edukasi Dan Sains Matematika (JES-MAT)*, 8(2), 207–216. <https://doi.org/10.25134/jes-mat.v8i2.6372>
- Romadhan, A. N., & Purwandari, E. (2020). Peran sanggar regoling ma'rifat dalam penanaman karakter pada anak di era digital. *Indigenous: Jurnal Ilmiah Psikologi*, 5(1), 67–79. <https://doi.org/10.23917/indigenous.v5i1.11144>
- Sundari, S. (2017). Revitalisasi Perkuliahan Patroli Keamanan Sekolah Untuk Meningkatkan Karakter

Disiplin Dan Peduli Sosial Pada Mahasiswa Ppkn *Jurnal Pendidikan Ilmu Sosial*, 27(2), 48–61.
<https://journals.ums.ac.id/index.php/jpis/article/view/5719><https://journals.ums.ac.id/index.php/jpis/article/download/5719/3709>

Syamsudin, A. (2015). Pengembangan Nilai-Nilai Agama dan Moral pada Anak Usia Dini. In *Jurnal Pendidikan Anak* (Vol. 1, Issue 2). <https://doi.org/10.21831/jpa.v1i2.3018>

Utami, T. (2018). Penanaman kopetensi inti melalui pendekatan saintifik di PAUD TERPADU AN-NUUR. *Jurnal Pendidikan Anak Usia Dini*, 1, 91–100.

Widayani, N. E. (2016). Penanaman Nilai Cinta Tanah Air di SD Negeri Sedayu 1 Muntlan Magelang Tahun Ajaran 2014-2015. *Jurnal Pendidikan Guru Sekolah Dasar*, 313–323.