


## Civic Education in Border: Forms of strengthening nationalism for Indonesian-Malaysian border communities in Sebatik Island

Wahyudi<sup>1\*</sup>, Roro Nanik Setyowati, Rianda Usmi, Mi'rojul Huda

Faculty of Social Sciences and Law, Universitas Negeri Surabaya, Surabaya, Indonesia

<p><b>Keywords</b>  <i>Nationalism, Civic Education, Border Community, Sebatik Island</i></p> <p><b>Article history</b>                  Received: 11 February 2024                  Revised: 21 February 2024                  Accepted: 21 February 2024                  Published: 27 February 2024</p> <p>*Corresponding Author Email:  <a href="mailto:wahyudiwahyudi2@unesa.ac.id">wahyudiwahyudi2@unesa.ac.id</a></p> <p>DOI: 10.20961/Paedagogia.V27i1.84530</p> <p>© 2024 The Authors. This open-access article is distributed under a CC BY-SA 4.0 DEED License</p> 	<p><b>Abstract:</b> The existence of Civic Education in Indonesia has an important and strategic role in the effort to build the character of the nation. Citizens with the Spirit of Nationalism are one form of the nation's character. Civic education is taught from elementary school to college and is called the School of Civic Education (SCE). Civic Education in the Community is called the Community Civic Education (CCE). The existence of civic education in strengthening the nationalism of citizens is also present in the border area, specifically in Sebatik Island Nunukan Regency, North Kalimantan Province, which is directly adjacent to Malaysia. However, people in this region use ringgit money to buy, sell, and use Malaysian products to meet their daily needs, and the alleged existence of dual citizenship is legally prohibited in Indonesia, which shows indications of weakening nationalism. This research uses a Qualitative Approach with the Case study method with the Informant who took a purposive sampling of Government, Community Leaders, Youth Leaders, Teachers, Military, and Journalists. This research aims to find forms of Civic Education for people in border areas of the State to Strengthen Nationalism. The results show that Forms of Strengthening border community nationalism are implemented through Community Civic Education by the Government, Entrepreneurs, Youth, and Media. Meanwhile, the School of Civic Education is implemented by civic Teachers.</p>
<p><b>How to cite:</b> Wahyudi, Setyowati, R. N., Usmi, R., &amp; Huda, M. (2024). Civic Education in Border: Forms of strengthening nationalism for Indonesian-Malaysian border communities in Sebatik Island. <i>PAEDAGOGIA</i>, 27(1), 83-92. Doi: 10.20961/Paedagogia.V27i1.84530</p>	

### INTRODUCTION

Civic education in Indonesia is a National Character Education. Civic Education subjects are taught from elementary school to higher education, which aims to form citizens with an attitude of Nationalism and Patriotism. The civic education curriculum aims to bring about a high sense of nationalism in citizens, strengthen the nation's democracy, and strengthen the sense of patriotism (Ghebru & Lloyd, 2020). Furthermore, Civic education is a tool to maintain and develop democracy. Especially in the era of globalization, civic education gained important advantages (Yoldaş, 2015). Civic education also aims to provide human resources (students) to participate in the future, especially through the knowledge and skills of citizens (Castillo et al., 2015).

The concept of civic education can be divided into two parts: civic education in the classroom and civic education in the community. Civic Education in the Classroom has a curriculum orientation and relevant subject matter, outlining knowledge of the subject matter, the orientation of the curriculum, and its underlying objectives (Nogueira & Moreira, 2012). Civic Education in the Community is given to the general public in various forms to help citizens who are politically engaged and knowledgeable about their country (Reichert & Torney-Purta, 2019). In general, the target segmentation of Civic Education is to include all groups and interests in the community that lead to a mixture of formal and informal approaches, with the main goal of helping students or citizens understand and improve their ability to participate as

good citizens, thus focusing on processes and content, using a variety of tactical and interactive approaches, inside and outside the classroom (Sim et al., 2017). In strengthening nationalism, forms of citizen involvement that can be done include participating in elections, volunteering, engaging organizations, active in associations (Li, 2020).

