

# CIVIC EDUCATION DESIGNING THE CHARACTER OF LOVE OF HOMETOWN FOR INDONESIAN CHILDREN IN MALAYSIA

Umi Na'imah Apriani<sup>1\*</sup>, Sukartono<sup>2</sup>

<sup>1\*</sup>Universitas Muhammadiyah Surakarta, Surakarta, Indonesia  
uminaimapri02@gmail.com

<sup>2</sup>Universitas Muhammadiyah Surakarta, Surakarta, Indonesia  
suk917@ums.ac.id

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\*Correspondence Author

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## ABSTRACT

The issue raised by this research relates to the affection that Indonesian immigrant children who attend school in Malaysia have for their own country. The younger generation in Indonesia has to love their country in order for them to grow up to be future national leaders and capable of defending it. Through the identification of factors that support and surmount current challenges, this research seeks to cultivate in Indonesia's youth a love for their country and hometown despite their exile. This study employs a phenomenologically grounded qualitative technique. The head of the learning studio, the class instructor, and three first-grade primary school pupils from the Indonesian Civic Education Center (PPWNI) in Klang, Malaysia, served as study informants. Techniques for gathering data include observation, documentation, and interviews. This study employs source triangulation and technology to guarantee data accuracy. The data analysis for this study involved four stages: gathering data, analyzing data, presenting data, and drawing conclusions. Interactive analytical models are utilized for this. According to research findings, Civic Education sessions that highlight these characteristics help pupils at the Indonesian Civic Education Center (PPWNI) in Klang, Malaysia, demonstrate a sense of love for their nation. Using home products, appreciating Indonesia's natural beauty and culture, learning the national song by heart, and enjoying domestic travel are a few of them. The purpose of this study is to enhance the character education and patriotism that Indonesian youngsters get at Learning Studio Malaysia, which has not yet been executed to the best of its abilities.

## ABSTRAK

Permasalahan yang diangkat dalam penelitian ini berkaitan dengan rasa sayang anak imigran Indonesia yang bersekolah di Malaysia terhadap negaranya sendiri. Generasi muda di Indonesia harus mencintai negaranya agar mereka tumbuh

**Kata Kunci:**

Pendidikan Karakter; Cinta Tanah Air; Pendidikan Kewarganegaraan; Sanggar Bimbingan Malaysia

menjadi pemimpin bangsa di masa depan dan mampu membela negara. Melalui identifikasi faktor-faktor yang mendukung dan mengatasi tantangan saat ini, penelitian ini berupaya untuk menumbuhkan rasa cinta tanah air dan kampung halaman pada generasi muda Indonesia meskipun berada di pengasingan. Penelitian ini menggunakan teknik kualitatif yang berlandaskan fenomenologis. Kepala studio pembelajaran, pengajar kelas, dan tiga siswa kelas satu sekolah dasar dari Pusat Pendidikan Warga Negara Indonesia (PPWNI) di Klang, Malaysia, berperan sebagai informan penelitian. Teknik pengumpulan data meliputi observasi, dokumentasi, dan wawancara. Penelitian ini menggunakan triangulasi sumber dan teknologi untuk menjamin keakuratan data. Analisis data penelitian ini meliputi empat tahapan: pengumpulan data, analisis data, penyajian data, dan penarikan kesimpulan. Model analitik interaktif digunakan untuk ini. Berdasarkan temuan penelitian, sesi pendidikan kewarganegaraan yang menonjolkan karakteristik tersebut membantu siswa di Pusat Pendidikan Kewarganegaraan Indonesia (PPWNI) di Klang, Malaysia, menunjukkan rasa cinta terhadap bangsanya. Memanfaatkan produk dalam negeri, mengapresiasi keindahan alam dan budaya Indonesia, hafal lagu nasional, hingga menikmati wisata dalam negeri adalah beberapa di antaranya. Tujuan dari penelitian ini adalah untuk meningkatkan pendidikan karakter dan patriotisme yang diperoleh generasi muda Indonesia di Learning Studio Malaysia yang belum terlaksana dengan maksimal.

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**INTRODUCTION**

Character education is crucial since it elevates and distinguishes an individual's individuality above that of other species (including humans). The term "character education" refers to all of the efforts made by teachers to help their students develop as people. The perfection and attractiveness inherent in the human body can be enhanced through character<sup>1</sup>. Believing that education cannot produce good citizens in terms of performance and behavior, the Ministry of Education and Culture developed a comprehensive character education concept

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<sup>1</sup> Munawwaroh, Azizah. "Keteladanan sebagai metode pendidikan karakter." *Jurnal Penelitian Pendidikan Islam* 7, no. 2 (2019): 141. DOI: <https://doi.org/10.36667/jppi.v7i2.363>

for all curricula, levels, and types of education units<sup>2</sup>. It is important to focus on character education rather than moral education. In addition to educating children and students about right and wrong, character education aims to instill virtue—specifically the determination to live a virtuous life—so that they have a greater awareness and understanding of their interests and concerns<sup>3</sup>.

