

## STRENGTHENING NATIONALISM AMONG CHILDREN OF MIGRANT WORKERS IN MALAYSIA

**Oksiana Jatiningsih<sup>1\*</sup>, Muhammad Arief Maulana<sup>2</sup>, Muhlis Fajar Wicaksana<sup>2</sup>, Dwi Anggraeni Siwi<sup>2</sup>, Husnul Khotimah<sup>3</sup>**

<sup>1</sup>Pendidikan Pancasila dan Kewarganegaraan, FISIPOL, Universitas Negeri Surabaya  
Jl. Ketintang, Kec. Wonocolo, Kota Surabaya, Jawa Timur 60231-Indonesia

<sup>2</sup>Universitas Veteran Bangun Nusantara, Jawa Tengah - Indonesia

<sup>3</sup>Institut Agama Islam Negeri (IAIN) Kediri, Jawa Timur - Indonesia

\*Corresponding Author: [oksianajatiningsih@unesa.ac.id](mailto:oksianajatiningsih@unesa.ac.id)

### Article history:

Received: April 2024

Revised: April 2024

Accepted: April 2024

**ABSTRACT** Nationalism is one of the important issues faced by the children of migrant workers in the era of globalization. This is not only because of the long distance from the birth of Indonesian nationalism and being in a foreign country where their parents worked, but also because of technological advances that can facilitate them in getting information, which may be counterproductive to strengthening their nationalism. Therefore, the problem to be answered is how to strengthen the nationalism of the children of Indonesian migrant workers? This Community Service activity was carried out in a hybrid manner (a combination of offline and online) on Sunday 26 May 2024 at the Indonesian School Kuala Lumpur (SIKL) from 8.00 to 16.00. The number of participants in this service activity was 113 Indonesian migrant workers in Malaysia, including seven foreign migrant workers who also attended and were active until the event was over. This activity is the result of collaboration between 82 universities in Indonesia which is facilitated by the NGO SHARING with international institutions in Malaysia, namely the Management of the Nahdatul Ulama Special Branch (PCINU) Malaysia, the Indonesian Student Association (PPI) Sultan Idris Education University (UPSI), the Embassy of the Republic of Indonesia ( Indonesian Embassy) Kuala Lumpur and Indonesian School Kuala Lumpur (SIKL). In general, the method of implementing community service activities is dynamic, responsive and inclusive. Apart from offline material, material is delivered online via zoom. The main method used is counselling followed by discussion. Participants were very enthusiastic about receiving the material. This socialization of nationalist education makes parents aware of the important role of continuously instilling Indonesian values and love of the nation and state. This is very important so that children do not feel alienated from their nation and still have pride as Indonesians, have self-confidence and enthusiasm to develop their potential to the maximum to achieve a better life in the future.

**KEYWORDS:** Nationalism, Nationalism Education, Children Of Migrant Worker, Migrant Worker Of Indonesia.

## 1. INTRODUCTION

Globalization has had a significant impact on social, economic and cultural dynamics in various countries, including Indonesia. One striking phenomenon is labour mobility between countries, including Indonesia as one of the largest sending countries of labour to various countries in the world, including Malaysia. Based on data from the National Agency for the Placement and Protection of Indonesian Workers (BNP2TKI), thousands of Indonesian migrant workers (PMI) leave for Malaysia every year to seek a better life for their families back home. This condition not only has an impact on economic aspects, but also has complex social implications, especially for the children of migrant workers. economic aspects, but also has complex social implications, especially for the children of migrant workers.

