

## Description of The Commitment on Nation Heritage, Patriotism, and Nationalism among Elementary School Students in The Border Area Between Indonesia and Malaysia

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### Abstract

This study aims to describe the commitment to national heritage, patriotism, nationalism of elementary school students in the border areas of Indonesia with Malaysia. The research employed quantitative and qualitative methods (mix-methods). This research was carried out from April to Mei 2019. The subjects of this study were elementary students in the Indonesia-Malaysia border area precisely around Entikong City, Sanggau Regency, West Kalimantan. The number of research samples was 99 students. The Data gathering instruments of this research is questionnaires, which were adapted from the questionnaire that had been used previously by Karasawa (2002)<sup>[8]</sup>. Data analysis techniques of this research are descriptive statistics. The results of this study indicate that the commitment to national heritage, patriotism, and nationalism of elementary students on the Indonesian border with Malaysia is generally categorized as very high.

**Keywords:** *the commitment to national heritage, patriotism, nationalism*

## 1. INTRODUCTION

Indonesia is an archipelagic country with land and sea areas outstretched from Sabang to Merauke, from Miangas Island to Rote Island. Approximately two-thirds of Indonesia's territory is dominated by the sea and the rest is the land. Indonesia consists of more than 17,500 islands which makes the nation have a distinctive identity among other nations. Indonesia is a diverse country composed of various ethnic groups, religions, cultures, local languages, and many others. Although the diversity is seen in many ways, the nation has agreed on a way of living together based on Bhineka Tunggal Ika (Unity in Diversity) (Hartawan, 2011)<sup>[5]</sup>. This way of life is an actualization of the national insight which refers to the conditions and constellations of geography, socio culture, historical factors, and environmental development.

Indonesian national insight is archipelago insight. Archipelago insight is a way of looking at the Indonesian people regarding themselves and their environment in accordance with national ideas based on Pancasila and the 1945 Constitution, which is the aspiration of the nation with a sense of independence, sovereignty, dignity and a wise attitude to achieve national goals. The essence of the national insight is the Indonesia's national perspective on Bhineka Tunggal Ika (Unity in Diversity). Indonesia's diversity includes the geographical condition of an archipelago with diverse natural resources: flora, fauna and minerals and gases; and various ethnic groups inhabiting from Sabang to Merauke. In addition, there are also other aspects of diversity such as religions, socio cultures, and languages. The existing diversity is a mosaic building up the unity which is the nation of Indonesia. Therefore, to understand the Indonesian nation is to understand the mosaic of diversity which constitutes a unity.

Since a long time, Indonesia's first president, Soekarno, had reminded that Indonesia is neither a country owned by a person nor by a group, instead it is a country which is all for all, one for all, all for one. The nation's founding fathers tried to establish a nation with the principles of mutual assistance, togetherness, and eliminating group egoism. Despite this, the citizens' national insight begins to fade away. This is demonstrated for example by the emergence of the sentiments and fanaticism of ethnic groups, religions, races, and groups which often promote the occurrence of frictions or conflicts in several regions. Also, there is an emergence of insights which are contrary to Pancasila as the official foundation of the country. If this is not managed properly, those things can clearly become threats for the nation's life and can potentially lead to the nation's disintegration.

Considering such a situation, character building education for early childhood is essential because it is only through human beings with good characters that the national goals can be achieved. This is not an easy task because there is a major change in today's life as the impact of technological developments, which formed a new human being in every nation (Naisbitt, Naisbitt, & Philips, 2001)<sup>[12]</sup>. In the middle of this situation, some actions need to be taken in a sustainable manner. The technology may develop to make life easier for everyone, but it is much more important to respond to every change wisely. Lee's Research (2013)<sup>[11]</sup> in Korea, for example, explores how early childhood education systems are, both at school and home, to ensure positive character development in children. This research is highly relevant in the context of the current education, because the standardized tests are felt to have a detrimental effect on character building among children and adolescents. The character building education is to balance materialistic and selfish tendencies which are viewed as the determination of "academic success" in the world today. Through character building education, education is more able to promote awareness, pride of one's cultural heritage, and respect cultural differences, as well as to foster cooperation.

The research aims to describe the commitment of cultural heritage, patriotism, and nationalism of elementary school students in Entikong City, Sanggau Regency, West Kalimantan. Entikong is the border area between Indonesia and Malaysia. As an area far from the government center, the development of this area is generally more disadvantaged than other regions in Indonesia. However, due to the fact that this area is a border, the cultural heritage, patriotism, and nationalism may be allegedly different from other areas.

