Citizenship Education in Indonesia is a National Character Education. Citizenship Education subjects are taught from elementary school to higher education, which aims to form citizens with an attitude of Nationalism and Patriotism. The citizenship 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, Citizenship education is a tool to maintain and develop democracy. Civic education has gained important advantages, especially in the era of globalization (Yoldaş, 2015). Citizenship education also aims to provide human resources (students) to participate in the future, primarily through the knowledge and skills of citizens (Castillo et al., 2015).

The concept of citizenship education can be divided into two: citizenship education in the classroom and citizenship education in the community. Citizenship Education in the Classroom has a curriculum orientation and relevant subject matter outlining knowledge of the subject matter and orientation of the curriculum and its underlying objectives (Nogueira & Moreira, 2012). Citizenship Education in the Community is Citizenship Education given to the general public in various forms to help citizens who are politically engaged and knowledgeable about their country realize they are citizens (Reichert & Torney-Purta, 2019). In general, the target segmentation of Citizenship Education is to include all groups and interests in the community that lead to a mixture of formal and informal approaches, with
the primary 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, and being active in associations (Li, 2020).

However, the Indonesian people 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. This Indonesian territory is one of the problems in the Border area. Borders are geographical objects mainly built 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 of (Durand & Perrin, 2018). Increasing economic relations and dependence influence the current global condition, 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 moving across borders to build social, economic, and political relationships and how 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 primary 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 with Dual Citizenship, which is legally prohibited in Indonesia. This is supported by Sebatik’s position, which has 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 permanently get excommunicated from the nationalists (Ramos et al., 2018). Such interactions are interpreted as a consequence of globalization. However, globalization also threatens cultural identity, weakening nationalism (Matthews et al., 2018). The border is an area prone to the degradation of Nationalism (Prasetiyono, 2021).

Researchers need to conduct studies on Forms of Citizenship Education to strengthen Citizen Nationalism in Malaysian Domination on Sebatik Island through Citizenship Education Learning in Schools and Communities. Citizenship 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 efforts to strengthen nationalism are carried out at the border through Citizenship education?”

METHOD

The stage of field data collection begins with the use of field observations (Figure 1). 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 called 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 Sebatik Citizenship Education. Observations were made to 3 youth communities, two sub-districts, the military, two 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

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 some instances, in certain places or losses, and within a specific time. Because the coverage area is narrow, Case Study research is not intended to draw conclusions in general 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. When retrieving field data, the informants given coding data are then interviewed. The interview question is determined by the efforts in the form of actions and programs to strengthen their nationalism and then 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 of the study showed that Citizenship Education carried out for Border Communities on The Island of Sebatik, Indonesia, was carried out through Community Citizenship Education (CCE) carried out by the Government, Community, Employers, and Media, and the domain school of Citizenship Education (SCE) implemented by educational institutions (schools) to foster Border Community Nationalism, as described in the table below:

Table 1. Forms of Citizenship Education

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

Source: processed by Researcher, 2024

Based on the Table, the strengthening of Nationalism in the Indonesia-Malaysia Border area on Sebatik Island is carried out through Citizenship Education in various actions and programs, namely through the Government, Youth Community, Entrepreneurs, Media, and Schools.

**Government Existence to Strengthening Nationalism**

First, the Indonesian Ministry of Defense, as a military institution in the central government, became a symbol of the Government's presence on Sebatik Island through a program called the Development of State Defense Awareness for Civil Society in the Border. This program aims to shape the spirit of patriotism and nationalism of citizens. The program is the best option for countries with an ongoing process of democratic consolidation to ensure that the implementation of civilian control over the military is supported by governments willing to provide adequate national resources to assist defense and the military (Sebastian & Gindarsah, 2013). The TNI is undoubtedly a different institution from the Suharto era over the past 12 years; it has adapted very well to Indonesia's new political and social climate. Although the military's political prerogative has been significantly reduced, institutionalized change has allowed it to regain some of its standing in society and find a new role in defending Indonesia's sovereignty.
and territorial integrity against foreign and domestic threats. (Sebastian & Gindarsah, 2013). The program spearheaded by the Ministry of Defense as a military institution at the central level is supported by civilian government institutions in the region, namely the National Unity and Political Agency (Bakesbangpol) Nunukan district. This marks a close relationship between the civil and military. So that the affairs of defense and state defense do not become a mere military affair. Although civil-military relations in Indonesia are considered far from the expectations of democracy (Sebastian & Gindarsah, 2013)

