

Nasionalisme Kalbar

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Nationalism Study Of Primary Students In The Border Area Of West Kalimantan-Indonesia And Malaysia

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Abstract: The sense of nationalism of Primary Education students (SD and SMP) in the border area between West Kalimantan and Malaysia needs to be maintained and upheld because the border area is the spearhead of the realization of the unity, harmony and resilience of a nation. The objective of this study is to determine the sense of nationalism of primary education students in the border area between West Kalimantan and Malaysia. The data of this study are taken from students, teachers, and principals of primary education in Sajingan Besar sub-district of Sambas Regency, Jagoi Babang sub-district of Bengkayan Regency, and Entikong sub-district of Sanggau Regency. The method used in this study is quantitative and qualitative methods. Data are obtained through instruments that have 4 grids and 12 questions developed from the grids. Whereas the instruments used is Likert Scale. Secondary data is obtained through interviews with students, teachers, and principals. The outcome of this study implies that there is no relationship between nationalism and the development of infrastructure. In fact, nationalism depends on the program and creativity of principals and teachers.

Index Terms: Nationalism, Border area, Students, School programs.

1. INTRODUCTION

The border area has very vital role for a country especially concerning political, economic, socio-cultural and historical factors. Border communities are part of citizens with political or national identities that are considered complete and fixed. The identity distinguishes and separates it from other citizens [1]. In addition, the border is a transitional area and meeting in all fields. State boundaries are seen as dividing lines between countries, sites of cultural interaction, exchange, and hybridity. Therefore, border populations largely influence and participate in cross-border interactions within economic, social and cultural. The border area is a hard territorial line between countries that still causes a lot of conflict especially conflict about the issue of identity and the construction of the position of space "homeland" [2], [3]. In Indonesia generally the border area is a minority and marginalized area. Like in Western Europe, the concentration of capital and work is always in the city centers. However, in fact the border area has new development opportunities, and also the possibility of culture-specific "awakening" and most ethno-linguistics. "Awakening" then in turn will create a new socio-economic center [4]. In Indonesia, for instance in Sajingan Besar sub-district, Jagoi Babang sub-district, and Sanggau sub-district (Entikong), these three regions have not had the potential to lead to economic development. The people in this area are very dependent on Malaysia for the procurement of daily necessities, even the electricity is from Malaysia. Of these three regions, Entikong in Sanggau Regency is an area with higher economic development compared to the two regions before. In Entikong, the daily needs of the people come from Malaysia, even almost 90%. In this area, cars owned by people with Malaysian number passed by and parked on the street and in people's homes. The currency that is more

appreciated by the people here is Ringgit. This Entikong area, in the near future, has the potential to become a new economic and cultural center [4].

The blurred portrait of border area is not a new discussion [5]–[8]. Likewise, with blurred portraits of education in the border area [9], [10]. The leading front of Indonesia seems to be a fence in maintaining the sovereignty of the nation as well as a backward warehouse in national development including the education sector. In Sanggau Regency, West Kalimantan, which borders Malaysia directly shows that around 30% of the people in the area are illiterate and around 5-10% of children of primary education experience dropouts. Similar conditions that are more concerning also occur in the sub-district of Puring Kencana, Kapuas Hulu Regency where school-age children prefer to go to school in Malaysia rather than schools in their own country. In fact, in the 2011 school year there were 13 children who entered elementary school in Puring Kencana, while 83 other children chose schools in Malaysia. Because of the limited educational facilities and infrastructure in Indonesia, Indonesian children prefer to go to Malaysia (Serawak) where school facilities are better and free of charge [11], [12]. The thing that Pamera worried about was due to the appalling condition of the educational condition, the erosion of students' sense of nationalism which might actually have a worse impact, threatening the nation's sovereignty. In fact, education is an important tool to increase the spirit of the state and youth of the younger generation [13]. Students are agents in border areas who will carry out various cultural, ethnolinguistic, political and social matters. In actual fact, they are agents that will maintain cross-border in their regions. Children are agents of change in building community-based peace. Children and youth are strongly associated with war and security. Youth are prospective and transgressive to realize the hopes of a nation [14]. The sense of nationalism is often a discussion in the border area since the assimilation of two countries is very high in cultural, linguistic, political and social assimilation. Social reality on the border shows the existence of economic, political, and socio-cultural contestation between communities, both nationally and internationally, so that it provides space for local community members to associate and reconstruct their social identity in accordance with the situation faced and the calculation of

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certain interests. Thus, the social identity of the local community on the border will be continuously constructed and the social dynamics that take place in the border area will be used as a reconstruction of social identity [1]. In various cases, the central government cannot fully control the security of this border area because the area is large, and the dynamics of the community and so on are high. Hence, power and identity relations in border areas, as well as boundaries between countries are always a problem [15]. Many border studies have talked about national boundaries related to the sovereignty of a country associated with international politics [16]. Whereas border problems are very complex especially related to a sense of nationalism, the identity of a nation and the pride of language and state. The sense of nationalism and identity of a nation will easily be eroded if the bounded regions do not have the same economic balance, such as Indonesia and Malaysia. Indonesia's per capita income ranks fifth in Southeast Asia, while Malaysia ranks third.