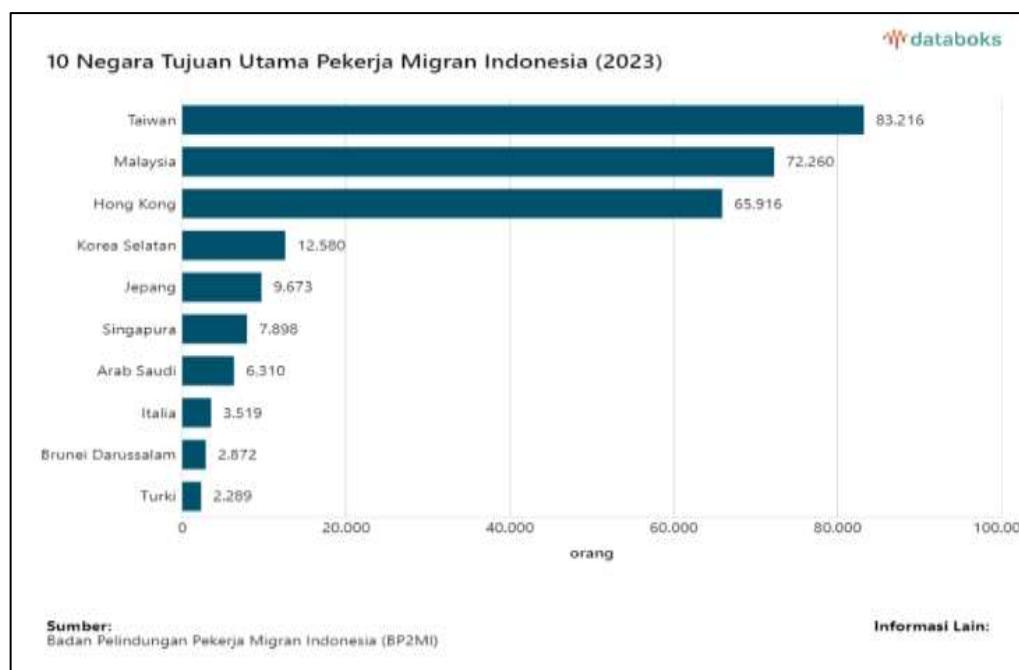


Figure 1. Ten Destination Countries for Indonesian Migrant Workers

Children of Indonesian migrant workers in Malaysia often face great challenges in maintaining their cultural identity and nationalism. Separated from their homeland and experiencing a socialization process in a different country, these children have the potential to experience identity confusion and cultural alienation. This is exacerbated by their lack of access to adequate formal education and a curriculum that emphasizes Indonesian national values. Apart from that, advances in communication technology also create opportunities for this influence to occur for migrant children as the millennial generation (Fathy, 2021). As the nation's next generation, strengthening nationalism in PMI children is important to ensure they still have emotional ties and pride in Indonesia even though they are in another country.

Nationalism, according to Kohn (1944), is a collective consciousness that connects individuals with their nation, as well as the desire to maintain a unique national identity. Referring

to Soekarno's view, nationalism is the personal and collective awareness and decision of the population of a country to identify themselves as a nation or nation (Supratiknya, 2018; Mangunwijaya, 1999). Nationalism plays an important role in building awareness and pride in national identity and fostering solidarity among fellow citizens. In the context of increasingly intensive globalization, nationalism helps strengthen national identity and prevent the erosion of local culture due to massive foreign cultural influence (Smith, 1991).

Globalization can have a negative impact on the nationalism of children of migrant workers through several mechanisms. Each generation has different values, characters and orientations (Smith & Nichols, 2015). This difference is influenced by many things, which are mainly caused by technological advances. First, globalization brings in various foreign values and cultures that can blur children's national identity. Exposure to global media, pop culture, and foreign values through the internet and television can cause children to be more familiar with global culture than their own culture (Appadurai, 1996). This condition can cause an identity crisis where children feel alienated from their cultural roots. Second, the children of migrant workers often grow up in an environment that does not fully support the strengthening of Indonesian national values. In Malaysia, PMI children may face discrimination and social stigma that makes them feel inferior and less proud of their national identity (Hugo, 2002). Social interactions in an environment that is less accepting can weaken their emotional ties to their homeland.

Third, the lack of access to adequate formal education and a curriculum that emphasizes Indonesian national values also contributes to the weakening of nationalism. Education is the main tool in forming national identity and instilling national values (Hyman, 1959; Greenstein, 1965). However, in migrant environments, access to quality education is often limited, and the available curriculum may not support strengthening Indonesian national identity.

For the children of Indonesian migrant workers in Malaysia, nationalism has a very important meaning. In the midst of globalization, nationalism serves as an identity anchor that helps these children maintain a connection to their homeland. According to Anderson (1983), nationalism allows individuals to feel deep ties to the imaginary community of their nation, even when they are far from their homeland. This is very relevant for PMI children who are in culturally and socially different environments. Nationalism can create a desire in children to realize: unity, integrity, independence, authenticity and national honour.

The literature shows that education plays a crucial role in forming and strengthening a sense of nationalism. According to political socialization theory, children learn and internalize national values, norms, and identities through their interactions with socialization agents such as family, school, and mass media (Hyman, 1959; Greenstein, 1965). In the context of PMI children in

Malaysia, the role of family and diaspora communities is becoming increasingly important as a substitute for limited formal socialization agents. Apart from that, informal education through cultural activities and community organizations also has a significant contribution in instilling nationalist values (Zimmerman, 2006; Portes & Rumbaut, 2001).

Facts about the quality of nationalism among young people today show that there are challenges and opportunities. According to research conducted by Haryanto (2018), there is a tendency to weaken the sense of nationalism among young people due to the strong influence of globalization. Young people tend to be more exposed to global culture, which often clouds their understanding and appreciation of their own culture and national identity. In the current global era, the obstacles to nationalism are: Loss of cultural identity due to living abroad, influence of dominant foreign culture, limited access to education and information about Indonesia, and alienation from the Indonesian community.

However, there is also research that shows that there is still a segment of young people who have a strong sense of nationalism. A study conducted by Nugroho & Adiwilaga (2020) revealed that participation in cultural activities, education that emphasizes history and national values, and involvement in youth organizations can strengthen the sense of nationalism among young people. Those who are actively involved in these activities tend to have a greater sense of pride in their national identity and have a stronger commitment to advancing the nation.

Children of Indonesian migrant workers in Malaysia often face great challenges in maintaining their cultural identity and nationalism. Globalization has negative impacts through the influx of foreign cultures, a less supportive social environment, and limited access to adequate formal education. However, with the right strategies such as education that emphasizes national values and participation in cultural activities, the sense of nationalism in young people can be maintained and strengthened. Loss of cultural identity due to living abroad, the influence of a dominant foreign culture, limited access to education and information about Indonesia, or feelings of isolation from the Indonesian community are some of the challenges that may occur in migrant children. If left unchecked, this will erode and hinder the growth of nationalism among migrant children. Because they are not only far from the historical time when the important moment of nationalism grew, but also far from Indonesia as a region where it grew and developed.