The next generation's education is an individual endeavor that involves character education. Students benefit from character education, which develops strong personalities<sup>4</sup>. Article 3 of the Presidential Regulation of the Republic of Indonesia No. 87 of 2017 stipulates 18 values that need to be strengthened in national character education and instilled in students, one of which is the character of love for the country. Personality is mainly formed through relationships with parents, teachers, friends, and the environment. Personality can also be acquired through direct learning or by observing other people<sup>5</sup>.

However, if we look at the development of the world of education today, especially primary school/madrasah ibtidaiyah educational institutions on television and other print media, we see a lack of morals and values among students in educational institutions, such as sexual harassment, mutual teasing between students, and bullying. This shows low manners and does not reflect the goals of public education<sup>6</sup>. Civic education is a subject that focuses on diverse democratic education. This includes the formation of democratic values, moral education, social education, and political education<sup>7</sup>.

Instilling Character Values of Love for the Homeland Through Extracurricular Activities Based on Local Wisdom, according to Evi Rahmawati's research "Reog Ponorogo at MI Ma'arif Polorelo Babadan Ponorogo" discusses cultivating a sense of love for the area of origin through extracurricular activities based on local

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<sup>2</sup> Nawaji, Nawaji. "PENGEMBANGAN RANCANGAN PENDIDIKAN KARAKTER MELALUI PEMBELAJARAN MATA PELAJARAN PENDIDIKAN KEWARGANEGARAAN DI SEKOLAH DASAR." *JMSP (Jurnal Manajemen dan Supervisi Pendidikan)* 1, no. 1 (2016): 1-16. <https://doi.org/10.17977/um025v1i12016p001>

<sup>3</sup> Atika, Nur Tri, Husni Wakhuyudin, and Khusnul Fajriyah. "Pelaksanaan penguatan pendidikan karakter membentuk karakter cinta tanah air." *Mimbar Ilmu* 24, no. 1 (2019): 105-113.

<sup>4</sup> Sholeh, Abdul Rozaq, Siti Sutarni Fadhilah, and Tri Murwaningsih. "BUILDING STUDENTS' CHARACTER ON CIVIC EDUCATION THROUGH LOCAL WISDOM OF SADRANAN." *AL-ASASIYYA: Journal Of Basic Education* 3, no. 2 (2019): 179-185.

<sup>5</sup> Iswantiningtyas, Veny, and Widi Wulansari. "Pentingnya penilaian pendidikan karakter anak usia dini." *Proceedings of the ICECRS* 1, no. 3 (2018): v1i3-1396

<sup>6</sup> Adu, La. "Pendidikan karakter dalam perspektif Islam." *BIOSEL (Biology Science and Education): Jurnal Penelitian Science dan Pendidikan* 3, no. 1 (2014): 68-78. <https://doi.org/10.51311/nuris.v5i2.111>.

<sup>7</sup> Permana, Tini Maryanti1 Jamilah2 Hendra. "IMPLEMENTASI PENANAMAN NILAI-NILAI PENDIDIKAN KARAKTER PADA PEMBELAJARAN PENDIDIKAN KEWARGANEGARAAN (Studi Deskriptif Di Kelas III SDN 3 Cinunuk Kec. Wanaraja)."

wisdom and Reog Ponorogo as a center for education and preservation of Indonesian culture<sup>8</sup>. According to the research above, the only way to cultivate affection for the country of origin is to preserve Indonesian culture. However, there are other factors that contribute to the growth of love for the country in Indonesian children. Consequently, the value of Civic education is in developing one's sense of love for one's homeland.

Civic education does not deviate from expectations but rather serves as a reminder of the importance of the principles, rights, and capabilities of Pancasila. Starting from early childhood education to post-secondary education, this curriculum is applied at all levels of education to produce the nation's future generations. We will produce capable and ambitious successors who will lead the nation and society<sup>9</sup>.

Likewise, in Malaysia, apart from mandatory subjects, there are subjects such as Bahasa Malaysia and English that also help improve students' ability to master science and mathematics, which are balanced with religious education in addition to moral education<sup>10</sup>. As is the case at the Indonesian Civic Education Center (PPWNI) in Klang, Malaysia, which was studied in this research, Founded in Taman Bayu Perdana, Klang, this school was initially only a learning center or community learning center (CLC) for Indonesian children who did not have basic education. A school was then formed, but it has not been recognized by the government.

