

Nationalism Education Based on International Indonesian Schools (Case Study of the Role of Human Resource Teachers and School Culture)

Agus Masrukhin^{1*}, Hari Sriyanto², Rusliansyah³ and Mario Nugroho
Willyarto⁴

¹*Agus Masrukhin, Character Building Development Center, Information Systems Department, School of Information Systems, Bina Nusantara University, Jakarta, Indonesia 11480*

²*Hari Sriyanto, Character Building Development Center, Industrial Engineering Department, Faculty of Engineering, Bina Nusantara University, Jakarta, Indonesia 11480*

³*Rusliansyah, Character Building Development Center, Industrial Engineering Department, Faculty of Engineering, Bina Nusantara University, Jakarta, Indonesia 11480*

⁴*Language Center, Industrial Engineering Department, Faculty of Humanities, Bina Nusantara University, Jakarta, Indonesia 11480. Research Interest Group Cross-Cultural Communication
Banten 15143*

*Corresponding author email: agus@binus.ac.id

Abstract. This article described nationalism education based on the Indonesian international school Mecca in Saudi Arabia. National education is very important for the awareness of Indonesian citizens, especially among the younger generation who live abroad, with a background and environment far from home. How does the younger generation maintain and develop a sense of nationalism through schools? Speaking of nationality, education included various aspects. The focus of this study was on teacher human resources and school culture. There were several variables that will be discussed, including teacher capacity, teacher exemplary, teacher discipline and extracurricular activities and school rules. This study used a qualitative descriptive form with stages that included two approaches, namely the intrinsic approach, the researcher lives in the environment of the cultural object that he wants to study and follows all the patterns of life in that tradition, so that it can be seen that the researcher is part of the culture, and the extrinsic approach, namely the view and judgment of the researcher from a neutral lens. The results showed that the teacher played a very important role in the formation of nationalism and school culture.

Keywords: *Nationalism education, international Indonesian schools*

1. INTRODUCTION

Non-physical State Defense is carried out in various forms and is carried out throughout the ages, including increasing awareness of the nation and state, including living the meaning of democracy by respecting differences of opinion (Wandhi P & Rauf, Ruslan, 2016: 279) [1]. National Education aims to educate the nation's life and develop Indonesian people as a whole "that is, people who believe and have faith in God Almighty and have noble character, have knowledge and skills, physical and spiritual health, a solid and independent personality and a sense of responsibility (UU. Law of the Republic of Indonesia Number 2 of 1989 concerning the National Education System, article 4) [2] In order to support the great ideals of the Indonesian nation as stated in the law of the Republic of Indonesia, it is necessary to have human resources, namely teachers. The role is very important for the success of an organization. The hope is that with good human

resources, the organization can be of quality and provide many benefits to the wider community. Human resource management is aimed at increasing the contribution that can be given by workers in the organization towards achieving organizational goals (Siagian, 1996) [3]. The results of Sukri Badaruddin's research showed that:

"So that the identity of students as Indonesian citizens does not disappear, namely by integrating the principles contained in nationalism, such as (a) the principle of togetherness which requires every citizen to place the interests of the nation and state above personal and group interests, (b) the principle of unity and integrity, namely citizens must be able to put aside personal or group interests that can lead to division and anarchism (damage), (c) the principle of democracy / democratic views that every citizen has the same position, rights and obligations "(Badaruddin, 2019: 48) [4].

Educational problems that still occur and need to immediately look for solutions in the implementation of education are the low quality of educational outcomes at all levels of education, especially those related to the cognitive and affective sides of students related to Indonesianism. The accusation is also directed at the educator / teacher as the cause of the achievement of these educational outcomes, given the strategic role of the teacher as the spearhead of the implementation of learning. It is suspected that the low achievement of educational outcomes is influenced by the low teacher / teacher performance. (Zuhri, 2014: 207) [5]

Barriers to teacher quality and competence as well as a sense of nationalism for teachers and students may start to fade because they are in another country. The second obstacle is the facilities owned by the school so that it becomes an obstacle in the process of coaching students. Another obstacle is the culture of the Arab community which does have a different ideology by the Indonesian state. Indirectly Arab culture reduces the culture of nationalism.

Based on the background description of the problem, it is important to examine the role of human resources for teachers and the culture of Indonesian Mecca schools (SIM). From the formulation of the problem, further detailed research questions are as follows: 1) What is the description of the human resources and culture of the Indonesian school in Mecca (SIM)? 2) What is the role and impact on national education in relation to the Indonesianism of Indonesian Mecca (SIM) school students?