Nationalist education is an important aspect in forming national identity and the character of the younger generation. In the era of globalization, where the flow of information and foreign culture enters easily, nationalist education becomes increasingly crucial to ensure that the younger generation remains proud and loyal to their nation and country. Why is nationalist education important? The children of Indonesian migrant workers face a number of challenges that are

complex and often not easy to overcome, namely: (1) Nationalism provides National Identity: Helping children recognize and be proud of their origins. (2) Culture and Tradition: Ensuring the continuity of Indonesian culture and traditions. (3) National Unity and State Sovereignty: Ensure that children maintain their integrity as children of the nation. (4) Emotional Connection: Helps children feel connected to their homeland, which is important for their emotional well-being.

The first challenge they face is losing their cultural identity, because they live abroad. As children grow and develop in different cultural environments, they tend to experience cultural dissonance. They may feel disconnected from their cultural roots, which can result in a loss of a sense of belonging to Indonesian culture. Research shows that migrant children often have difficulty retaining their native language and customs, which are important components of cultural identity.

Apart from that, the influence of dominant foreign culture is also a big challenge. Children living abroad are exposed to norms, values and lifestyles that are different from Indonesian culture. This foreign cultural dominance can influence the way children think and behave, so that they may identify more with the culture where they currently live than with their culture of origin. Studies by Berry, et al (2006) and Vedder (2005) regarding acculturation show that migrant children often experience identity conflicts when they have to balance their culture of origin with the culture of their country of residence. Portes and Rivas (2011) stated that migrant children need assistance so that they can continue learning.

The third challenge is limited access to education and information about Indonesia. In many countries, school curricula do not include education about Indonesia in depth. This results in the children of migrant workers having limited knowledge of Indonesian history, geography and culture. The lack of relevant educational materials and supporting information media also worsens this condition. This limited access not only hinders their understanding of Indonesia, but can also reduce their sense of pride and love for their homeland.

The fourth challenge is isolation from the Indonesian community. In some countries, the Indonesian community may not be very large or widespread, making it difficult for children to connect with other Indonesian children. This isolation can lead to feelings of loneliness and alienation, which negatively impacts their social and emotional development. Isolated communities also mean children have fewer opportunities to celebrate national holidays, take part in cultural activities, or speak everyday Indonesian.

In general, these challenges require serious attention and intervention from parents, educators, and the government to ensure that children of migrant workers can maintain their cultural identity, remain connected to their cultural roots, and grow into individuals who are proud of their cultural

heritage. Several previous studies provide in-depth insight into the strategy and effectiveness of nationalist education.

There are several ways that can be done to instil or strengthen children's nationalism. Wibowo & Setiawan (2020) highlight the importance of national history education in forming students' national identity in Indonesian schools. History lessons delivered well can foster a sense of pride and historical awareness in children. This research shows that students who have a good understanding of national history tend to have a stronger sense of nationalism.

Rahmawati & Santosa (2019) revealed the implementation of character and nationalism education in several high schools in Jakarta. The results of his research show that character education programs that are integrated with nationalist values can effectively instil a sense of love for the country and national pride among students. This article also identifies various challenges faced in implementing the program, including a lack of training for teachers and limited resources.

Hasan & Dewi (2018) who discussed the effectiveness of citizenship education in promoting nationalism among high school students, revealed that citizenship subjects taught using participatory and interactive methods were more effective in increasing a sense of nationalism compared to traditional teaching methods. Students who are actively involved in civic discussions and activities show significant improvements in their understanding and appreciation of national values.

Nationalist education must be based on multicultural education. Surya & Nugraha (2021) who examine how multicultural education can be used to strengthen nationalism among high school students, reveal that by introducing the diversity of Indonesian culture and instilling a sense of mutual respect, multicultural education can help students understand and appreciate the diversity that exists in Indonesia, thereby strengthening a sense of national pride. The study also found that students involved in multicultural education programs showed higher levels of nationalism.

Family and parents play an important role in the nationalist education process for children. Yulianti & Hermawan (2021) examine the role of parents in supporting nationalist education through extracurricular activities at school. He found that parental involvement in extracurricular activities related to national culture and history can strengthen children's sense of nationalism. Apart from that, support and encouragement from parents to take part in these activities also plays an important role in increasing children's participation. Bozdag (2020) revealed that regarding the heritage cultural orientation of migrant children, to strengthen their mainstream cultural orientation and to facilitate the acculturation process, social support from the family, and the quantity and quality of social contacts must be increased.

Several other studies show the important role of parents in providing nationalist education for their children. In the era of globalization, where the flow of information and foreign culture is very easy to access, the role of parents becomes increasingly important to ensure that children remain proud and loyal to their nation and country. Sudarmanto & Wijaya (2020) studied how parents influence the development of teenagers' national identity. It was further argued that parents who are actively involved in discussions regarding national history, culture and national values can significantly increase the sense of nationalism in their children. This research also shows that the example given by parents in terms of pride and loyalty towards the country greatly influences teenagers' nationalistic attitudes. Nugroho & Rahmawati (2019) highlight the role of parents in shaping nationalism in elementary school-aged children in the digital era. He emphasized the importance of parents being role models in loving and appreciating Indonesian culture and history. He also revealed that parents who limit the use of gadgets and direct their children to interact more with their family and the surrounding environment can help instil nationalist values. Sari & Prasetyo (2018) discussed the impact of the family environment on nationalist attitudes among high school students. The research results show that families who have a supportive environment, such as regular discussions about national issues and participation in national activities, can increase their children's sense of nationalism. It was also stated that open communication between parents and children is very important in this process.