However, the Indonesian people who are in the Border Area, precisely in Sebatik Island Nunukan Regency, North Kalimantan Province which is directly opposite Tawau City, Sabah Malaysia are indicated to be experiencing a weakening of Nationalism. This is marked by the increasing use of Ringgit Currency and Malaysian Products at some points of the Region which is an Indonesian territory that is one of the problems in the Border area. Borders are geographical objects built largely by the Government to assert the influence of the State in maintaining sovereignty in a region (Durand & Perrin, 2018). Borders become symbols of territorial sovereignty and symbols of territorial identity. This is unavoidable, but the function of a border is to feed each other and cooperate cross-border. This cooperation aims to unite the resources, facilities, and skills (Durand & Perrin, 2018). The current global condition is influenced by increasing economic relations and dependence, so cross-border cooperation occurs in various fields, namely economic, political, sociological, and cultural (Misra, 2013). Globalization and transnationalism are the processes of capital, ideas, and cultural materials throughout the country. However, globalization and transnationalism tend to be different. Globalization is the flow of people at the global level, while transnationalism is the current between countries. Schiller defines transnationalism as the process of moving across borders to build social, economic, and political relationships, as well as the way people connect to people (Thaklong et al., 2019).

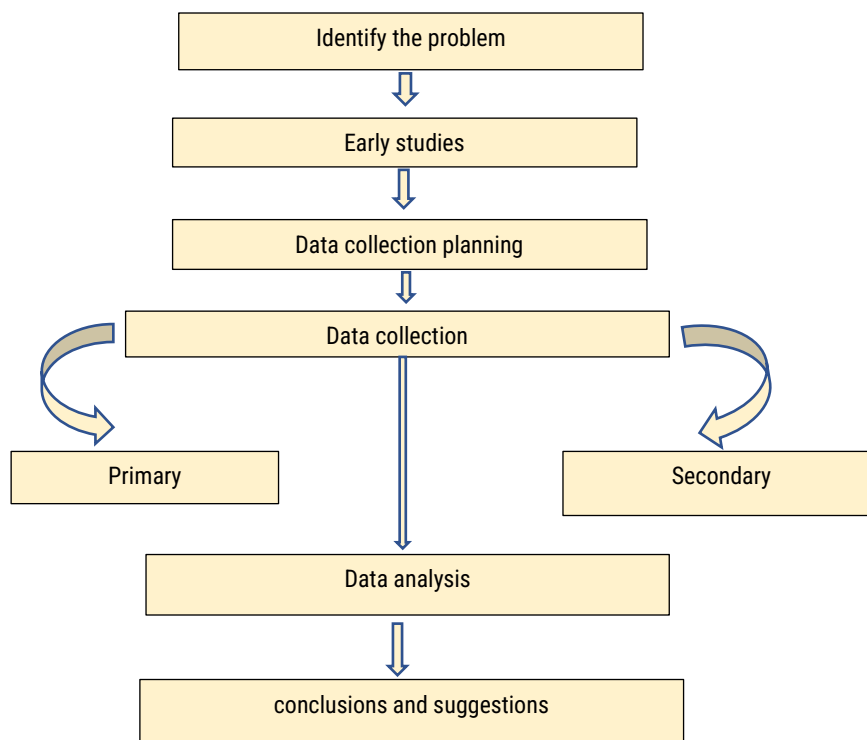
such conditions cause the exchange of goods, ideas, and products across borders to impact economic conditions at the border. It is seen as a geoeconomic threat (Misra, 2013). Borders are always linked to a variety of issues, including migration, illegal activities such as trafficking and sex, smuggling, and other types of organized crime (Misra, 2013). Identity and borders are intertwined. They can be seen as two sides, like one coin. The difference in identity between "we" and "them" is the main basis for determining the borders of the country, so borders create differences in identity (Breitung, 2009). The border as a front porch is built for strategic purposes or areas that are rarely known but have potential problems with adjacent countries (Herdiansyah et al., 2014). Borders are too often placed to get services from the state, and the population seems passive from distant central government, so there is a poor view of border people associated with the border communities opposite it (Parham, 2016). Also, there are indications of citizens who have Dual Citizenship, which is legally prohibited in Indonesia. This is supported by Sebatik's position, which provides easy access to Malaysia. Although dual citizenship does not necessarily lead to increased feelings of having achieved through daily interactions rather than formal citizenship, they always get excommunicated by the nationalists (Ramos et al., 2018). Such interactions are interpreted as a consequence of globalization. However, globalization is also considered a threat to cultural identity, weakening nationalism (Matthews et al., 2018). The border is an area prone to the degradation of Nationalism (Prasetyo, 2021).