Character education for patriotism needs to be formed because students at PPWNI are basically the children of Indonesian citizens who work in Malaysia, but they do not have complete documents. So Indonesian children need to love their homeland even though they don't live in Indonesia. Students at PPWNI already know Indonesia, but it is limited to regional and national songs; therefore, there is still a lot more they need to know about Indonesia. Judging from the 18-character education values, students at PPWNI are still said to be lacking, so there is a need for the formation of character education, especially love of the country. So, it is necessary to develop the character education of love for the country so

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<sup>8</sup> Rohmawati, Evi. "Penanaman Nilai-nilai Karakter Cinta Tanah Air Melalui Kegiatan Ekstrakurikuler Berbasis Kearifan Lokal Reog Ponorogo Di Mi Ma'arif Polorejo Babadan Ponorogo." PhD diss., IAIN Ponorogo, 2020.

<sup>9</sup> Permana, Tini Maryanti1 Jamilah2 Hendra. "IMPLEMENTASI PENANAMAN NILAI-NILAI PENDIDIKAN KARAKTER PADA PEMBELAJARAN PENDIDIKAN KEWARGANEGARAAN (Studi Deskriptif Di Kelas III SDN 3 Cinunuk Kec. Wanaraja)."

<sup>10</sup> Ismail, Noorilham, Mohd Kasturi Nor Abd Aziz, Zarifah Arsani, and Makmur Haji Harun. "National Education Philosophy: A Review of Its Application in Malaysia's Education System." ZAHRA: Research and Tought Elementary School of Islam Journal 2, no. 2 (2021): 99-111.

that children at PPWNI love their own country even though they live in another country, in accordance with the third principle of Pancasila, namely Indonesian unity. It is hoped that this research will be able to become a benchmark for success in the formation of character education at PPWNI Klang, Malaysia, and in Indonesia and produce students who have good character in school and in the community by knowing the supporting factors and overcoming the inhibiting factors.

### **Research Methods**

This research uses qualitative and phenomenological research methodologies. In this kind of qualitative approach, participant observation was carried out by the researcher to investigate the lives of the participants and reveal what happened to the personalities of the students at PPWNI Klang Malaysia. The author conducted research on 49 class 1 students and one instructor who was responsible for that class. For this research, primary and secondary data were used. Observations and interviews with informants both inside and outside the Civic Education program were used to collect primary data. Documents and journal documents are types of secondary data.

Techniques for gathering data are done through observation, documentation, and, most importantly, the interview process. Interviews are conducted to communicate concepts and knowledge by asking and receiving questions. This is done by discussing the topic and asking questions about it so that data can be found. Observations were made when researchers observed informants carrying out teaching and learning activities (KBM) at the Indonesian Civic Education Center (PPWNI) in Klang, Malaysia. Researchers have documented character development activities through civics learning in schools, providing valid and proven data.

The validity of the data in this research includes the triangulation of sources used to examine the data collected from various sources, namely school principals, teachers, and students at PPWNI schools in Klang, Malaysia. As for technical triangulation, interview techniques and observation techniques produce the same data. In the adaptive analysis model stage used in this research, data analysis is carried out in four phases: Section: Description and Discussion. (2) data reduction to select relevant and meaningful data; (3) presentation of data that combines information to explain a situation. (4) Drawing conclusions, temporary conclusions, and final conclusions can be done after the data is complete.

## RESULTS AND DISCUSSION

### Learning Process at the Malaysian Guidance Studio

A non-formal education facility called Guidance Studio is located in Kuala Lumpur, Malaysia. The students at the Malaysian tutoring studio are descendants of Indonesian migrant workers, and they have no documentation. If a child is said to be undocumented, this means that he does not have official identification, such as a passport, family card, certificate, or other permit, but he can still attend a guidance studio and get the education he needs. It is important to teach the children of migrant workers how to maintain hygiene and health because they often have difficulty getting access to health services and live in unfavorable environments<sup>11</sup>. Through Civic Education courses supported by modules or handbooks, efforts have been made to manage education in the learning process to increase the physical capacity of the children of migrant workers. Observation findings and interviews with the manager of the PPWNI KLANG Guidance Studio and a PPWNI teacher (Mr. Riko Sudirman, S.Pd.I., M.S.I., P.hd.) show this.

"There are two models for elementary schools focusing on calistung (reading, writing, and calculating); while Islamic religion, sports, and civic education are local content subjects, the model is like that. Specifically for classes 1-3, the focus is only on Calistung, while specifically for classes 4, 5, 6, 7, 8, and 9 it is different; there are already Indonesian, Mathematics, civic education, Science, and Social Sciences subjects, while in junior high school it includes Islamic religion, civic education, and English; it's local content. Why is that? Because general examinations are administered here, unlike in Indonesian public institutions, whereas here they only take package exams, so they only take the modules that have been prepared in that package." In elementary school, there are 5 modules; in junior high school, 7 modules are prepared, plus 2 modules as local content."