What about nationalist education for children in migrant families? Families of Indonesian migrant workers in countries such as Malaysia, Saudi Arabia and Hong Kong face their own challenges in maintaining their national identity, especially their children. The role of parents in their children's nationalist education is very important to ensure that their children have a sense of pride and loyalty towards Indonesia even though they are abroad. Rahmawati & Setiawan (2020) explored the strategies used by parents of Indonesian migrant workers in Malaysia to instill national identity in their children.

The author found that parents who are active in teaching Indonesian, introducing Indonesian culture through stories, music and food, and encouraging participation in Indonesian community activities in Malaysia can help strengthen their children's sense of nationalism. This research also shows that a supportive community environment plays an important role in this process. Puspitasari & Nugroho (2019) who studied how parents of Indonesian migrant workers in Hong Kong educate their children about nationalism, revealed that parents invite their children to be active in Indonesian community activities, such as celebrating national holidays and cultural class, succeeded in instilling a sense of love for the country and national pride. This article also emphasizes the important role of the community in supporting parents' efforts.

Syafitri & Kartika (2021) explored the implementation of nationalist education by parents of Indonesian migrant workers in Taiwan. He found that parents who limit their children's exposure to foreign media and replace it with Indonesian language media, and who are active in teaching Indonesian history and culture, can increase children's sense of nationalism. This article also emphasizes the importance of active involvement of parents in Indonesian community activities in Taiwan. Wulandari & Harsono (2018) who discuss the challenges faced by the children of Indonesian migrant workers in Saudi Arabia in forming a national identity show that the different social and cultural environment in Saudi Arabia often makes it difficult for children to maintain their national identity. However, parents who consistently introduce Indonesian cultural values through folklore, films and religious activities can help strengthen their children's sense of nationalism.

Based on previous research studies, it can be learned that apart from school (formal education), parents have a very important role in strengthening nationalist values in their children. Armed with this, this article offers strategies that parents can use to strengthen nationalism in their children at PMI in Malaysia. Through an interdisciplinary approach that combines the perspectives of education, sociology and migration studies, it is hoped that this article can provide theoretical and practical contributions in the development of policies and programs that can help PMI children maintain and strengthen their children's nationalism. Thus, it is hoped that this effort will not only strengthen the children's emotional ties with Indonesia, but will also equip them with strong national values for their future as Indonesian citizens in the midst of globalization.

## **2. METHOD**

This Community Service activity is carried out in a hybrid manner (combination of offline and online). The activity was held on Sunday 26 May 2024 at the Indonesian School Kuala Lumpur (SIKL) from 8.00 to 16.00. The theme of this service activity is "Empowering Migrant Workers in Malaysia: A Multidisciplinary Capacity Building Approach and Medical Examination." This activity is the result of collaboration between 82 universities in Indonesia which is facilitated by the NGO SHARING with international institutions in Malaysia, namely the Management of the Nahdatul Ulama Special Branch (PCINU) Malaysia, the Indonesian Student Association (PPI) Sultan Idris Education University (UPSI), the Embassy of the Republic of Indonesia ( Indonesian Embassy) Kuala Lumpur and Indonesian School Kuala Lumpur (SIKL).

The number of participants in this service activity was 113 Indonesian migrant workers in Malaysia, including seven foreign migrant workers who also attended and were active until the event was over.



Figure 2. Online Speaker Session 2

In general, the method of implementing community service activities is dynamic, responsive and inclusive. By integrating insights from various fields, this initiative seeks to address the unique challenges faced by PMI. Careful planning, collaborative partnerships, and adaptive execution lay the foundation for successful efforts with long-term impact. The main method used in this activity is counselling followed by discussion. Apart from offline material, participants also received online material through playback of previously recorded material. The activity of delivering material on "Nationalist Education for Migrant Children" was carried out online via Zoom. Apart from the Zoom presentation, this online delivery activity is also carried out via YouTube so that it can be played back by the participants. The following is some documentation of these activities.

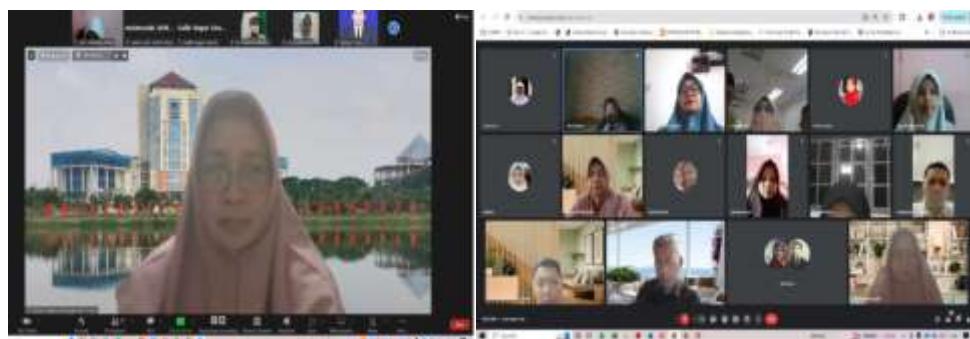


Figure 3. Online presentation of material

### 3. RESULT AND DISCUSSION

Nationalism is a feeling of love and pride for one's country and loyalty to the nation. Strong nationalism has an impact on a person's ability to maintain cultural identity, national unity and state sovereignty.