Researchers must conduct studies on Forms of Civic Education to strengthen Citizen Nationalism in Malaysian Domination on Sebatik Island through Civic Learning in Schools and Communities. Civic education in various forms of actions and programs contributes to strengthening the nationalism of border communities. This research is designed to examine the nationalism of border communities and efforts to strengthen them from the threat of degradation of nationalism. The phenomenon of border communities using ringgit money, Malaysian products, and dual identities threatens the country's sovereignty. Therefore, it is interesting to raise and examine this issue based on conditions at the border. Some of the problems described and answered by the researchers in this study are, "How are the forms of strengthening nationalism in the Indonesian-Malaysian border communities in Sebatik Island, North Kalimantan Province?".

## METHOD

The stage of field data collection begins with the use of field observations. The observations showed that most people in the border area consisted of Bugis, Javanese, and Timorese, who worked as

Fishermen and Farmers. The border area in Indonesian Jurisdiction is some of the people who use ringgit money as a means of buying and selling transactions, consuming products daily needs from Malaysia, and the existence of "public secrets" of people who have double identity cards, Citizens, especially in the district Sebatik Tengah. This is a unique case in this study. Case Study Research is a series of scientific activities conducted intensively, in detail, and in-depth about a program, event, and activity, whether at the individual level, group of people, institutions, or organizations, to gain in-depth knowledge of the event. Usually, selected events are hereinafter referred to as real-life events, which are ongoing, not past (Bennett, 2015). Then, researchers identified potential informants using in-depth interview methods, observations, and documentation. Of these, 15 informants are classified as research objects. Then, they were analyzed using case study methods to track process and cross-case comparison testing. The logic of case study methods is like the efforts of historians or detectives to conclude patterns in cases and comparisons between them, more intuitive than static inference logic (Bennett, 2015). Observations were made to the local general public, then continued by conducting in-depth interviews with the Head of the Ministry of Defense Office of North Kalimantan, the Head of the National Unity and Political Agency (*Kesbangpol*) Nunukan district, Head of Central Sebatik Subdistrict, Head of East Sebatik Subdistrict, Head of The Movement Community I love Indonesia (*GACI*), Chairman of the Sebatik Scout Community, Chairman of the Sebatik State Defense Forum Community (FBN), Sebatik News Media Journalist and Military Rayon Commander (*Koramil*) Sebatik, Sebatik Businessman and Two Teachers of Civic Education in Sebatik. Observations were made to 3 youth communities, 2 sub-districts, the military, 2 school teachers, and journalists to collect activities and programs using a clear and detailed case study approach from each individual observed and interviewed.



**Figure 1.** Research Flowchart  
Source: processed by researchers, 2024

Regarding the scope of the study area, case studies are limited to a narrow area (micro) because they examine behavior at the level of individuals, groups, institutions, and organizations. The case is also limited to certain cases, in certain places or losses, and within a certain time. Because the coverage area is narrow, case study research is not intended to draw general conclusions or obtain generalizations since it does not require populations and samples. However, for research dissertations, Case Studies are

expected to produce findings that can apply elsewhere if the characteristics and conditions are the same or similar to where the research was conducted, commonly referred to as transferability (Bennett, 2015). All informants participated in this study. Research that applies the Case study approach should observe the social situation and build social interactions and good relationships with informants. The researcher positioned himself as a participant. Researchers are open and say they love being informants. This technique makes researchers feel comfortable and free to answer questions. When making observations, researchers always maintain an attitude to make informants feel comfortable. When informants gather, researchers also join and conduct interviews indirectly. The informants who were given coding data were then interviewed when retrieving field data. The interview question is about the efforts in the form of actions and programs to strengthen their nationalism and their involvement as Indonesian citizens. Informants are interviewed individually in their respective residences. The duration of the interview time is about one. Each interview is recorded and transcribed. During interviews, conversations are conducted informally and naturally with informants.

## RESULT AND DISCUSSION

The results showed that Civic Education conducted for Border Communities on Sebatik Island Indonesia was carried out through Community Civic Education (CCE) by the Government, Community, Entrepreneurs, and Media. Meanwhile, in the school domain, School of Civic Education (SCE) is implemented by educational institutions (schools) to foster Border Peoples' Nationalism, as explained in the table below:

**Table 1.** Forms of Civic Education

No.	Role	Efforts	Forms of Civic Education	The domain of Civic Education
1.	Government	Nationalism Coaching	Lectures and outbound	The Community of Civic Education
2.	Youth Community	Carrying out Nationalism Themed Social Action Conducts Nationalism themed Events	Civic Engagement	The Community of Civic Education
3.	Business	Strengthening the Local Economy	Patriotism Products	The Community of Civic Education
4.	Media	Present nationalism-themed content	Publikasi	The Community of Civic Education
5.	School	Creative and Innovative Civic Education Learning	Focus Group Discussion / Project Citizen	School of Civic Education

Source: processed by Researcher, 2024

Based on the Table can be described that the strengthening of Nationalism in the Indonesia-Malaysia Border area on Sebatik Island is carried out through Civic Education in various forms of actions and programs, namely through the Government, Youth Community, Entrepreneurs, Media, and Schools (*Pentahelix*).