The above statement is supported by an interview statement with grade 1 students named Aliya, Layla, and Qisya, who said in unison that in Civic Education learning, there is a teacher's handbook or civic education module, but there is no handbook for students. First-grade civic education learning is held on Mondays and Thursdays in the first hour, along with findings and information related to civic education activities to cultivate the affectionate sense for one's

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<sup>11</sup> Niehlah, Anis Rohadatul, Adi Jufriansah, Azmi Khusnani, Irfan Miftahul Fauzi, and Tria Puspita Sari. "Penguatan Pendidikan sebagai Upaya untuk Meningkatkan Kemampuan Jasmani bagi Anak Pekerja Migran di Sanggar Bimbingan Malaysia." *Jurnal Ilmiah Kampus Mengajar* (2023): 105-122.

homeland. The pace of civic education learning in class is more focused on the civic education module or teacher's handbook. A statement from the class 1 teacher as well as the class 2 and 3 teachers (Mr. Riko Sudirman, S.Pd.I., M.S.I., P.hd.) said, "The learning process at PPWNI is carried out Monday to Friday, and civic education learning in first-grade is carried out on Monday and Thursday at the first hour according to the schedule that has been made. Learning only uses teacher module books, because there are no module book facilities for students. "Each lesson, I only explain a little of the material and then write it on the blackboard for the students to write on each other, because I have to handle grades 2 and 3 in one day and for all subjects."

It is clear from the findings of the interviews with administrators, classroom instructors, and PPWNI students that the application of civic education instruction in first-grade, namely the class studied, is carried out on Mondays and Thursdays in the first hour and is handled by one class teacher for all subjects. So that PPKN learning, which can form the quality of affection for the nation in students, is not optimal because it only focuses on module books.

## Discussion

### *Designing of affectionate Character for the Hometown Through Civic Education*

The formation of children's character is very important because character education is a basic need of society. Forming the character of a nation takes a long time and must be done continuously<sup>12</sup>. So that children's character can develop well in accordance with the values of Pancasila, it is necessary to have character education in schools, including Civic Education. Inclusive Civic Education reminds us of the importance of Pancasila values, rights, and skills<sup>13</sup>. The aim of Civic Education is to develop students into human resources who have a national spirit and love of the country. In the context of society, nation, and state, students' school life is essentially an educational process for social life to prepare them as citizens<sup>14</sup>.

Basically, love of the homeland and nation means doing something to honor the country and nation, a place where we can be proud of our homeland

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<sup>12</sup> Fatmah, Nirra. "Pembentukan karakter dalam pendidikan." *Tribakti: Jurnal Pemikiran Keislaman* 29, no. 2 (2018): 369-387.

<sup>13</sup> Adu, La. "Pendidikan karakter dalam perspektif Islam." *BIOSEL (Biology Science and Education): Jurnal Penelitian Science dan Pendidikan* 3, no. 1 (2014): 68-78. <https://doi.org/10.51311/nuris.v5i2.111>.

<sup>14</sup> Nurdin, Encep Syarif. "The Policies on Civic Education in Developing National Character in Indonesia." *International Education Studies* 8, no. 8 (2015): 199-209.

and nation wherever we are. Love for the country and its people will again become the driving force of the Indonesian nation, so the Indonesian nation will be able to rise again. We must be proud to be Indonesians.<sup>15</sup> Love for our country is a portion of the personalities that children acquire during their education. Homelandishness is defined as an attitude of pride towards one's homeland<sup>16</sup>.

The results of research regarding the development of patriotism kids' sense studying in Malaysia are basically Indonesian citizens, namely the children of Indonesian immigrants who work in Malaysia. Most of the students at the Indonesian Civic Education Center (PPWNI) in Klang Malaysia do not have their citizenship recognized by the Malaysian government. Therefore, they are among Indonesian children who need to develop the character of love for their homeland, namely continuing to love and be proud of Indonesia even though they live in another country. This research was conducted by investigating aspects of the character indicators of patriotism and nationalism in the civics education learning process from various observation, interview, and documentary materials. The data obtained shows that PPWNI Klang students develop the character of love for the country, which is clearly visible through indicators that characterize nationalism and love for the country. Admiring the services of heroes and national figures, choosing to visit locally, appreciating Indonesia's natural beauty and culture, learning the national hymn, and taking pleasure in utilizing domestic products are characteristics of people who are nationalists or lovers of their homeland<sup>17</sup>.

based on the findings of the interviews that were done at PPWNI Klang, Malaysia, it was found that the majority already knew about Indonesian heroes, namely, through learning the currency of Civic Education material, they knew Ir. Sukarno and Muhammad Hatta with 100 thousand rupiah in cash. Knowing several Indonesian heroes is fundamental student knowledge. As stated by Mr. Moko, as a first-grade teacher, he knows only two hero figures, namely Ir. Soekarno and Muhammad Hatta, and trying to appreciate the sacrifices of heroes is a form of love for Indonesia.