**Figure 4.** Present Material for Strengthening Nationalism

**Table 1.** Methods of Nationalist Education for Children by Parents

NO	METHOD	DESCRIPTION
1	Using Stories and Literature	<p>Read Folk Stories and History Books:</p> <ol style="list-style-type: none"> <li>1) Read Indonesian folk tales that are rich in national values.</li> <li>2) Choose a history book that is interesting and easy to understand according to the child's age.</li> </ol>
2	Through Music and Songs	<p>Sing National and Regional Songs:</p> <ol style="list-style-type: none"> <li>1) Teach and sing the national anthem and regional songs with your children.</li> <li>2) Use a family karaoke session to sing these songs happily.</li> </ol>
3	Arts and Crafts Activities	<p>Indonesian Themed Art Projects:</p> <ol style="list-style-type: none"> <li>1) Create an art project: paint Indonesian natural landscapes, make batik crafts, or make miniature temples.</li> <li>2) Creative Activities: Invite children to make a flag or national symbol from simple materials.</li> </ol>
4	Using Media	<p>Watching Movies and Documentaries:</p> <ol style="list-style-type: none"> <li>1) Watch together films or documentaries that tell the history and culture of Indonesia.</li> </ol>
		<p>Online Books and Articles:</p> <ol style="list-style-type: none"> <li>2) Encourage children to read books or online articles about Indonesia.</li> </ol>
5	Cultural Activities and Traditions	<p>National Day Celebrations:</p> <ol style="list-style-type: none"> <li>1) Celebrate major national holidays such as</li> </ol>

NO	METHOD	DESCRIPTION
		Independence Day with festive family events.
		Cultural Events: 2) Take part in or hold cultural events that introduce traditional Indonesian dance, music and food.
6	Educational Games	Traditional game: 1) Introduce traditional games such as <i>congklak</i> , stilts, or <i>gasing</i> .
		Modern Educational Games: 2) Use educational applications or games that teach Indonesian history and culture.
7	School and Extracurricular Activities	Participation in School Activities: 1) Encourage children to participate in school activities related to Indonesian culture and history.
		Extracurricular: 2) Encourage children to take part in extracurricular activities that promote Indonesian culture, such as traditional dance clubs or history clubs
8	Educational Tourism	Visits to Historical Places: 1) Invite children to visit Indonesian museums, monuments or historical sites.
		Virtual Tour: 2) Use technology to take a virtual tour of historical places in Indonesia if it is not possible to visit in person.
9	Family Discussion	Family story: 1) Tell the family history and their relationship with Indonesia.
		Discussion of National Values: 2) Discuss the importance of national values such as mutual cooperation, justice and unity in everyday life.
10	The role of parents as role models	Be an example: 1) Show pride and love for Indonesia in everyday life 2) Show Indonesian values in everyday life.
		Active in the Community: 3) Take part in Indonesian community activities abroad and involve children.

By using this varied and fun method, nationalist values can be instilled effectively in children.

This will help them develop a sense of love and pride for their homeland, as well as strengthen their national identity. Several alternative activities that can be carried out in the process of strengthening nationalism are as follows. In detail, the methods and activities that parents can choose to strengthen nationalist attitudes in their children can be seen in table 2.

**Table 2.** Alternative Activities and Benefits of Strengthening Children's Nationalism

No	Type Of Activity	Description	Benefit
1	Creating Indonesian Themed Arts and Crafts Projects	Create art projects with the children such as painting Indonesian landscapes, making traditional handicrafts (batik, wayang), or making miniature temples.	Introducing children to the natural beauty and culture of Indonesia while developing their creativity.
2	Create a Family History Project	Explore and tell your family history to your children, including its origins in Indonesia. You can also create a family tree complete with stories about ancestors from various regions in Indonesia.	Strengthening a sense of belonging and national identity through personal connections to family history.
3	Make a Short Film or Vlog about Indonesia	Invite children to make short films or vlogs about topics related to Indonesia, such as tourist attractions, folklore or cultural events.	Develop children's technical skills and creativity while exploring information about Indonesia.
4	Carrying out Virtual Tours to Historical and Cultural Sites	Use VR technology or online virtual tours to visit historical places in Indonesia such as Borobudur, Prambanan, or the Merdeka Palace.	Introducing Indonesian history and culture in an interactive and interesting way.
5	Host a Family Book Club	Read books about folklore, history, or Indonesian figures together and discuss them	Improve reading skills and knowledge about Indonesia and encourage family discussions.
6	Implementing educational games with Indonesian themes	Create or buy educational games such as board games, puzzles, or apps that teach about Indonesian geography, history, and culture.	Learning about Indonesia while playing makes the learning process more fun.
7	Cooking Traditional Food Together	Invite the children to cook traditional Indonesian food together, such as rendang, satay or fried rice. Tell us the origins and culture behind the food.	Introducing Indonesian culinary delights and cultural values while developing children's cooking skills.
8	Holding an Indonesian Themed Family Festival	Hold a mini festival at home with an Indonesian cultural theme. May include traditional clothing, music, dance and traditional games.	Bringing the atmosphere of Indonesian cultural celebration to life and creating beautiful memories for children.
9	Using National and Regional Karaoke Songs	Karaoke session with family by singing Indonesian national and regional songs.	Introducing and memorizing national songs and increasing the sense of togetherness and love for the country.
10	Creating Environmental Projects with an Indonesian Focus	Do environmental projects with children, such as planting trees from Indonesia or cleaning the environment with the concept of preserving Indonesia's natural beauty.	Foster a sense of love for Indonesian nature and environmental responsibility.