### Government Existence to Strengthening Nationalism

The Development of State Defense Awareness for Civil Society in the Border program by the Indonesian Ministry of Defense arrived to represent the government's presence on Sebatik Island. This program seeks to instill a sense of nationalism and patriotism in its participants. The program is the greatest choice for nations undergoing a process of consolidating their democracy to guarantee that

governments are ready to commit sufficient national resources to support defense, and that the military will back the establishment of civilian control over the military (Sebastian & Gindarsah, 2013). After 12 years, the TNI is a different organization than it was during the Suharto era; it has done a great job adapting to Indonesia's new political and social landscape. Even though the military no longer has as much political authority as it once did, institutionalized reform has given it back some social credibility and a new purpose: protecting Indonesia's sovereignty and territorial integrity from internal and external threats. The National Unity and Political Agency (Bakesbangpol) Nunukan district is one of the region's civilian government entities supporting the program led by the Ministry of Defense, a military institution at the central level. This indicates a tight bond between the armed forces and the civilian sector to prevent state and defense affairs from being reduced to a military matter. Even if Indonesian civil-military relations are thought to fall short of democratic ideals (Sebastian & Gindarsah, 2013)

Then, for two days, the State Defense Awareness Development program was carried out by the local government (Badan Kesatuan Bangsa dan Politik) and the federal government (Ministry of Defense). Presenter lectures were placed indoors on the first day of events, while Bhakti Social and line-up training exercises took place outside on the second. The government believes that its efforts to fortify nationalism at the border have reached their peak; it simply offers encouragement in the form of seminars, coaching programs, and socialization; however, community practice prevails. Furthermore, nationalism-themed Sebatik programs are purportedly directly related to the function of BIN (State Intelligence Agency). In the meantime, Indonesian National Army soldiers in Sebatik, in particular, frequently organize social gatherings and seminars with the locals, indigenous leaders, and community leaders. They then gather schoolchildren or youth leaders and organize talks, seminars, or conversations about state defense to fortify community nationalism, particularly near the border. Because the Indonesian government has enacted two laws about the nation's defense system, military personnel's social interactions with the community are nevertheless governed by civilian authorities. First, Law No. 2/2002 on State Defense governs the Ministry of Defense's institutional relationships with the Indonesian Armed Forces and other government agencies, as well as its role and authority in defense policymaking. It also permits the use of military force, the management of defense resources, and parliamentary oversight. Second, Law 34/2004, which outlines the Indonesian National Army's responsibilities for preserving territorial integrity, upholding state sovereignty, and defending domestic entities against external and internal armed threats. Additionally, it controls the Indonesian military High Command's power and organizational structure. The TNI is not allowed to participate in political or economic activities under this law (Sebastian & Gindarsah, 2013). A democratic society needs its citizens to be well-informed about politics and their nation (Reichert & Torney-Purta, 2019).

### **Youth Community Movement to Strengthening Nationalism**

Several young groups, such as Pramuka, FBN (Forum Bela Negara), and GACI Community (Gerakan Aku Cinta Indonesia), are actively promoting nationalism for border communities. These three organizations are credited with being pioneers in fostering nationalism among young people. It is believed that youth play a significant influence in the national, international, and local landscape, influencing social and cultural norms, institutions, and policies (Visser et al., 2020). GACI (Aku Cinta Indonesia Movement) as one of the Youth communities in Sebatik has the main activity of breaking the record of the largest flag bearer troops in Indonesia on August 17, 2018, which is the day of Indonesian Independence right at *Pelabuhan Panjang Sebatik* which is directly opposite Tawau City, Malaysia. The output to be achieved from these activities is so that border residents have a sense of pride in their country and stimulate the community to love the red and white flag. A series of other activities are seminars, and educational activities to exchange ringgit for rupiah which is part of the process of increasing nationalism. They staged a bazaar to encourage people to convert their ringgit cash to rupiah so that transactions may be conducted in rupiah, particularly given the regulation that governs the issuance of rupiah. They want to demonstrate that living near the border does not imply a lack of national pride. Scouts, as a student community focused on preserving the spirit of patriotism and nationalism among students, are particularly engaged in social service activities, including a combined camp to develop the unity of state defense and love of country. They are constantly promoting the benefits of being a decent, mentally optimistic person.