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<sup>15</sup> PRIYOUTOMO, SUNU DWI. "Penanaman Sikap Cinta Tanah Air Dalam Kegiatan Ekstrakurikuler Pramuka Di Dabin 5 Uptd Pendidikan Kecamatan Wirosari Kabupaten Grobogan." PhD diss., Universitas Muhammadiyah Surakarta, 2016.

<sup>16</sup> Handayani, Retno, Sabar Narimo, Djalal Fuadi, Minsih Minsih, and Choiriyah Widyasari. "Preserving Local Cultural Values in Forming the Character of Patriotism in Elementary School Students in Wonogiri Regency." *Journal of Innovation in Educational and Cultural Research* 4, no. 1 (2023): 56-64. [https:// DOI:10.46843/jiccr.v4i1.450](https://doi.org/10.46843/jiccr.v4i1.450)

<sup>17</sup> Atika, Nur Tri, Husni Wakhuyudin, and Khusnul Fajriyah. "Pelaksanaan penguatan pendidikan karakter membentuk karakter cinta tanah air." *Mimbar Ilmu* 24, no. 1 (2019): 105-113.

This statement was confirmed through an interview conducted with the Class 1 teacher (Mr. Dwi Hamoko, S.Pd., M.Pd.), who stated, "Class 1 students know Indonesian heroes through the Indonesian currency, namely the rupiah, but students do not memorize all the heroes in Indonesia. Indonesian currency. " They don't know the heroes according to history in Indonesia, but they know the date of Indonesian independence, namely August 17, 1945." In line with the results of Hasriani's research in 2019, which stated that a great country is a country that appreciates the services of its heroes, In this context, it can be interpreted as the desire to know and emulate the struggles of heroes, recognize the value of national character, and appreciate their services. Heroes are "big men" who change history, actors who inscribe the pages of world civilization with gold ink<sup>18</sup>.

Second, be willing to use domestic products. All students at PPWNI Klang must at least know some of the domestic products that Indonesia has, such as typical batik cloth and several typical Indonesian foods. This statement is confirmed by an interview conducted with a grade 1 teacher (Mr. Dwi Hatmoko, S.Pd., M.Pd.) that "the children know about batik cloth because they often see the teacher wearing it and like to eat Indonesian food such as bakro, chicken noodles, and pecel made by native Indonesians who live around homes and schools."

Mr. Dwi Hamoko, S.P.D., said that "children know about batik cloth because they often see teachers wearing it, and children like to eat Indonesian food such as meatballs, chicken noodles, and pecel made by native Indonesians who live near the school."

Then the informant added another indicator regarding the indicators that students are willing to use domestic products, namely grade 1 student (Aliya): "I have seen the teacher wearing batik clothes when teaching, and when I am at home, I like to eat meatballs and chicken noodles at the stall." People with a nationalist attitude prefer to use domestic products rather than foreign products. This is caused by the pride of the Indonesian people in local products. This pride is certainly beneficial for our country's economy, because there are still buyers who not only buy our goods but also understand the meaning of nationalism. People who understand the meaning of nationalism don't just buy products<sup>19</sup>.

Third, appreciate the natural beauty and culture of Indonesia. Even though students at the Indonesian Civic Education Center (PPWNI) have never

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<sup>18</sup> Hasriani, Hasriani. "Representasi Nilai Pendidikan Karakter Dalam Bacaan Nonfiksi Biografi Pahlawan Nasional (Suatu Kajian Sastra Anak)." PhD diss., UNIVERSITAS NEGERI MAKASSAR, 2018.

<sup>19</sup> Wijayanti, Indriana. "Mencintai Produk Dalam Negri Sebagai Bentuk Nasionalisme Terhadap Indonesia." (2021).

visited Indonesia, they need to know the natural beauty that Indonesia has, such as beaches, mountains, and so on. Likewise, with Indonesian culture, students need to learn and appreciate it. Like the statement made by the class 1 teacher (Mr. Dwi Hamoko, S.Pd., M.Pd.) during the interview, namely, "Most of the class 1 students have never visited or returned to Indonesia because they don't have complete documents, but they know about beach tourism. and mountains in Indonesia through videos on gadgets."

Through observation, students are shown pictures and videos of Indonesia's natural beauty, and they are interested in visiting it. This indicates that students are interested in Indonesia just by watching videos about the natural beauty and culture of Indonesia. Basically, instilling a sense of love for the country should start at a preschool age and start by showing them what can attract their attention by visiting places that have natural and cultural attractions<sup>20</sup>. Just like Indonesia, which is predicted to be a nation and country rich in history, culture, and natural resources<sup>21</sup>.