Carrying out nationalist education in children can be done in a fun way, in a way that suits family conditions and the child's characteristics. The following are alternative activities that parents can do according to the child's age.

**Table 3.** Alternative Activities for Strengthening Nationalism according to Children's Age

No	Children's Age Range	Activities	Description
1	Early Childhood (0-5 Years)	Stories and Songs	Read Indonesian folk stories that have national values.
		Traditional game	Encourage children to sing national and regional songs.
		Symbol Recognition	Introduce simple traditional games, such as <i>congklak</i> or stilts, which can be played at home.
2	Elementary School Age Children (6-12 Years)	Arts and Crafts Projects	Create an Indonesian-themed art project, such as painting Indonesian landscapes or making batik crafts.
		Books and Films	Encourage children to read story books about national heroes or watch Indonesian historical films
		Cultural Activities	Involve children in cultural activities such as dancing traditional dances or taking gamelan music classes.
3	Teenagers (13-18 Years)	Discussion and Debate	Encourage children to discuss Indonesian history, national issues and important figures in Indonesian history.
		Community Project	Encourage children to join debates or discussion clubs on national topics.
		Use of Technology	Involve children in community projects aimed at preserving culture or helping Indonesian society
4	All age	Family Festival	Encourage children to create blogs, vlogs or social media that focus on Indonesian culture and history.
		Historical Tourism	Hold a mini festival at home with an Indonesian cultural theme that can be enjoyed by all family members
		Family Cooking	Plan to use your vacation or free time to visit museums or historical places in Indonesia while on holiday

Through an approach that is appropriate to the child's age development, parents can build nationalism effectively and happily. Each activity designed to instil a sense of love and pride for Indonesia at various stages of children's lives can be chosen with the following principles in mind.

1. Early Age: Use visual and interactive methods, such as pictures, toys and songs.
2. Elementary School Age: Focus on hands-on activities and creative projects.
2. Teens: Direct them to activities that require critical thinking and active participation in the community.

Instilling nationalism in the children of migrant workers is not only about maintaining cultural identity and pride in their country of origin, but also giving them the tools to develop emotionally, socially, and morally. The most important and practical reason for instilling nationalism in the children of migrant workers is to maintain their national and cultural identity. This has broad practical implications for children's psychological, social, and moral development, and helps them build a strong foundation to face the challenges of living in a multicultural environment while maintaining their cultural roots. The following are some of the main reasons why it is important to instil nationalism in the children of migrant workers which are related to their identity, culture and emotional well-being.

**1. Strong National Identity**

- a. The Importance of a Sense of Belonging: Children of migrant workers are often in an environment different from their country of origin. Instilling nationalism can help them maintain a sense of belonging to Indonesia, even though they live in another country.
- b. Protection of Cultural Identity: With a strong national identity, it will be easier for children to maintain and appreciate Indonesian culture and traditions amidst foreign cultures.

**2. Emotional connection with the Motherland**

- a. Reduce Feelings of Isolation: Having an emotional attachment to Indonesia can reduce feelings of isolation or identity confusion they may experience.
- b. Emotional Stability: An emotional connection to the homeland provides stability and a sense of security, which is important for children's psychological well-being.

**3. Understanding and appreciation of Indonesian culture**

- a. Cultural Preservation: Instilling nationalism helps children appreciate and preserve Indonesian culture, including language, customs and traditional values.
- b. Cultural Diversity: Children who understand and appreciate their own culture are more likely to appreciate cultural diversity in general, including the culture of the country in which they live.

**4. Development of Pancasila Morals and Values**

- a. Good Values: Nationalism based on the values of Pancasila teaches children about humanity, unity and justice, which are strong moral foundations.

b. Sense of Social Responsibility: Instilling nationalism also teaches children about the importance of contributing to society and the country, even when they are abroad.

5. Preparing Children's Future

- a. National Pride: A sense of pride in one's country of origin can motivate children to achieve achievements that they can be proud of as part of their national identity.
- b. Connectedness with Indonesian Communities: Nationalism helps children build networks and connectedness with Indonesian communities abroad, which can provide social support and opportunities.

6. Role as National Ambassador

- a. Positive Representation: Children of migrant workers can be good ambassadors of the nation in their country of residence, showing the positive side of Indonesia and its culture to the people around them.
- b. Cultural Diplomacy: By having a strong sense of nationalism, children can play a role in cultural diplomacy, introducing and promoting Indonesian culture internationally.