Scouting specifically mentions that a scout member must meet both general and special competence criteria. From the first watershed to the tenth, there are aspects of the scout dasadharma that must be maintained rather than eliminated. For example, in SKU Pramuka, students are asked to understand the meaning and significance of Pancasila. This is the primary concept for instilling a sense of nationalism and pride in Indonesia. Nationalism taps into powerful emotions like national pride or dread of another country (Laine, 2017).

The Youth led the State Defense Forum at Sebatik. The community works as a strategic partner with the Ministry of Defense. FBN Sebatik focuses on four primary topics and projects, including security and defense programs that address state boundary challenges. The program, which has been realized, entails planting 1,000 trees in pegs 6-7 as a symbol of state border assertion. The installation of the state defense house on peg 5 represents protection from external dangers. The act of painting and putting red and white flags on the pegs of state borders as a symbol of edifying state sovereignty. The giving and installation of red and white flags on every border fishing boat is a symbol of resistance to illegal fishing. Then the Program in economics. Activities carried out in the form of procurement of rupiah love bazaar to prevent the flow of domination and hegemony of Malaysian products continuously. FBN Sebatik held many activities for Bazar Cinta Rupiah (BCR) on August 17 and Youth Pledge Day on October 28. The type of activity is that they sell 100% of the groceries, which are Indonesian products shipped from various donors. Groceries such as rice, sugar, oil, salt, noodles, and others are offered inexpensively. However, purchasers who would buy are compelled to use rupiah in the trade zone, which they name the mandatory zone of rupiah. Even in the trading zone, the FBN committee prepares money changers for buyers who are used to bringing ringgit money to be exchanged for rupiah before shopping. Also, village officials prioritize prospective buyers to the lower middle class through coupons. Coupons are a condition for making a transaction. *FBN Sebatik* held several activities in *Bazar Cinta Rupiah (BCR)* on August 17 and at Youth Pledge Day on October 28. The activity is to sell 100 percent of the groceries, which are Indonesian products that they ship from various donors. Groceries such as rice, sugar, oil, salt, indomie, and others are sold cheaply, but on the condition that buyers who will buy are required to use rupiah in the trading zone, they name the mandatory zone of rupiah. Even in the trading zone, the FBN committee prepares money changers for buyers who are used to bringing ringgit money to be exchanged for rupiah before shopping. Furthermore, village officials prioritize prospective buyers for the lower middle class via vouchers. Coupons are required to complete a transaction. This initiative aims to increase public awareness of domestic grocery products and familiarity with rupiah currency. Then comes the Program in Social Society. This approach focuses on community-helping and caring activities because state defense can only be implemented through effort and intervention. Finally, educational program activities are carried out using the positions of FBN Sebatik cadres, some of whom are teachers, demonstrating their importance in education. With the capital of members who work as teachers, FBN demonstrates its role in education to create the national character and identity of Indonesia for generations of students on the border of Sebatik island through programs that have been implemented, such as the procurement of state defense guided classes (bimbel) and the establishment of an Early Childhood Education (PAUD) Bela Negara school in the corners of Sebatik. Many young people participate in civilian life by working together to address social problems, caring for others in their communities, and advocating for social change, a type of civic engagement. (Ballard et al. 2019). To become active, informed, and engaged citizens, young people must develop a critical understanding of their responsibility as youth and begin to prepare themselves now (Keegan, 2020).