2 RESEARCH METHODS

This research would use quantitative and qualitative methods to process data about the sense of nationalism of students in elementary and junior high schools in the border region of West Kalimantan Province with Malaysia. Research data was obtained from elementary school students, namely elementary and junior high schools in Aruk village (Sajingan Besar sub-district, Sambas Regency), Jagoi village (Jagoi Babang sub-district, Bengkayang Regency) and Entikong sub-district, Sanggau Regency. Data collection done through questionnaires and interviews. Questionnaires for students were carried out to obtain nationalism data. Interviews were conducted to strengthen the questionnaire data, and to obtain more accurate data. To obtain broader data, interviews were also conducted with teachers and principals related to the learning process and programs carried out by the principal to increase students' sense of nationalism. Data analysis was carried out in several stages, namely data reduction, data display, and conclusion (Miles & Huberman in Emzir, 2012). This research also used instruments with data collection techniques using Likert scale. Likert scale uses two forms of statements namely positive statements that function to measure positive attitudes, and negative statements that function to measure the negative attitude of the attitude object. Positive statement scores start from 1 to strongly disagree (SD), 2 to disagree (DS), 3 to doubt (D), 4 to agree (A), and 5 to strongly agree (SA). Negative statement scores start from 1 to strongly agree (SA), 2 to agree (A), 3 to doubt (D), 4 to disagree (DS), and 5 to strongly disagree (SD). The indicator of the instrument consists of the patriotism, proud of being an Indonesian citizen, respecting the Indonesian nation, and the solidarity of fellow nations. The instrument consists of 12 question items which were described as students know the symbol of their country, understand the history of the nation, memorize their own national anthem, have a spirit of patriotism that will unite them as children of the nation, have pride in Indonesian language because on this border many students use Malaysian language, willing to sacrifice for the nation's sovereignty, firmly maintain the national identity, maintain the good name of the nation, keep the flag flutter at the border area, willing to sacrifice for the interests of the nation, have confidence as Indonesian students, and be eager to show the national identity.

3 RESEARCH RESULT

3.1 Students' Nationalism Study

The results of research on nationalism in the border area were carried out in 3 sub-districts in the border area of West Kalimantan. The percentage of the results of the research questionnaire is low, medium, and some are perfect.

TABLE 1. NATIONALISM TABLE OF ELEMENTARY STUDENTS

No	Study	Elementary School in Sajingan Besar sub-district (S)	Elementary School in Babang sub-district (J)	Elementary School in Entikong sub-district (E)	Note
1	Knowing the country's symbol	89%	68%	99%	E high
2	Understanding the history of the nation's struggle	50%	62%	83%	E high
3	Memorizing the anthem of Indonesia Raya song	86%	100%	99%	J high
4	The spirit of patriotism unites children in the border area	78%	92%	93%	E high
5	Proud of Indonesian language	95%	90%	100%	E high
6	Willing to sacrifice for national sovereignty	99%	100%	97%	J high
7	Firmly maintaining national identity	100%	100%	88%	J high
8	Maintaining the nation's good name	100%	100%	99%	J high
9	Keeping the flag flutter at the border area	88%	100%	99%	J high
10	Sacrifice for the benefit of the nation	94%	93%	93%	S high
11	Confident as an Indonesian student	96%	92%	100%	E high
12	The spirit on showing national identity	79%	82%	96%	E high

*This instrument was adopted from the article, "Nationalism Study of Primary Students in The Frontier Area of Sebatik Island-North Kalimantan" [18], on progress). The questionnaire results obtained from elementary school students in Sajingan Besar Sub-district (Sambas Regency), Jagoi Babang Sub-district (Bengkayang Regency), and Entikong sub-district (Sanggau Regency) had different percentage. There is a very low value in the Sajingan Besar

sub-district where students understand the history of nation's struggle only 50%. Likewise, in Jagoi Babang, the ratio of students understands the symbol of the state is 68%, and understands the nation's struggle history is 62%. Five of the 12 questionnaire items that filled by grade V and VI of elementary school students in Jagoi Babang showed the highest percentage are Indonesia Raya's song awakens patriotism as much as 100%, willing to sacrifice for the country as much as 100%, firmly maintains national identity is 100%, maintains the nation's good name is 100%, keeping the flag flutter at the border area as much as 100%. Questionnaire results from Entikong Elementary School students on average for all question items were of high value, all around 80%, but those that achieved perfect scores (100%) were 2 items namely proud of Indonesian language, and confident as Indonesian students.