What if children are more interested in foreign culture than Indonesian culture? In this case, parents can take creative and strategic steps to balance their children's interests while still introducing and fostering a love of Indonesian culture. Here are some ways to deal with the situation.

1. Connecting foreign culture with Indonesian culture

- a. Look for Similarities and Connections: Explain to children about the similarities between the foreign culture they like and Indonesian culture. For example, if they like Japanese anime, tell them about interesting Indonesian folk tales.
- b. Cultural Collaboration: Combine elements of foreign culture with Indonesian culture in daily activities. For example, if your child likes foreign food, organize a cooking session where they can make that food along with traditional Indonesian food.

2. Use interesting media

- a. Indonesian Films and Animation: Introduce Indonesian films, animation or TV shows that are interesting and suit their interests. Look for one that has high production quality and an interesting story.
- b. Books and Comics: Provide interesting Indonesian books or comics, especially those with adventure or fantasy elements that children like.

**3. Interactive and Fun Activities**

- a. Workshops and Art Classes: Encourage children to take part in workshops or art classes that teach traditional Indonesian skills such as batik, dance or gamelan music, but packaged in an interesting and modern way.
- b. Educational Games: Use educational games that teach about Indonesian culture and history. There are many interactive applications and games that can interest children.

**4. Involve Children in Cultural Events**

- a. Festivals and Celebrations: Encourage children to attend Indonesian cultural festivals, either in their home country or abroad. Make the event a fun experience by involving them in preparation and participation.
- b. Community Activities: Involve children in Indonesian community activities, such as art events, fairs, or national day celebrations.

**5. Role Model and Inspiration**

- a. Idol Figures: Introduce children to Indonesian figures who are successful and inspiring in fields they are interested in, such as art, sports or science.
- b. Personal Experience: Tell us about personal or family experiences related to Indonesian culture. This can create a stronger emotional connection.

**7. Education and Open Discussion**

- a. Open Discussion: Invite children to discuss foreign cultures that they like and try to relate them to Indonesian culture. Listen to their opinions and provide interesting information about Indonesia.
- b. Formal Education: If possible, enrol your child in a school that offers a curriculum or extracurricular activities that focus on Indonesian culture and language.

**8. Educational Travel and Tourism**

- a. Cultural Tourism: Plan a vacation or trip to historical and cultural places in Indonesia. This direct experience can be very memorable and foster a sense of love for the country.
- b. Virtual Tour: Use technology to take virtual tours of interesting places in Indonesia, such as museums, historical sites, or natural landscapes.

**9. Use of Technology and Social Media**

- a. Digital Content: Look for digital content such as vlogs, blogs, or YouTube channels that are interesting and focus on Indonesian culture. Let children discover interesting things about Indonesia for themselves through the media they like.

With the right and creative approach, children can be invited to explore and appreciate Indonesian culture without losing their interest in foreign culture. This approach will help them become individuals who respect cultural diversity while still having a strong national identity.

The flow of economic, political and cultural exchange in the global era is very uncontrollable, which in turn crosses the boundaries of nation states. There are five landscapes that include these global flows, namely technoscapes. technoscapes, financialscapes, mediascapes, and ideoescapes (Appadurai, 1996). In the era of globalization, advances in technology and social media are very likely to influence children's attitudes, characters, ways of thinking and actions. It is almost impossible for children to live without the influence of the global environment (including the foreign country where they live), which is why strengthening children's nationalistic character is an effort that must be continuously made to children so that their nationalistic character is maintained and they can even promote nationalism in the global space.

#### **4. CONCLUSION**

Every family plays an important role as a model and learning resource for their children to become Indonesian citizens. It is very important to instil nationalism in children so that they remain strong in facing the powerful blow of information due to advances in technology.

This socialization of nationalist education makes parents aware of the important role of continuously instilling and strengthening Indonesian values and love of the nation and state in their children. This is very important, not only related to the nation and state, but especially for children, namely so that children do not feel alienated from their nation and still have pride as Indonesians, have self-confidence and enthusiasm to develop their potential to the maximum to achieve a better life. in the future.

#### **ACKNOWLEDGMENT**

This study did not receive specific grants from funding agencies in the public sector, commercial, or non-profit section, but with administrative support from the Institute for Research and Community Service (LPPM) Surabaya State University.

#### **CONFLICT OF INTERESTS**

There are no conflicts of interest in any form in carrying out activities and writing this article, such as any financial, professional, or personal relationships that are relevant to the submitted work.

## REFERENCES

Anderson, B. (1983). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.

Appadurai, A. (1996). *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis: University of Minnesota Press.

Fathy, Rusydan. (2021) Pertautan Lokal dan Global: Upaya Merefleksikan Nasionalisme dalam Kehidupan Sehari-hari. Nasionalisme ala Milenial. Sebuah Disrupsi. Editor: Aulia Hadi dan Thung Ju Lan. Jakarta: Lipi Press. 97-128.

Greenstein, F. I. (1965). *Children and Politics*. New Haven: Yale University Press.

Haryanto, I. (2018). "Globalisasi dan Nasionalisme: Tantangan bagi Generasi Muda". *Jurnal Ilmu Sosial dan Ilmu Politik*, 22(2), 215-232.