On the other side, the togetherness which has been built by the nation's founding fathers is now facing real challenges such as declining community moralities, fading nationalism values, ignoring national identities, increasing conflicts between ethnic groups, races, and religions, and the increasingly strong issues of the nation's disintegration (Azra, 2002)<sup>[1]</sup>. In general, the decline of idealism, nationalism, and patriotism as well as the uncertainty of youth's future are the real problems faced by young generation in Indonesia. This seems to be an example of their pioneering attitude that has not been seen in the various sectors (Suryadi, 2014)<sup>[16]</sup>. The border areas which generally have minimum education facilities are clearly the areas needing more attention from the central government. The proximity to other countries makes the border areas be seen as the most vulnerable areas influenced by foreign cultures that can lower the commitment to national heritage, the spirit of patriotism, and nationalism.

## 2. LITERATURE REVIEW

### 2.1. Nationalism

Nationalism is a term often used in studies of political science. However, in political science itself, there are many inappropriate terminologies in the use of the word nationalism (Connor, 1972)<sup>[3]</sup>. According to Connor, the more appropriate term preferred to replace nationalism is 'ethnonationalism' (Conversi, 2012)<sup>[4]</sup>. This denotes both the

loyalty to a nation deprived of its own state and the loyalty to an ethnic group embodied in a specific state, particularly where the latter is conceived as a 'nation-state'. Ethnonationalism is conceived in a very broad sense and may be used inter-changeably with nationalism.

The term nationalism is often associated with the history of nations. The history of Indonesian independence struggle against the colonialism, for example, shows clearly how the nation evokes the spirit of love and liberates its people from the colonialists (Kusumawardhani & Faturachman, 2004)<sup>[10]</sup>. The spirit of love for the nation is able to defeat the differences of ethnics, cultures, religions and others. The main element of nationalism is the desire to live together as a community of nations that has achieved purposes and goals. Nationalism as a unifying tool of various elements of the nation formation is also a form of ideology which puts the love, loyalty, and commitment to the state and nation (Khon, 1961)<sup>[9]</sup>. National understanding, for Indonesian people, unites various ethnic groups in the Unitary Republic of Indonesia. In this key concept, the review is formal, which indicates that the unity is in the sense of becoming Indonesian citizens, hereinafter referred to as Indonesian nationalism. And because Indonesian people rely on Pancasila, thus the Indonesian nationalism is also called Pancasila nationalism, which is a national understanding of the values of Pancasila as the foundation (Bakry, 1994)<sup>[2]</sup>.

However, a nation lives together with other nations, the situation brings both positive and negative impacts. One of the negative impacts of the association between nations is the diminishing of the love of the nation itself on various aspects or nationalism. Some examples of nationalism degradation are society's individualism attitude, tendency to imitate foreign cultures which do not conform to the norms of local people, tendency to prefer to buy overseas products than domestic products, tendency to prefer to use foreign language than the national language, etc. One crucial factor which fades in the spirit of nationalism and patriotism is the development of science and technology because it contributes to the entry of foreign values and cultures into Indonesia (Rawantika & Arsana, 2013)<sup>[14]</sup>. In addition, the mindset of students tends to stem in what is seen and felt, without filtering out different values and cultures that are not following the values and culture of Indonesian society. It can lead them to feel reluctant to display nationalism and patriotism in their daily lives.

## 2.2. Patriotism

The idea of "patriotism" has noble moral content. The term patriotism refers to a defensive attitude, the heroic nation that is attacked (Jaffrelot, 2003)<sup>[7]</sup>. Patriotism is an expression of citizens' readiness to die for their country (Appadurai, 1993)<sup>[17]</sup>, while "nationalism" accurately describes those involved in aggressive and expansionist politics. Both patriotism and nationalism are the two sides of the same coin. The two dichotomies often mislead on one side to cover one another, but these two dichotomies mostly coincide (Ignatieff, 1999)<sup>[6]</sup>.

The etymology of patriotism comes from "Patria," which refers to "the country of the father" (Jaffrelot, 2003)<sup>[7]</sup>. For many writers, the idea of patriotism marks the transition between Patria and nation, which is inspired by devoted loyalty to the king. However, the citizens then built their social side for the benefit of the nation. In this terminology, such a definition of patriotism is reminiscent of the relationship between nation and nationalism (Jaffrelot, 2003)<sup>[7]</sup>.

Too many related books or even theories insist on dealing with nation and nationalism simultaneously. Nationalism is an ideology (an 'ism') which often claims the control of a country and promotes its own identity (superior) over others. Therefore, there are more similarities between nationalism and ethnic theory than between national theory and nationalism theory (Jaffrelot, 2003)<sup>[7]</sup>.