### **Business Development to Strengthening Nationalism**

In the meantime, Sebatik, under Indonesian authority, uses ringgit money in addition to the extensive usage of Malaysian goods. Thus, ringgit money and Malaysian goods have come to symbolize Sebatik Island. This goes against nationalism's central tenet, which is product patriotism. A person's way of living and expressing his sense of national identity through his or her consumption of numerous nationally iconic products is known as "product patriotism." (Spielmann et al., 2020). This upholds the figure of sebatik entrepreneurs, who are also called to develop border community nationalism by opening shopping malls that sell various essential needs for sebatik people that may be bought in Indonesia

(Surabaya). These efforts are intended to balance the circulation of Malaysian products in Sebatik with Indonesian products. They also hire staff in their stores to attract young individuals who do not want to work as laborers in Malaysia. The current 40 or older citizen is a former Malaysian laborer. In the 1970s and 1980s, a group of South Sulawesians migrated outside Kalimantan, with others continuing to Tawau, Sabah, Malaysia. After their success in Malaysia, several returned to Indonesia and picked Sebatik Island to make a living. This mindset is a clear illustration of nationalism. Labor migration is a cyclical phenomenon; with an economic downturn, the flow of workers crossing the country's borders would increase (Nesadurai, 2013). Besides, one of the leading restaurants in Sebatik also fostered the nationalism of border communities by celebrating national days with the concept of restaurant waiters using the dress code of national days, such as during the celebration of Indonesian Independence Day, Bela Negara Day, Indonesian National Army Birthday, and so on. The waitresses wore uniforms following the national day theme accompanied by a banner of national day congratulations. Similarly, dessert appetizers served tart food-themed nationalism. This is part of the restaurant's strategy to reinforce the Borders community's nationalist values. This restaurant serves as a dining option for outside guests participating in Sebatik activities. So this two-story restaurant is a feature of Sebatik today. Furthermore, observations in the field showed that this restaurant became a market leader in the food business in Sebatik. Every day, many customers come to eat at this place. The outside guests doing activities in Sebatik make this restaurant a dining option. So this two-story restaurant is a characteristic of sebatik nowadays. Several National Day activities are celebrated with banners, ornaments, costumes, and dishes. Thus, patriotism is a product of high expression of individual national identity with a sense of pride in its products rather than the products of other countries (Spielmann et al., 2020)

### **Media Effort to Strengthen Nationalism**

Sebatik News is a platform founded by young people in Sebatik. This content is distributed via websites and social media platforms such as Facebook and YouTube. This media focuses on content that strengthens the nationalism of the border community in the digital age. The proliferation of internet-based media has transformed the media landscape. The media has always prioritized nation-building and social cohesiveness. (Tamam & Abdullah, 2015). The founders' spirit of nationalism influenced the early development of a news narrative. The media is not looking for profit but rather to showcase the island of Sebatik to a national audience via social media. They also focus on presenting nationalist content in their performances, such as information about the existence of Sebatik Island's 16 Pillars, which divide the island into two countries and must be maintained. Besides, they are also an advocacy tool related to the coverage of the shortcomings of this region to be known by policymakers. Sebatik News in the observation field is quite popular among the Sebatik community as a means of media information; in addition to YouTube channels, Sebatik News also has a Website and Social Media activities that are often shared with social media groups Sebatik community. They are also used as an advocacy tool to inform officials of the region's problems. Sebatik News, according to field observations, is quite popular among the Sebatik community as a source of media information; in addition to YouTube channels, Sebatik News also has a website and Facebook activity that are frequently shared with social media groups in the Sebatik community. Because of the intriguing themes surrounding the sebatik and its border difficulties, its coverage frequently sparks netizen conversations.

### **Schools' Action to Strengthening Nationalism**

Teachers, particularly Civics Teachers, play a leading role in developing nationalism in education and strengthening nationalism in schools through classroom learning with Civic Education teaching materials, including State Defense. Furthermore, strengthening nationalism is practiced through the rules applied in schools, such as the obligation to use the Indonesian language for students and the obligation to use Rupiah when shopping in the school environment, and then providing liability for those who violate it. Civic education has a curriculum orientation, and relevant subject matter outlines a stronger knowledge of the subject matter and the objectives of the curriculum, as well as the underlying objectives of civic education (Nogueira & Moreira, 2012). Another effort made to facilitate the absorption of learners towards Civic education subjects is the concept of 2-minute Learning, namely a Concept of Thinking while

teaching. He asked the student for a two-minute exposure in front of the student. Then the students discussed a group similar to FGD. Similarly, the learning process in the classroom always applies the habituation of nationalism, namely Before learning Students are required to sing the song Indonesia Raya, as well as when students end up singing national songs. Also, in the learning process and to facilitate student absorption in the classroom with the Curriculum 2013, which is the concept of active student learning, the Drama Simulation method becomes an option where students act as Figures so that children are happy to learn Civic Education so that the context of the material is easily understood. Teachers rely on pedagogical knowledge abilities, namely the capacity to shift a topic or subject and teach effectively, effectively, and engagingly. Civic education necessitates the unique abilities required for effective teaching (Nogueira & Moreira, 2012). Regarding educational approaches, the Minimum Definition of Civic Education emphasizes transferring historical and geographic information, political structures, governmental systems, and law. In contrast, the whole meaning of Civic Education is based on a diverse set of formal and informal ways that allow students to apply their concepts through discussion, debate, project work, and other forms of independent learning (Semela et al., 2013). Teacher confidence is a crucial component influencing classroom practice and can influence students who will become political activists in the future (Reichert et al., 2021).