TABLE 2. NATIONALISM TABLE OF JUNIOR HIGH STUDENTS

No	Study	Junior High School in Sajingan Besar sub-district (S)	Junior High School in Babang sub-district (J)	Junior High School in Entikong sub-district (E)	Note
1	Knowing the country's symbol	96%	100%	99%	J high
2	Understanding the history of nation's struggle	63%	85%	69%	J high
3	Memorizing the anthem of Indonesia Raya song	95%	85%	99%	E high
4	The spirit of patriotism unites children in the border area	95%	85%	96%	E high
5	Proud of Indonesian language	87%	96%	100%	E high
6	Willing to sacrifice for national sovereignty	97%	100%	97%	J high
7	Firmly maintaining national identity	96%	98%	95%	J high
8	Maintaining the nation's good name	100%	100%	97%	J high
9	Keeping the flag flutter at the border area	100%	92%	100%	E high
10	Sacrifice for the benefit of the nation	97%	92%	100%	E high
11	Confident as an Indonesian student	100%	96%	100%	E high
12	The spirit on showing national identity	94%	98%	100%	E high

*This instrument was adopted from the article, "Nationalism Study of Primary Students in The Frontier Area of Sebatik Island-North Kalimantan" [18], on progress). The questionnaire results of Junior High School in Sajingan Besar sub-district were of high value, there were even three items that were 100% perfect namely that students on the border always maintain the nation's good name, keep the flag flying at the border, and have the confidence of being an Indonesian student. However, there is one item that has a low value of 63%, namely students understand the history of the nation's struggle. That means, many students do not understand the

history of the struggle of their nation. Questionnaire results of Junior High School in Entikong showed a very good percentage value, except the statement of students understanding the nation's struggle history as much as 69%. Nevertheless, there are 4 items that are of perfect value, namely be proud of using Indonesian language, keep flags flying at the border, sacrifice for the benefit of the nation, be confidence as Indonesian students, and have passion for showing national identity. The questionnaire results of Jagoi Babang Junior High School also showed 5 items which had high percentage value; they are knowing the symbol of the country as much as 100%, understanding the history of patriots and nation's struggle as much as 85%, willing to sacrifice for the sake of national sovereignty as much as 100%, firmly maintaining national identity as much as 98%, and maintaining the nation's good name as much as 100%. Questionnaire results from Jagoi Babang sub-district implied surprising results because this area was the poorest and least developed region compared to Sajingan Besar and Entikong sub-districts. The road to the border was still bad and not paved. The road was still dirt and in the rainy season it would be muddy. Even mobile phone signals for some places did not exist. The situation of the immigration building was still simpler than in the Sajingan Besar and Entikong sub-districts, only in the form of zinc-roofed and clapboard house. A Malaysian number plate was not found passing on the road. Cross-border posts were not as active as Sajingan Besar and Entikong sub-districts. The central government has been working on the construction of the Cross-Border Post (CBP) in this Jagoi Babang area, but until now the Malaysian side has not welcomed the preparations made by the Indonesian government. Thus, the planned of Jagoi Babang CBP has not been realized [19]. Unlike the case with Jagoi Babang, Sajingan Besar already has a cross-border post that was officially opened in 2012. Even now, CBP has been built magnificently. The condition of CBP of Sajingan Besar is better than CBP of Jagoi Babang. Sajingan Besar already has very adequate physical facilities, but has more serious nationalism problems. The Camar Bulan incident which came out a few moments ago gave an indication of a serious border threat in this area [19]. However, the nationalist sense of elementary and junior high school students included prominent from the other 2 regions. This indicated that the sense of nationalism of these students did not fade because of the situation of the undeveloped region. In fact, with all the limitations of the situation and conditions of the region did not diminish their sense of nationalism. This can be caused by not actively they interact with neighboring countries except associated with the economy.