Fourth, memorize the national songs. After interviews and observations, students at PPWNI have memorized several Indonesian national songs, such as Indonesia Raya and Garuda Pancasila. Apart from that, they are also interested in singing other Indonesian national songs to memorize. As stated during an interview with the class 1 teacher (Mr. Dwi Hamoko, S.Pd., M.Pd.), "students were very happy when asked to sing national songs such as Garuda Pancasila before class started learning." When observations were made when students were studying in class and asked to sing, they were very enthusiastic and sang enthusiastically.

The song "Indonesia Raya" means that the country of Indonesia consists of various tribes and cultures and that we have a mission to preserve and protect this beloved homeland<sup>22</sup>. The existence of the national anthem allows us to remember and appreciate the services of our heroes, those who fought for Indonesia's independence by sacrificing many things: time, energy, and even their

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<sup>20</sup> Wahono, Sri Mulyani. "Penanaman Cinta Tanah Air Melalui Wisata Budaya dengan Mengunjungi Museum Jawa Tengah Ronggowarsito." *Gemawisata: Jurnal Ilmiah Pariwisata* 17, no. 1 (2021): 28-36.

<sup>21</sup> Hasanah, Siti Uswatun, Syarip Hidayat, and Ahmad Mulyadi Pranana. "Analisis Penanaman Nilai Cinta Tanah Air Melalui Kegiatan Literasi Membaca Cerita Rakyat di Sekolah Dasar." *Edu Cendikia: Jurnal Ilmiah Kependidikan* 2, no. 02 (2022): 282-288. <https://doi.org/10.47709/educendikia.v2i02.1628..>

<sup>22</sup> Sabrina, Risa, Suci Ayunda, Siti Aminah, and Dede Indra Setiabudi. "UPAYA PENINGKATAN KESADARAN PENDIDIKAN KEWARGANEGARAAN MELALUI PENGHAYATAN LAGU INDONESIA RAYA 3 STANZA DI MI AL ZAYTUN." *Civilia: Jurnal Kajian Hukum dan Pendidikan Kewarganegaraan* 2, no. 1 (2023): 176-186.

lives. For this reason, the national anthem became very important for the Indonesian nation after independence, and it was hoped that witnessing the heroes' struggle would foster a sense of nationality and a sense of attachment to their homeland, the Republic of Indonesia. It is important for all Indonesian people to have a sense of nationalism so that national values do not fade easily and can be used as a guide in living their daily lives<sup>23</sup>. The teacher's role in memorizing the national anthem is very important. The lack of motivation and the teacher's role in familiarizing students with singing the national anthem make students unable to recognize the national anthem, and students feel apathetic towards the national anthem<sup>24</sup>.

Fifth, as an Indonesian citizen, it is better to choose to travel domestically rather than abroad. After going through the interview stage, class 1 students (Aliya, Layla, and Qisyah) stated that "I have never been back to Indonesia, but I know from my cellphone that in Indonesia there are beaches, mountains, and beautiful views." This is supported by a statement from the class 1 teacher (Mr. Dwi Hamoko, S.Pd., M.Pd.), who said that "Several students already know about tourism in Indonesia through electronic devices such as gadgets in the form of pictures and videos." Choosing domestic tourism is a good way to develop and maintain an attachment to your hometown. Indonesians tend to know more about domestic tourist attractions than foreign tourists<sup>25</sup>.

### ***Supporting and inhibiting factors***

Implementing character education never runs smoothly; if there are many factors that do not support the implementation of character education and vice versa, if there are many factors that hinder implementation, character education will experience obstacles<sup>26</sup>. Of course, there are supporting and inhibiting factors in implementation at PPWNI Klang Malaysia. Supporting factors are those in charge of the school, such as the principal, helping parents to spread the

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<sup>23</sup> Lestari, Ayu, Elfahmi Lubis, Septina Lisdayanti, and Romadhona Kusuma Yudha. "Menumbuhkan Rasa Nasionalisme Melalui Penghafalan Lagu Wajib Nasional Pada Siswa-Siswi SD Negeri 09 Bermani Ilir 09 Bermani Ilir, Kepahiang." *Jurnal Pengabdian Masyarakat Mandira Cendikia* 2, no. 1 (2023): 57-63.

<sup>24</sup> Nurhasanah, Anisa, Yayang Furi Furnamasari, and Dinie Anggraeni Dewi. "Upaya Membangun Karakter yang Unggul dengan Menerapkan Nilai-Nilai Pancasila dalam Kehidupan Sehari-hari." *Jurnal Pendidikan Tambusai* 5, no. 3 (2021): 8745-8751.