Patriotism is the soul and spirit of loving the motherland that complements the existence of nationalism (Bakry, 2010)<sup>[2]</sup>. Patriotism is the spirit of loving the motherland or the attitude of someone willing to sacrifice everything for the glory and prosperity of his homeland. Every human who live in Indonesia must unite, love earnestly, and wish to sacrifice to defend Indonesia's home as an independent nation. In other words, patriotism is part of nationalism in Indonesian nationalism (Bakry, 2010)<sup>[2]</sup>.

Patriotism includes a proud attitude towards the achievement of the nation, pride in the nation's culture, a desire to preserve the nation's characteristics, and a national cultural background. Rashid (2004)<sup>[13]</sup> mentions several values of patriotism, namely: loyalty, courage, self-sacrifice, and love for the nation and state. Patriotism education is, therefore, a lifelong process, even if someone has graduated from school. It is because the threat of state sovereignty is not static and comes in various forms, such as economic, cultural, and military threats. The spirit of patriotism needs to be added value from time to time consistently so that the spirit does not fade quickly and is the worst in one's soul (Samsu & Nor, 2011)<sup>[15]</sup>.

### 3. RESEARCH METHODS

This study belongs to quantitative and qualitative research (mixed method). The participants of this study are elementary school students in the Indonesia-Malaysia border area, precisely around the City of Entikong, Sanggau Regency, West Kalimantan. The determination of the number of samples is carried out proportionally according to the number of elementary school students in each sample area. The number of research samples was 99 students.

This research was conducted in April-May 2019. The data collection used was a questionnaire. The research questionnaire adapted from the questionnaire that had been used previously by Karasawa (2002)<sup>[8]</sup>. The data analysis technique is descriptive statistics. The commitment variable on national heritage consists of 5 questionnaires, the patriotism variable consists of 6 questions, and nationalism consists of 8 questionnaires. Each questionnaire item consists of 5 options, starting from strongly agree (score 5) to strongly disagree (score 1).

### 4. RESULTS AND DISCUSSION

#### 4.1. Results

The number of research samples was the 99 elementary students in the Indonesia-Malaysia border, precisely around the City of Entikong, Sanggau Regency, West Kalimantan. Most of the students' fathers work as farmers (48.5%), the rest of them work as private employees (24.2%), entrepreneurs (9.1%), traders (6.1%), civil servants (5.1%), teachers (3%), builders (1%), musicians (1%), tailors (1%) and Indonesian National Armed Forces (1%). Most of the students were in the 6th grade (40.4%); the rests were in 5th grade (30.3%) and grade 4 (29.3%). The genders of students who responded to this study were male (46.5%) and female (53.5%) (see Table 1).

Table 1: *Respondents' identity*

Identity	Information	Frequency	Percentage
Parents' Occupations	Farmer	48	48.5%
	Private Employee	24	24.2%
	Entrepreneur	9	9.1%
	Trader	6	6.1%
	Civil Servant	5	5.1%
	Teacher	3	3%
	Builder	1	1%

Identity	Information	Frequency	Percentage
	Musician	1	1%
	Taylor	1	1%
	National Armed Forces	1	1%
		99	100%
Grade	4	29	29.3%
	5	30	30.3%
	6	40	40.4%
		99	100%
Genders	Male	46	46.5%
	Female	53	53.5%
		99	100%

Source: Primary data

A general description of students' commitment to national heritage shows an average of 23.0505 in the theoretical range of 5-25. This description proves that students have a strong commitment to national heritage. Student patriotism shows a mean of 26.1818 in the theoretical range of 6-30. The student patriotism data show that the students have a very high spirit of patriotism towards the Indonesian state. Student nationalism shows a mean of 27.9394 in the 8-40 theoretical range. Those numbers indicate that students have a very high spirit of nationalism (see Table 2).

Tabel 2: *The commitment to national heritage, patriotism, and nationalism*

Variabel	Actual Range	Theoretical Range	Mean	Std. Deviation
Commitment	19-25	5-25	23,0505	1,44543
Patriotism	17-30	6-30	26,1818	2,59263
Nationalism	15-37	8-40	27,9394	4,15225

The following explanation describes the indicators for commitment to national heritage, patriotism, and nationalism (see Table 3)

Table 3: *The sequences of the indicators for commitment to national heritage, patriotism, and nationalism*