2. METHOD

This study used qualitative methods, while the research subjects were Indonesian students who were studying at the School Makkah Indonesian (SIM). This study also used a phenomenology research of character education through development of Indonesian cultural education. Educational cultural theory and Indonesia cultural concepts were used to reveal the research problems. This study used primary data sources and secondary data. According to Saifuddin (1997: 91) [6] that primary data obtained from research subjects in this

case were the results of interviews with school residents in Saudi Arabia. According to Sugiyono (2017: 137) [7], that primary data sources are data that directly provide data to data collectors, this was Makkah Indonesian School (SIM) students. While secondary data came from outside the main sources such as books, articles, documents and manuscripts. Garraghan said (Hernawan, 2018:3)[8] that the final stage is the art of writing, especially in research analysis that uses theories and social science concepts to understand social facts. There were 55 respondents from SIM and four teachers as resource persons. Secondary data came from outside the main sources such as books, articles, documents and manuscripts. The main data source was the person interviewed directly. Some informants and respondents were research partners. They were the teachers, school students and school principals. The validity of the data was done in order to obtain valid results and can be scientifically justified. The validity of the data in qualitative research was a systematic examination effort in accordance with certain procedures in skin research consistently.

3. RESULT DISCUSSION

The Mecca Indonesian School when the research was carried out, was led by the principal of Plt H. Sinsin. This Mecca Indonesian School was still the main school activity coordinator for the Indonesian Jeddah school. From the results of the data analysis, it showed positive things related to teacher quality. It could be seen from the following evidence: one of the variable items is "In this school, the teacher's ability to carry out student learning is very good". Of the 55 students, 61.8% agreed and 21.8% strongly agreed this gave an indication that the teacher was perceived by the students as very competent. This was certainly interesting for the school learning culture. Although there might be difficulties in the country in finding qualified teachers, because they are located in remote locations as well as other administrations that must be fulfilled by prospective teachers. However, based on the research result, it showed good scores on teacher quality.

8. Di sekolah ini, kemampuan guru dalam melaksanakan pembelajaran siswa sudah sangat baik.
55 tanggapan

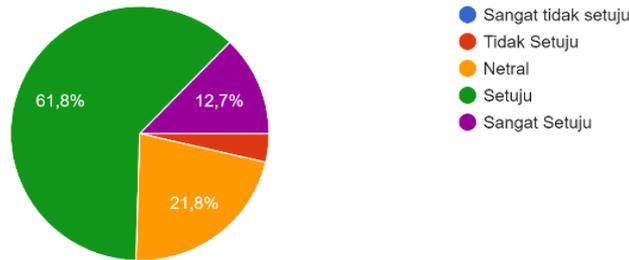


FIGURE 1. Human resources teachers

Teachers always provide assistance in learning patiently and sincerely. As Primary and Secondary schools, teachers have a very significant role. Not all students are able to be independent in participating in learning at school. There are many levels of students in absorbing lessons, some are easy to understand, some are difficult to understand. The teacher's role is indispensable for such types of

students. From the tabulation, the data shows that: 47.3% agree and 25.5% strongly agree. Or 40 students agreed that the teacher assisted and monitored school activities, especially learning and extracurricular activities. However, there were 15 students who did not agree that the teacher provided assistance.

9. Guru senantiasa melakukan pendampingan dalam belajar dengan sabar dan tulus.
55 tanggapan

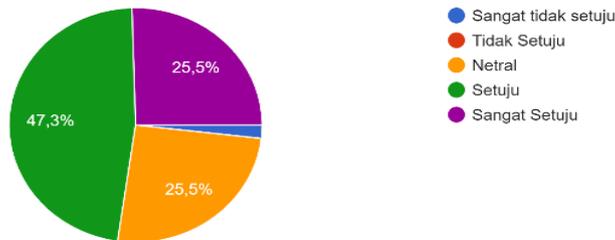


FIGURE 2. Teacher's attitude in teaching

Regarding the human resources of teachers about discipline, we could see it from the results of the tabulation of calculations using the butyl tool regarding the following variables: "In general, teachers in this school have high discipline in carrying out their duties". 83.7% of respondents

agreed, while 16.4% were neutral or nine people were neutral. Do they see teachers who are not disciplined or how they need further research. But the findings showed that teachers were positively over eighty percent very disciplined.

10. Pada umumnya, guru di sekolah ini memiliki disiplin yang tinggi dalam melaksanakan tugas-tugasnya.
55 tanggapan

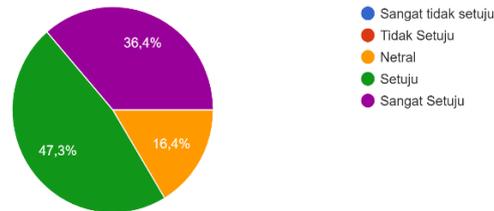


FIGURE 3. Teacher discipline

The teacher is to be imitated, meaning that the teacher must be able to provide role models. From the results of data analysis with the variable question tool "The teachers in this school always show exemplary and worthy role models in the effort to

introduce the culture and love of the Indonesian homeland" showed that the Indonesian school teachers in Mecca were as follows: as many as forty students felt that the teacher could provide an example, and only six students had no opinion.