Then, the State Defense Awareness Development program implemented by the central government (Ministry of Defense) and local government (Badan Kesatuan Bangsa dan Politik) lasted two days. The first day of activities focused on indoor activities, namely lectures from presenters, while the second day was held outdoors, namely Bhakti Sosial and line-up training activities. The government considers that efforts to strengthen nationalism at the border are maximal; the government only provides stimulation through coaching programs, seminars, and socialization, but the practice is in the community. Besides, nationalism-themed programs in Sebatik are said to have a direct connection with the role of BIN (State Intelligence Agency). Meanwhile, in particular, Indonesian National Army soldiers in Sebatik often hold seminars or social communication with the community, community leaders, and indigenous leaders, then gather students from schools or youth leaders by conducting seminars, communication, or discussions - discussions about state defense to strengthen community nationalism, especially at the border. The involvement of military personnel in social relations with the community remains under civilian control because the Indonesian government has implemented two laws on the Country's defense system. First, Law No. 2/2002 on State Defense regulates the role and authority of the Ministry of Defense in defense policymaking, as well as its institutional relations with the Indonesian Armed Forces and other government agencies, authorizing the use of military force, management of defense resources, and parliamentary supervision. Second, Law 34/2004 on the role of the Indonesian National Army is to maintain state sovereignty and territorial integrity and protect national entities from armed threats both inside and outside. It also regulates the organizational structure and authority of the Indonesian military High Command. This law prohibits the involvement of the TNI in political and economic activities (Sebastian & Gindarsah, 2013). A democratic society requires citizens involved in politics who know much about their country (Reichert & Torney-Purta, 2019).

Youth Community Movement to Strengthening Nationalism

Besides, several youth organizations in the region actively strengthen nationalism for border communities, including the GACI Community (Gerakan Aku Cinta Indonesia), FBN (Forum Bela Negara), and Pramuka. The existence of these three organizations is seen as a pioneer in raising the spirit of Nationalism from the Youth. Youth is seen as having a significant role in the global, national, and regional scene, including institutions, policies, and social and cultural norms (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 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 held a bazaar to stimulate people to change their ringgit currency to rupiah so that the transactions could use rupiah, especially with the regulation regulating the rupiah issue. They want to show that people living on the border don't mean they have limited nationalism. Scouts, as a student community that has been concentrated on maintaining the spirit of patriotism and nationalism among students, are very active in social service activities, a joint camp to foster the togetherness of the state defense and love of the country. They're always campaigning positively about being a good, mentally positive person. Specifically, in scouting, it is mentioned that a scout member must have general and special proficiency requirements. There are points about the scout dasadharma that must be run, not just phased out, from the first watershed to the tenth. For example, at the point of SKU Pramuka, students are asked to know the meaning of Pancasila. This is the central doctrine in fostering a sense of nationalism and pride in Indonesia. Nationalism harnesses strong emotions such as national pride or fear of another

The Youth spearheaded the State Defense Forum in Sebatik. The community is a strategic partner of the Ministry of Defense in the community. **FBN Sebatik** focuses on four main issues and programs: Programs in the Field of Security Defense Through Concern on State Boundary Issues. The program that has been implemented is planting a thousand trees in pegs 6-7 to affirm state borders. Establishing the state defense hut right on Peg 5 symbolizes guarding the threat against the outside. Painting and installing red and white flags on the peg of state borders symbolizes the edification of state sovereignty. Red and white flags are given and installed on every border fishing boat to symbolize 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 several activities in **Bazar Cinta Rupiah (BCR)** on August 17 and at the **Youth Pledge Day** on October 28. The form of activity is that they sell 100 percent of the groceries, which are Indonesian products that they ship from various donors. Groceries such as rice, sugar, oil, salt, 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. Also, village officials prioritize prospective buyers to the lower middle class through coupons. Coupons as a condition to make a transaction. **FBN Sebatik** held several activities in **Bazar Cinta Rupiah (BCR)** on August 17 and at the Youth Pledge Day on October 28. The form of activity is that they 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. Besides, prospective buyers are prioritized by the lower middle class through coupons given by village officials. Coupons as a condition to make a transaction. Through this activity, the public is expected to become more familiar with domestic grocery products and get used to using rupiah currency. Then, The Program in the Field of Social Society. This program focuses on helping and caring for community activities because state defense can be implemented through real work and intervention. The last is the education program. The activities utilizing the position of FBN Sebatik cadres, some of whom are teachers, show their role in education. With the capital of members who work as teachers, FBN shows 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 Youths participate in civilian life by joining others to solve social problems, caring for others in their communities, and striving for social change, a form of civic engagement. (Ballard et al., 2019). To become active, informed, and engaged citizens, young people must develop a critical awareness of their role as youth so they can prepare themselves from this moment on (Keegan, 2020).