### **Research Limitations, Advantages, and Recommendations**

This study only looks at the role of Penta helix in strengthening nationalism in the perspective of citizenship. The advantage of this research is that it enriches the conception of Civic Education in strengthening nationalism at the border—research recommendations to become a Penta helix role model in border areas with other countries in Indonesia.

## **CONCLUSION**

Civic Education is divided into two Domains in Penta Helix: the CCE and SCE domains. Domain CCE (Community of Civic Education) is applied to the general public in various forms of action or programs. Meanwhile, curriculum programs apply Civic Education in SCE (School of Civic Education) to school learning. SCE plays a role in strengthening Nationalism at the Border through the Government, Entrepreneurs, Youth Community, and Media. Meanwhile, SCE strengthens Nationalism through Schools with interesting learning methods. Civic Education at the Border forms are carried out through various actions and programs. The government became a symbol of the presence of the state at the border with the Nationalism Building Programs, Entrepreneurs contributed to facing the dominance of Malaysian products and ringgit money with efforts to present shopping centers of Indonesian products, and Youth communities became pioneers of Nationalism at the Border through various community programs, Media showed the role in building Nationalism with Patriotism content and Schools play a role in shaping young citizens through civic education learning in the classroom.

## **ACKNOWLEDGMENTS**

"This journal article is written based on the results of self-funded research. The content is entirely the responsibility of the author."

## **REFERENCES**

- Ballard, P. J., Hoyt, L. T., & Pachucki, M. C. (2019). Impacts of Adolescent and Young Adult Civic Engagement on Health and Socioeconomic Status in Adulthood. *Child Development, 90*(4), 1138–1154. <https://doi.org/10.1111/cdev.12998>
- Bennett, A. (2015). Case Study: Methods and Analysis. In *International Encyclopedia of the Social & Behavioral Sciences: Second Edition* (Second Edi, Vol. 3). Elsevier. <https://doi.org/10.1016/B978-0-08-097086-8.44003-1>
- Breitung, W. (2009). Macau Residents as Border People – A Changing Border Regime from a Sociocultural Perspective. *Journal of Current Chinese Affairs, 38*(1), 101–127.