Variabel	Indicators
(1) The Commitment to National Heritage	(1) Every time I hear <i>Indonesia Raya</i> (Indonesian National Anthem), I feel strongly moved (4.919); (2) Affection toward Indonesia is the most important emotion as a citizen. (4,747); (3) When I see <i>Sang Saka Merah Putih</i> (Indonesian flag) waving in the air, I feel great (4.737); (4) To me Indonesian flag is the greatest among all (4.354); (5) Indonesian traditional game should be played (4.293);
(2) Patriotism	(1) I am proud of being Indonesian (4.859); (2) I love this country of Indonesia (4.828); (3) If I were born again, I would like to be Indonesian

Variabel	Indicators
(3) Nationalism	again (4.485);
	(4) I would rather buy Indonesian products than foreign products (4.283);
	(5) Indonesia is the best country in the world (4.283);
	(6) I do not want to live the other countries (3.444);
	(1) I feel prouder when using Indonesian language than Malay (4,293);
	(2) Indonesia should the role model for other countries (4.172);
	(3) Indonesian people are the best in the world (4.071);
	(4) Indonesia has many things that the other countries can learn from (4.061);
	(5) I feel prouder of saving Rupiah than Ringgit (3,758);
	(6) We have to learn foreign cultures (2.798).
	(7) Indonesia should be widely opened to foreign workers(2,687);
	(8) I feel prouder of working in Malaysia than in Indonesia (2,101)

#### 4.2. Discussion

The results of this study indicate, first, commitment to the national heritage of elementary school students in the border area between Indonesia and Malaysia is commonly categorized as very strong. The sequence of the indicators of the commitment to national heritage, which support the results, is as follows: every time the students hear Indonesia Raya, they feel great; the affection toward Indonesia is the most important feeling; they feel great every time they see the Indonesian flag waving; they feel that the Indonesian flag is the best national flag among all; and they feel that Indonesian traditional games should be played. Second, the patriotism spirit of the elementary school students in the borders are between Indonesia and Malaysia is commonly categorized very high. The sequence of the indicators of the students' patriotism spirit, which support the results, is as follows: they feel proud to be Indonesian; they love Indonesia; they want to be Indonesian if they are born again; they prefer to buy things that made in Indonesia than other countries; they feel Indonesia that is the best country in the world; they do not want to live overseas. Third, the results of this study indicate that the nationalism of elementary school students in the border area between Indonesia and Malaysia in generally is very high. In sequence, the indicators of the spirit of nationalism, which support the results, is as follow: they prouder to use Indonesian language than Malay; they feel that the Indonesia should be the role model for other countries; they state that Indonesians are the best people in the world; they thank that Indonesia has many things for other countries to learn from; they prouder to save Rupiah than Ringgit; they think that learning foreign language it not necessary; they think that Indonesia should not be widely opened to foreign workers; and they feel prouder working in Indonesia than in Malaysia.

When elementary students in the border of Indonesia and Malaysia were asked 'why do they want to preserve national heritage?', they replied:

*"... Indonesia is diverse in terms of culture, ethnicity, and religions. All of those dimensions are united in a harmonious country."*

*"... although each island has its own language, the ethnics can still get along with each other because they are united by a national language, namely Indonesian"*

When elementary students in the Indonesian border area between Indonesia and Malaysia were asked 'why do you want to continue to defend Indonesia from foreign threats?', the students replied,

*"... Indonesia has a abundance of natural sources, such as sea resources, mines, spices, plantations, and culture which are often the target of other nations ..."*

*"... even in inadequate condition, they still feel happy because the relations built among the society is closed. The family relationship felt cannot be found in other countries thus they never want to move from Indonesia. "*

When elementary students in the border of Indonesia and Malaysia were asked 'why do you love Indonesia?', they replied.

*"... a nation that is very rich in culture. Many foreigners even wish to learn the Indonesian cultures. "*

*"... Indonesia is a harmonious country. Thus, many foreigners often use Indonesia as the example"*

*"... there are a lot of toys that you don't need to buy if you want it."*

## 5. CONCLUSIONS & SUGGESTIONS

This study find that commitment to Indonesian national heritage among elementary students in the border of Indonesia and Malaysia is commonly categorized as very strong, the patriotism spirit of elementary school students in the border area between Indonesia and Malaysia is generally very high, and nationalism of elementary students in the border area between Indonesia and Malaysia in general is very high.

Those findings are certainly encouraging results. Although, the elementary students live in the border area between Indonesia and Malaysia and have lack adequate facilities, both facilities and infrastructure, they still have a strong commitment to national heritage, patriotism and nationalism. This situation clearly needs more attention. The ways to maintain their patriotism and nationalism are giving more opportunities for them in accessing education, developing character building education in the schools, developing traditional regional game models, and others.

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