**Business Development to Strengthening Nationalism**

Meanwhile, the widespread use of Malaysian products is accompanied by the use of ringgit currency in Sebatik, which is in Indonesian jurisdiction. As a result, Malaysian products and ringgit money have become icons of Sebatik Island. This is contrary to the principle of Nationalism, namely product patriotism. Product patriotism is an expression of how a person lives and expresses his national identity through various consumptions of nationally iconic products (Spielmann et al., 2020). This underlies the figure of batik entrepreneurs who are also called to foster the nationalism of border communities by opening shopping centers that sell various basic needs of batik people that can be obtained from Indonesia (Surabaya). Such efforts are to offset the circulation of Malaysian products in Sebatik with Indonesian Products. Also, they employ employees in their stores to attract young people not to work in Malaysia as laborers. The current citizen aged 40 years and above is a former Laborer in Malaysia. In the ’70s–’80s, a group of South Sulawesians traveled overseas to Kalimantan, some continuing to Tawau, Sabah, Malaysia. After the success in Malaysia, some returned to Indonesia and chose Sebatik Island as...
a place to make a living. This attitude is a concrete example of nationalism. The phenomenon of labor migration is a cyclonic phenomenon; with the economic downturn in a country, the flow of workers crossing the country's borders will 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 way of reinforcing the nationalism of the Borders community. Furthermore, observations in the field showed that this restaurant became a kind of market leader for 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. Also, on the backside of this restaurant, there is a play area (Playground), which is unique is the mini train of children, four cars left-right inscribed with messages of nationalism, including "I Love Indonesia," "I am proud of Indonesia," "I am an Indonesian child", "NKRI", "Nationalism" and "Bela Negara (State Defense)". This is part of the restaurant's way of reinforcing the nationalism of the Borders community. Furthermore, observations in the field showed that this restaurant became a kind of market leader for 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**

Then, Sebatik News is a medium pioneered by young people in Sebatik. This media moves through websites, social media, Facebook, and Youtube. This media focuses on content that builds the nationalism of the Border community in digital progress. The growth of internet-based media has changed the media landscape. The media has traditionally focused on nation-building and social cohesion. (Tamam & Abdullah, 2015). The beginning of the formation of a news story was motivated by the spirit of Nationalism of its founders. The media is not chasing profit but aims to introduce the island of Sebatik nationally on social media. They also concentrate on publishing nationalist content in their shows, such as information on the existence of the 16 Pillars on Sebatik Island that divide the island into two countries so that it 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. Also, they are an advocacy tool related to the coverage of the shortcomings of this region to be known by policymakers. Sebatik News, in the observation in the 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 Facebook activities that are often shared with social media groups Sebatik community. Their coverage often invites netizen discussions because of the exciting themes surrounding the sebatik and its border issues.

Lastly, The Development of Nationalism in Education (School) is carried out by Teachers, mainly pioneered by Citizenship Education Teachers. They are strengthening Nationalism conducted in Schools through Learning in the Classroom with teaching materials of Citizenship Education containing State Defense. Besides, strengthening Nationalism is practiced through the rules applied in schools, including the obligation to use the Indonesian language in schools for students and the obligation to use Rupiah when shopping in the school environment, and then providing liability for those who violate it. Citizenship Education has a curriculum orientation, and relevant subject matter outlines a more robust knowledge not only of the subject matter and the objectives of the curriculum but also of the underlying objectives of Citizenship Education (Nogueira & Moreira, 2012). Another effort made to facilitate the absorption of
learners towards citizenship 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, and students end up singing national songs. Also, in the learning process and to facilitate the absorption of students in the classroom with the Curriculum 2013, which is the concept of active student learning, in the learning process the Drama Simulation method becomes an option where students act as Figures so that children are happy to learn Citizenship Education so that it is easy to understand the context of the material. Teachers rely on pedagogical knowledge skills, namely their ability to change a particular topic or subject and teach in a practical, helpful, and exciting way. Citizenship Education requires the skills necessary for effective teaching (Nogueira & Moreira, 2012). Regarding pedagogical approaches, the Minimum Definition of Citizenship Education focuses on transmitting historical and geographic knowledge, political structures, systems of government, and law. In contrast, the maximum meaning of Citizenship education depends on a broad combination of formal and informal approaches that create opportunities for students to use their ideas through discussion, debate, project work, and other forms of independent learning (Semela et al., 2013). Teacher confidence is a significant factor guiding classroom practice, which can affect students who will become political actors 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 from the perspective of citizenship. The advantage of this research is that it enriches the conception of citizenship 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
Citizenship Education is divided into two Domains, namely the CCE and SCE domains. Domain CCE (Community of Citizenship Education) is Citizenship Education that is applied to the general public in various forms of action or programs. Meanwhile, Citizenship Education in the domain of SCE (School of Citizenship Education) is Citizenship Education that is applied to learning in schools through curriculum programs. SCE plays a role in strengthening Nationalism at the Border through the Government, Entrepreneurs, the Youth Community, and the Media. Meanwhile, SSE strengthens Nationalism through Schools with interesting learning methods. Forms of Citizenship Education at the Border are carried out in 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; 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.

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