Hasan, M., & Dewi, R. (2018). "Effectiveness of Civic Education in Promoting Nationalism Among High School Students." *Asian Social Science*, 14(2), 74-86.

Hugo, G. (2002). "Effects of International Migration on the Family in Indonesia." *Asian and Pacific Migration Journal*, 11(1), 13-46.

Hyman, H. H. (1959). *Political Socialization*. Glencoe: Free Press.

Kohn, H. (1944). *The Idea of Nationalism: A Study in Its Origins and Background*. New York: Macmillan.

Mangunwijaya, Y.B. (1999). *Pasca-Indonesia pasca-Einstein. Esei-esei tentang kebudayaan Indonesia abad ke-21*. Yogyakarta: Kanisius.

Nugroho, A., & Rahmawati, F. (2019). "Peran Orang Tua dalam Membentuk Nasionalisme pada Anak Usia Sekolah Dasar di Era Digital." *Jurnal Pendidikan dan Kebudayaan*, 5(2), 156-170.

Nugroho, R. dan Adiwilaga, H. (2020). "Penguatan Nasionalisme di Kalangan Pemuda Melalui Pendidikan dan Kegiatan Kebudayaan". *Jurnal Pendidikan dan Kebudayaan*, 5(1), 45-60.

Portes, A., & Rumbaut, R. G. (2001). *Legacies: The Story of the Immigrant Second Generation*. Berkeley: University of California Press.

Puspitasari, E., & Nugroho, A. (2019). "Peran Orang Tua dalam Pendidikan Nasionalisme pada Anak-Anak Pekerja Migran di Hong Kong." *Jurnal Pendidikan dan Kebudayaan*, 5(3), 123-139.

Rahmawati, D., & Santosa, T. (2019). "Pendidikan Karakter dan Nasionalisme pada Generasi Muda: Studi Kasus di Sekolah Menengah Atas di Jakarta." *Jurnal Pendidikan dan Kebudayaan*, 4(3), 89-105.

Rahmawati, S., & Setiawan, B. (2020). "Parental Strategies in Cultivating National Identity Among Indonesian Migrant Children in Malaysia." *Journal of International Migration and Integration*, 21(4), 789-804.

Sari, D., & Prasetyo, B. (2018). "The Impact of Family Environment on Nationalism Attitudes Among High School Students." *Asian Journal of Social Science Studies*, 13(1), 45-59.

Smith, A. D. (1991). *National Identity*. Reno: University of Nevada Press.

Sudarmanto, S., & Wijaya, H. (2020). "Parental Influence on National Identity Development Among Adolescents." *Journal of Educational and Developmental Psychology*, 10(4), 234-246.

Supratiknya, A. (2018). *Pendidikan di Tengah Tantangan Kewargaan Budaya dan Ekstremisme Global. NASIONALISME di Tengah Kewargaan Budaya dan Ekstremisme Global*. Editor: Anne Shakka Ariyani dan A. Harimurti. Yogyakarta: SANATA DHARMA UNIVERSITY PRESS, 121-135.

Surya, A., & Nugraha, E. (2021). "Implementasi Pendidikan Multikultural untuk Memperkuat Nasionalisme di Kalangan Siswa SMA." *Jurnal Ilmiah Pendidikan*, 8(1), 45-59.

Syafitri, I., & Kartika, R. (2021). "Implementasi Pendidikan Nasionalisme pada Anak Pekerja Migran di Taiwan." *Jurnal Ilmu Pendidikan*, 9(4), 78-95.

Wibowo, S., & Setiawan, A. (2020). "The Role of National History in Forming National Identity: A Study in Indonesian Schools." *Journal of Education and Practice*, 11(5), 123-135.

Wulandari, D., & Harsono, T. (2018). "Challenges and Strategies in National Identity Formation Among Children of Indonesian Migrant Workers in Saudi Arabia." *Asian Social Work and Policy Review*, 12(2), 215-229.

Yulianti, R., & Hermawan, D. (2021). "Peran Orang Tua dalam Pendidikan Nasionalisme Melalui Kegiatan Ekstrakurikuler di Sekolah." *Jurnal Ilmiah Pendidikan*, 9(3), 78-92.

Zimmerman, M. A. (2006). "Psychological Empowerment: Issues and Illustrations." *American Journal of Community Psychology*, 23(5), 581-599.

Vedder, P. (2005). Language, Ethnic Identity, and the Adaptation of Immigrant Youth in the Netherlands. *Journal of Adolescent Research*, Vol. 20 No. 3, May 2005: 396-416. DOI: 10.1177/0743558405274853.

Berry, J. W., Phinney, J. S., Sam, D. L. & Vedder, P. (2006) Immigrant Youth: Acculturation, Identity, and Adaptation. *Applied Psychology: An International Review*, 2006, 55(3), 303–332. <http://dx.doi.org/10.1111/j.1464-0597.2006.00256.x>.

Bozdağ, F. (2020), Acculturation Orientation of Migrant Students. In: *Education Quarterly Reviews*, Vol.3, No.4, 578-586. DOI: 10.31014/aior.1993.03.04.163.

Portes, A. & Rivas, A. (2011). The Adaptation of Migrant Children. In: *The Future of Children*, Volume 21, Number 1, Spring 2011, 219-246. Published by Princeton University. DOI: 10.1353/foc.2011.0004