<sup>25</sup> Puspitasari, Novia Ika, Rusdianto Umar, and Mifdal Zufon Alfaqi. "Strategi pembentukan sikap cinta tanah air melalui pembelajaran daring mata pelajaran PPKn siswa kelas VII di SMPN 1 Sukodono." *Jurnal Integrasi dan Harmoni Inovatif Ilmu-Ilmu Sosial (JIHI3S)* 2, no. 5 (2022): 409-421. [https:// DOI: 10.17977/um063v2i52022p409-421](https://doi.org/10.17977/um063v2i52022p409-421)

<sup>26</sup> Sujatmiko, Ilham Nur, Imron Arifin, and Asep Sunandar. "Penguatan pendidikan karakter di SD." *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 4, no. 8 (2019): 1113-1119.

importance of developing the character of patriotism in the community, and the school collaborating with class teachers to play an active role in strengthening students' character formation. Environmental factors for students in the classroom that instill a strong sense of character and values create positive interactions not only between the students' parents but also between parents and the school, which contributes to the development of patriotic character. Parents play an active role in supporting students' learning processes. Play an active role in supporting students' learning processes by helping children study at home, especially when doing homework. Because every time I check, all my students do well, even though there are mistakes. School is very important in the development of children's character. This happens through interaction with students' parents. Socialization here refers to the importance of character education that takes place at home. Furthermore, students themselves implement character education at school, and if habits at school are practiced well, then students' character education will automatically develop well. Students' character development is going well.<sup>27</sup>

Of course, there are supporting and inhibiting factors in implementation at PPWNI Klang Malaysia. Supporting factors are those in charge of the school, such as the principal, helping parents to spread the importance of developing the character of patriotism in the community, and the school collaborating with class teachers to play an active role in strengthening students' character formation. Environmental factors for students in the classroom that instill a strong sense of character and values create positive interactions not only between the students' parents but also between parents and the school, which contributes to the development of patriotic character. Parents play an active role in supporting students' learning processes. Play an active role in supporting students' learning processes by helping children study at home, especially when doing homework. Because every time I check, all my students do well, even though there are mistakes. School is very important in the development of children's character. This happens through interaction with students' parents. Socialization here refers to the importance of character education that takes place at home. Furthermore, students themselves implement character education at school, and if habits at school are practiced well, then students' character education will automatically develop well. Students' character development is going well.

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<sup>27</sup> Johannes, Nathalia Yohana, Samuel Patra Ritiauw, and Hartini Abidin. "Implementasi Budaya Sekolah dalam Mewujudkan Pendidikan Karakter di SD Negeri 19 Ambon." *PEDAGOGIKA: Jurnal Pedagogik dan Dinamika Pendidikan* 8, no. 1 (2020): 11-23.

Meanwhile, the inhibiting factor in implementing the formation of the character of patriotism at PPWNI Klang Malaysia is teachers who lack innovation in learning, where students feel bored when studying in class. Based on the results of interviews and observations, the teacher only provided a little material by writing it on the blackboard, and then the students wrote down what the teacher wrote on the blackboard. Then the teacher left the class to teach another class due to a shortage of teachers, namely, there were only 2 teachers teaching 6 classes. Second, parents are indifferent to the student's learning process because some of the students' parents are busy working and pay little attention to the student's learning process. Third, gadget facilities are provided by parents, where students are not yet able to select content that is appropriate for their age, especially without adult assistance. Based on the results of interviews and observations, students bring gadgets to school and contact their parents to pick them up when they get home from school. Therefore, there needs to be a policy from the school on this matter so that the student learning process is not disrupted. The failure to develop student character is caused by school expectations, which are not carried out well because parents are not present and do not participate in social activities. Schools cannot implement it well. However, the success of children's character education at school also depends on the habits of parents at home<sup>28</sup>

### ***Solutions to Overcome Inhibiting Factors***

Efforts that can be made by teachers who lack innovation should use interesting media such as games, music, and pictures so that students do not get bored. Even though it is only for a short time during class time, at least the learning is memorable for students and awakens students' enthusiasm for learning. Then, efforts can be made for parents who are indifferent to their children's learning by educating parents about the importance of character education for students. Parents, please help shape their children's personalities to fit the school culture into better individuals and help them adapt to the home environment. Schools not only have the role of educating students but also have the responsibility to educate students' parents, especially in relation to character education. Parental involvement is a program where parents are involved in the implementation of their child's education process, apart from providing educational material through seminars and counseling facilities, which are usually

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<sup>28</sup> Johannes, Nathalia Yohana, Samuel Patra Ritiauw, and Hartini Abidin. "Implementasi Budaya Sekolah dalam Mewujudkan Pendidikan Karakter di SD Negeri 19 Ambon." *PEDAGOGIKA: Jurnal Pedagogik dan Dinamika Pendidikan* 8, no. 1 (2020): 11-23.

held at schools. In a broader sense, this program is a program that involves parents in the implementation of their child's education process.<sup>29</sup>