11. Guru-guru di sekolah ini senantiasa menunjukkan keteladanan dan layak menjadi panutan dalam usaha pengenalan budaya dan cinta tanah air Indonesia
55 tanggapan

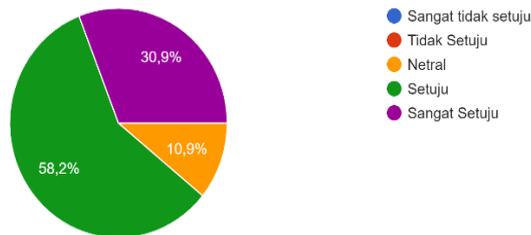


FIGURE 4. The teacher's role model

As supporting tools for uncovering and analysing problem findings in nationalism education were the following variables, descriptively showing the following: first about the rules / rules that were enforced in this school, both for teachers and for students were considered to be quite effective for advancing self-quality . Of the 55 school students, only 10 gave negative answers, meaning that the majority of students represented by 55 students of school discipline were running well. Then related to extracurricular activities (extracurricular) routinely carried out by all school students, the calculated value as follows: 35 students actively participated in extracurricular activities while the remaining 20 students were neutral. Whether they not follow extracurricular activities or not, needs further research.

Item about the variable "Is it sufficiently complete that school facilities to support

extracurricular activities, only 34.5% agree and 5.5% strongly agree, while 51% or 33 students stated that the facilities are incomplete. This was a finding that could provide input for schools and the education ministry to immediately complete these facilities. Then related to school innovation, it could be obtained through the following variable items "Schools always innovate and be creative to support the love of Indonesian culture movement". Only 7 students disagreed that schools carried out creative and innovative activities to support nationalism education. 48 students agreed if the school had been creative and innovating.

For personality development, the tools to reveal were the following variable items: "To improve the quality of education, schools always hold professionalism training for teachers and students on an ongoing basis" the value was quite large, namely 60% agreed that is neutral 23.6% and 1.8% disagree.

This meant that the school has done and tried to carry out activities to support the continuous improvement of the quality of teachers and students. To see the results of personality development, the tools for disclosing were the following variable items: Speaking and having Indonesian culture was very pleasant. " The results are quite encouraging that 50.9% strongly agree and 43.6% agree only 5.5% or 3 students who do not like it. These three people might have parental backgrounds from foreign countries or maybe other factors, of course it cannot be ascertained until there is further research.

4. CONCLUSION

Based on the results of research with a descriptive approach to human resources and the culture of Indonesian schools in Mecca, it could be concluded as follows: first, developing a sense of nationalism through schools was highly dependent on teachers. Based on the table for the calculation of the teacher's human resources in SIM was very good, although there were deficiencies that might not be too significant. The ability of the teacher to teach was recognized by the students as very good, the discipline and actions of the teacher's role model were also good in the eyes of the students. Second, related to school culture, the results of the table calculation showed that school culture was also good, such as the rules of the school, teachers and students enforce these rules. The extra activity culture was also quite good even though the research findings reveal that the facilities were deemed incomplete. The improvement of the quality of teachers and school students was done very well. The impact of the quality of human resources and school policies was very good, namely that school students were very happy with Indonesian culture. Suggestions for the next research is to focus on teaching methods of extracurricular material and material, because it was found that there were students who were less interested in subject matter and extracurricular activities.

ACKNOWLEDGMENTS

"This work is supported by Research and Technology Transfer Office, Bina Nusantara University as a part of Bina Nusantara University's International Research Grant entitled Nationalism Education based on International Indonesian schools (Case Study Of The Role Of Human Resource Teachers And School Culture) with contract number: No.026/VR.RTT/IV/2020 and contract date: 6 April 2020."

REFERENCES

- [1] Wandhi Pratama Putra Sisman & Rauf, Ruslan. 2016. "Pendidikan Kewarganegaraan Bingkai NKRI". Jakarta, Mitra Wacana Media, Hal. 279
- [2] Undang-Undang Republik Indonesia Nomor 2 Tahun 1989 Tentang Sistem Pendidikan Nasional, pasal 4
- [3] Siagian, Sondang P, Manajemen Sumber Daya Manusia, Jakarta: Balai Pustaka, 1996.
- [4] Badaruddin, Sukri. *Penanaman Semangat Nasionalisme Pada Siswa (Studi Pada Smp Negeri Di Kabupaten Jeneponto)* Supremasi: Jurnal Pemikiran dan Penelitian Ilmu-ilmu Sosial, Hukum, & Pengajarannya, Volume XIV Nomor 1, April 2019
- [5] Zuhri, Muhammad Minan. 2014, Pengembangan Sumber Daya Guru Dan Karyawan Dalam Organisasi Pendidikan: 207)
- [6] Saifuddin, 1997. *Metode Penelitian*. Pustaka Pelajar, Yogyakarta
- [7] Sugiyono, 2017. *Research Methods, Quantitative, Qualitative, and R&D*. Bandung, Alfa Beta, p 153
- [8] Hernawan, Wawan.2018. *Islamic unity:background and development*. dissertation, Bandung hal: 3