Fig. 1 Cross-border Situation in Jagoi Babang



Fig. 2 Cross-Border Situation In Jagoi Babang (2)



Fig. 3 Sajingan Besar Immigration Office

Entikong was the most developed area between the two other regions (Jagoi Babang and Sajingan Besar). Its Cross-border activities were the most active and the biggest. The immigration office is magnificent with all the good security facilities. Entikong is the first and main "official door" that has connected the people of West Kalimantan with the people of Serawak. Every year the frequency of cross-border activities is increasing [19]. In fact, the activity of Entikong crossing posts has increased from year to year, both in terms of the flow of cross-border human activities, and the flow of goods activity [20].



Fig. 4 Entikong Immigration Office

The interaction of the Entikong community with neighboring communities (Malaysia) is very high, especially in trade. Cars with Malaysian number plates pass through the streets of Entikong, even the Entikong people buy more used cars from Malaysia. Circulation of money Ringgit is very large, even the necessities of life, such as daily necessities for sugar, gas, cooking oil, soap, rice and others, are obtained by Indonesian people from Malaysia. Entikong is one of the busiest cities in West Kalimantan that has a very high value of money which is worthy of being called an area without an economic crisis at the border [21].

3.2 Activities of Principals and Teachers in Border Areas

Teachers' teaching activities are increasingly severe, especially to prepare students to be able to deal with a variety of rapidly changing dynamics. Changes that occur not only relate to the development of science and technology, but also touches changes and shifts in aspects of moral values that occur in social life. In this case, character education becomes an urgency for teachers in schools. In the hands of a teacher the learning process is designed and done. Behind that, the government has also prepared curriculum tools to be used by teachers to educate and teach well. The situation of the teachers in the border area is teaching with 2 curricula because there are schools that still use the KTSP curriculum and some are already using the 2013 curriculum. Teachers have done their teaching assignments well. However, teachers who teach in border areas must have their own character and creativity since they face students and communities who interact highly with neighboring countries. In the Sajingan Besar sub-district, Jagoi Babang sub-district, and Entikong sub-district, the teachers teach according to the syllabus, indicators, and textbooks prepared by the government. In addition, the principal has carried out habituations before the learning process takes place, such as before entering the class, all students have already sung the National Anthem of Indonesia Raya. The principals of the elementary and junior high schools in Entikong sub-district have implemented more habituation activities than the other 2 sub-districts. For example, in SDN 12 Entikong, every morning the school rang a tape loudly voicing national songs, so that it was heard by the surrounding community. The motivation of the principal to do this is to provide character education for students and the surrounding community so as to have a high sense of nationalism. The school principal is very aware that his/her school is located in the border area where the sense of nationalism of students and the surrounding community easily wears off. The principal of Entikong Middle School 3 is also very aware of the sense of nationalism that students easily faltered. Therefore, the school principal added other habituation programs through line of march, the trainer was directly from the National Army (TNI). Furthermore, every morning in addition to singing national songs, they also have their own yells with nationalism, discipline, achievement, and noble character.

4 CONCLUSION

Nationalism study for elementary and junior high school students in those 3 sub-districts shows that students' understanding of the history of the nation's struggle has a low percentage compared to other indicators. Overall in the province of West Kalimantan, the best percentage of

nationalism in elementary school students is in Entikong Sub-district. Meanwhile, the percentage of nationalism studies of junior high school students in Entikong Subdistrict also shows a high percentage. In fact, this Entikong Sub-district is very large to get influence from Malaysia, because the interaction between Malaysia and Indonesia is very high. Besides, the role of elementary and junior high school principals in Entikong Sub-district is very important in fostering a sense of nationalism among their students. The results of the Nationalism Study of Elementary and Middle School in Jagoi Babang Sub-district obtained a percentage of the 2nd rank even the area was a lagging region. Formerly, the area was very underdeveloped. The results of the questionnaire obtained from Jagoi Babang Sub-district showed surprising results because the sense of nationalism of elementary and junior high school students in the area received the second highest percentage. In this case, the results of the questionnaire stated that it was not related to the sense of nationalism with the development of the region. Living in disadvantaged areas makes students not receive too much leverage from neighboring countries. Sajingan Besar area has a low level of nationalism, even though its infrastructure development has increased greatly in the past year. This could happen because the school principal and the teachers did not have other creativity related to increasing the nationalism of their students. The nationalism study of Sajingan Besar elementary and junior high school students is the lowest of the two other regions. Whereas this area one year before had already obtained a very adequate infrastructure development. The president came to the area to inaugurate a magnificent immigration building and a large highway. Principals and teachers in Sajingan Besar and Jagoi Babang Sub-districts play a role in leading and teaching activities in accordance with what is set by the government, not having additional creativity to increase student nationalism. Thus, the sense of nationalism of students is not related to the development of an area, but is strongly related to the creativity of the principal and the creativity of the teacher in teaching.

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