- <https://doi.org/10.1177/186810260903800106>
- Castillo, J. C., Miranda, D., Bonhomme, M., Cox, C., & Bascopé, M. (2015). Mitigating the political participation gap from the school: the roles of civic knowledge and classroom climate. *Journal of Youth Studies*, 18(1), 16–35. <https://doi.org/10.1080/13676261.2014.933199>
- Durand, F., & Perrin, T. (2018). Eurometropolis Lille–Kortrijk–Tournai: Cross-border integration with or without the border? *European Urban and Regional Studies*, 25(3), 320–336. <https://doi.org/10.1177/0969776417704688>
- Ghebru, B., & Lloyd, M. (2020). From civic to Civic Education: Toward a stronger citizenship orientation in the Ethiopian CEE curriculum. *International Journal of Educational Development*, 72(December 2019), 102143. <https://doi.org/10.1016/j.ijedudev.2019.102143>
- Herdiansyah, H., Soepandji, B. S., Seda, F. S., & Dewi, O. (2014). Conflict Management of Renewable Natural Resources in the Border of Indonesia-Malaysia: Sustainable Environmental Approach. *Procedia Environmental Sciences*, 20, 444–450. <https://doi.org/10.1016/j.proenv.2014.03.056>
- Keegan, P. (2020). Critical effective civic literacy: A framework for attending to political emotion in the social studies classroom. *Journal of Social Studies Research*, 45(1), 15–24. <https://doi.org/10.1016/j.jssr.2020.06.003>
- Laine, V. (2017). Contemporary Russian nationalisms: the state, nationalist movements, and the shared space in between. *Nationalities Papers*, 45(2), 222–237. <https://doi.org/10.1080/00905992.2016.1272562>
- Li, X. (2020). The critical assessment of the youth policy and youth civic engagement in Denmark and three Danish municipalities. *Children and Youth Services Review*, 110(January), 104743. <https://doi.org/10.1016/j.childyouth.2020.104743>
- Matthews, G., Reinerman-Jones, L. E., Burke, C. S., Teo, G. W. L., & Scribner, D. R. (2018). Nationalism, personality, and decision-making: Evidence from an SJT for military multi-national teaming scenarios. *Personality and Individual Differences*, 127(January), 89–100. <https://doi.org/10.1016/j.paid.2018.01.045>
- Misra, S. (2013). Border and Bordering Practices from the Cinematic Lens. *International Studies*, 50(1–2), 35–54. <https://doi.org/10.1177/0020881716654383>
- Nesadurai, H. E. S. (2013). Malaysia's conflict with the Philippines and Indonesia over labor migration: Economic security, interdependence, and conflict trajectories. *Pacific Review*, 26(1), 89–113. <https://doi.org/10.1080/09512748.2013.755360>
- Nogueira, F., & Moreira, A. (2012). A Framework for Civic Education Teachers' Knowledge. *Procedia - Social and Behavioral Sciences*, 47(1990), 1179–1183. <https://doi.org/10.1016/j.sbspro.2012.06.797>
- Parham, S. (2016). The bridge that divides: local perceptions of the connected state in the Kyrgyzstan–Tajikistan–China borderlands. *Central Asian Survey*, 35(3), 351–368. <https://doi.org/10.1080/02634937.2016.1200873>
- Prasetyo, W. H. (2021). *The national identity on the border : Indonesian language awareness and attitudes through multi-ethnic community involvement*. September 2020, 1–15. <https://doi.org/10.1002/jcop.22505>
- Ramos, C., Lauzardo, P., & McCarthy, H. (2018). The symbolic and practical significance of dual citizenship: Spanish-Colombians and Spanish-Ecuadorians in Madrid and London. *Geoforum*, 93(April), 69–78. <https://doi.org/10.1016/j.geoforum.2018.05.007>
- Reichert, F., Lange, D., & Chow, L. (2021). Educational beliefs matter for classroom instruction: A comparative analysis of teachers' beliefs about the aims of civic education. *Teaching and Teacher Education*, 98, 103248. <https://doi.org/10.1016/j.tate.2020.103248>
- Reichert, F., & Torney-Purta, J. (2019). A cross-national comparison of teachers' beliefs about the aims of civic education in 12 countries: A person-centered analysis. *Teaching and Teacher Education*, 77, 112–125. <https://doi.org/10.1016/j.tate.2018.09.005>
- Sebastian, L. C., & Gindarsah, I. (2013). Assessing military reform in Indonesia. *Defense and Security Analysis*, 29(4), 293–307. <https://doi.org/10.1080/14751798.2013.842709>
- Sim, J. B. Y., Chua, S., & Krishnasamy, M. (2017). "Riding the citizenship wagon": Citizenship conceptions of social studies teachers in Singapore. *Teaching and Teacher Education*, 63, 92–102.

- <https://doi.org/10.1016/j.tate.2016.12.002>
- Spielmann, N., Maguire, J. S., & Charters, S. (2020). Product patriotism: How consumption practices make and maintain national identity. *Journal of Business Research*, 121(May), 389–399. <https://doi.org/10.1016/j.jbusres.2018.05.024>
- Tamam, E., & Abdullah, A. N. (2015). Malaysian journalists' perceptions on the role of the media. *Social Science Journal*, 52(1), 46–53. <https://doi.org/10.1016/j.soscij.2014.08.004>
- Thaklong, N., Leepreecha, P., Wittayapak, C., & Mangkang, C. (2019). Trans-national education system for students from the Mekong region Thai Universities. *Asian Journal of University Education*, 15(1), 2–19.
- Visser, M. A., Mullooly, J., & Campos-Melchor, P. (2020). Diversifying, transforming, and last resorts: The utilization of community based youth serving organizations in the construction of livelihood strategies by disconnected youth in rural America. *Journal of Rural Studies*, 80(July), 328–336. <https://doi.org/10.1016/j.jrurstud.2020.10.005>
- Yoldaş, Ö. B. (2015). Civic Education and Learning Democracy: Their Importance for Political Participation of Young People. *Procedia - Social and Behavioral Sciences*, 174(286), 544–549. <https://doi.org/10.1016/j.sbspro.2015.01.703>