Furthermore, efforts to overcome obstacles include the parents of students providing gadget facilities. Always discuss the importance of character education with the school board and parents. Character education must not only be implemented at school but also at home and in society. Examples include limiting and regulating children's cell phone use, as well as supervising and guiding children. Manage children's TV watching, studying, and playing time. The development of technology and its impact on the environment around students has a significant influence on students' personalities. Based on the results of interviews and observations, there are students who bring gadgets to school, which are used to contact their parents to pick them up when they come home from school. Efforts that can be made regarding this problem include the need for schools to provide a policy for storing gadgets in the teacher's office during the learning process at school, which can be taken when you get home from school to contact your parents when you get home from school. So that the student learning process at school is not disturbed.

### ***The Importance of Civic Education***

A comprehensive national education system includes Civic Education. Therefore, the process of educating society is included in the curriculum and teaching at every level of education, from elementary school to graduate school. As long as politics is a product of consensus, Civic education is a means of preparing society to support and strengthen politics in their country. Civic Education cannot conflict with the political system that applies in that country. On the contrary, civics education helps strengthen politics. Becoming a good citizen is the main goal of Civic Education because responsible people contribute to the sustainability of their country<sup>30</sup>.

The aim of Civic Education is to empower and civilize students in the sense that the learning outcomes and processes must enable students to continue their education, broaden their horizons, and develop life skills that are valuable both now and in the future for the nation. The aim of Civic Education is to instill in students an exemplary learning attitude and the ability to produce creative work

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<sup>29</sup> Sari, Yessy Yanita, and Ahmad Kosasih. "MODEL PELIBATAN ORANG TUA DALAM PENDIDIKAN KARAKTER DI LEMBAGA PENDIDIKAN ANAK USIA DINI." In *Prosiding Seminar Nasional Berseri*, pp. 394-411. 2018.

<sup>30</sup> Zulfikar, Muhamad Fikri, and Dinic Anggraeni Dewi. "Pentingnya Pendidikan Kewarganegaraan Untuk Membangun Karakter Bangsa." *JURNAL PEKAN: Jurnal Pendidikan Kewarganegaraan* 6, no. 1 (2021): 104-115.

that reflects the identity of their country while adhering to Indonesian socio-cultural values. The Indonesian education curriculum includes Civic Education, which emphasizes proportional educational elements such as teaching the history of the formation of the nation, the principles of patriotism and love for the homeland, the spirit of protecting the country, and character.

Like Civic Education for Indonesian children outside Indonesia, namely at PPWNI Klang Malaysia. They have the right to receive proper and maximum PPKN learning in order to become good citizens, even though they live in Malaysia. The overall aim of Civic Education is to make every Pancasila citizen aware of his morals and beliefs, as well as the norms and values contained in the 1945 Constitution of the Republic of Indonesia, *Bhinneka Tunggal Ika*, and the Unitary State of the Republic of Indonesia. Therefore, deliberately and methodically, taking into account growth, psychology, and upbringing, encourage students to learn about Indonesia. Indonesian children need to love their homeland even though they don't live there by studying PPKN, which includes indicators of love for their homeland, namely being interested in using authentic goods, appreciating Indonesian culture and natural beauty, memorizing the national anthem, and choosing to go home. Based on this research, the PPWNI guidance studio is a forum for helping the children of Indonesian migrant workers develop a sense of love for their homeland. With incomplete module books and a lack of teachers to handle the large number of students in an effort to increase the character of patriotism in each individual, this will certainly produce less than optimal results.

## **CONCLUSION**

The formation of students' character is very important. With the character of love for the country, children can develop well in accordance with the values of Pancasila, so there is a need for character education in schools, including Civic Education. Students who are said to have the character of love for the country at least have the characteristics of a nationalist or lover of the country, including appreciating the services of national figures and heroes, enjoying using domestic products, appreciating the natural beauty and culture of Indonesia, memorizing the national anthem, and choosing domestic tourism. .

In forming the character of love for one's country, there must be supporting and inhibiting factors in its implementation. Supporting factors are the school principal helping parents to spread the importance of developing the character of patriotism in the community and the school collaborating with class teachers to play an active role in strengthening students' character formation.

Parents play an active role in supporting students' learning processes. Meanwhile, the inhibiting factors are teachers who lack innovation in learning, where students feel bored when studying in class, parents who are indifferent to the student learning process, gadget facilities provided by parents, where students are not yet able to sort content that is appropriate for their age, let alone without adult assistance. Meanwhile, efforts that can be made by teachers include using interesting media such as games, music, and pictures so that students do not get bored. Educate parents about the importance of character education for students. Then, limit and regulate children's cell phone use, as well as supervise and guide children. Manage children's TV watching, studying, and playing time.

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