

Citizenship Education Challenges in Border Areas: A Case Study in Sebatik Island, Nunukan Regency, North Kalimantan Province

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ABSTRACT

Citizenship Education is an Education of Nationalism and Patriotism that aims to form a smart and good Citizen. However, the Border Area is a vulnerable area experiencing a weakening of nationalism because of its location that has direct access to neighboring countries. Among the border areas of the country are Sebatik Island, Nunukan Regency, North Kalimantan Province which is the border area of Indonesia-Malaysia. The study aims to analyze the Challenges of Citizenship Education at the Border using a case study approach. This study uses the Theory and Concept of Citizenship Education, Nationalism, and Border. The results showed that the Challenge of Citizenship Education in the Sebatik Island Border region is the use of Malaysian ringgit currency, dependence on Malaysian products, and Dual citizenship in Indonesian sovereign territory. Efforts to strengthen Nationalism through Citizenship Education in schools and the community are urgently needed in the face of the degradation of nationalism which is the challenge of Citizenship Education at the Border.

Keywords: *Citizenship Education, Nationalism, Border.*

1. INTRODUCTION

Citizenship Education in its conception aims to form good and intelligent citizens and have a high attitude of nationalism and patriotism. In general, the learning of citizenship education aims to evoke a sense of nationalism and patriotism of citizens, as well as strengthen the nation's democracy [1]. Furthermore, Citizenship education is a tool to strengthen democracy in the current era [2]. Citizenship education also aims to prepare the younger generation in the future through civic Knowledge and Civic skills [3]. Citizenship Education through learning in schools through curriculum and materials Lessons carry the mission of citizenship [4]. Citizenship Education in the Community is carried out through community activities to create citizens who are active in state affairs [5]. Citizenship Education uses a formal and informal approach to strengthen the quality of citizens as good citizens including being citizens who love their homeland [6]. In strengthening nationalism,

citizens can engage in Election activities, become humanitarian volunteers, and actively organize, citizens can engage in Election activities, become humanitarian volunteers, and actively organize [7].

However, people in the Indonesia-Malaysia border area are vulnerable to weakening nationalism because of its location that can be directly related to other countries. Sebatik Island Nunukan Regency, North Kalimantan Province faces the city of Tawau, Sabah Malaysia. Social interaction among border residents as part of globalization is considered to soften nationalism [8]. Border Residents are considered to have a weak Nationalism [9]. The Border Territory is the central government's evidentiary territory over the sovereignty of its country [10]. Borders are an unavoidable path of economic cooperation [10]. During global economic flows cooperation in various fields has increased, including in the border areas [11]. Cooperation between the countries is characterized by the flow of movement

across borders between border people to cooperate [12]. Commodity exchanges affect an economy that is considered a threat [11]. Borders are areas that have many potential problems such as smuggling, immigration violations, and human trafficking [11]. Another potential problem in the Borders is the presence of citizens who have dual Nationality identities.

Identity differences at the Border are the difference between two nationalities in terms of nationality [13]. The border as the outermost region of the country is an important region but not many know [14]. Borders are often a highlighted area, their citizens are considered inactive to give the impression of bad [15]. Dual Citizenship does not result in loss of loyalty as a citizen [16].

Researchers need to conduct a study on the Challenges of Citizenship Education in the Border Region of the Country, precisely in Sebatik Island, Nunukan Regency, North Kalimantan Province because the region has a phenomenon in the form of the threat of weakening nationalism. Meanwhile, Citizenship Education has a major role in strengthening the nationalism of citizens, including Indonesian citizens in the Borders area. Therefore, it is interesting to be lifted and researched based on the dynamics that exist at the border. Some of the problems described and answered by the researchers in this study are, "how is the Challenge of Citizenship Education in the Border Region of the Country: A Case study in Sebatik Island, Nunukan Regency, North Kalimantan Province?".

2. METHOD

Data collection begins by making observations in the field. The observations showed that the people in the area were of Bugis, Javanese and Timorese ethnicities. In general, Bugis and Javanese ethnic communities are Muslims while Timorese are Christians. In their daily life, Sebatik people, especially those in the Sebatik Tengah sub-district, mostly use ringgit money in trade transactions. Also, they use staples such as rice, oil, sugar, eggs, and others for daily needs imported from Malaysia, even though the area is within the territory of the Unitary State of the Republic of Indonesia. Based on observations, Malaysian products are imported from Tawau City through a river that penetrates the sea that connects it with Sebatik. The dominance of foreign products and the use of foreign currencies in the region became a unique case in this study. Case Study Research is a series of scientific activities conducted regularly, detailed and in-depth about an activity, event, or program either conducted by an individual, group, or organization of an actual nature [17]. Researchers interviewed 10 informants who had been selected and qualified as research objects, then researchers made observations and collected the necessary documentation. Then, the researchers conducted an analysis using a case study

method to trace the process and test the comparison of various other cases. Observations were made to the surrounding community and conducted in-depth interviews with the Head of the National Unity and Political Agency (Kesbangpol) Nunukan district, Central Sebatik Subdistrict Subdistrict, East Sebatik Subdistrict Subdistrict, Chairman of the Movement Community I love Indonesia (GACI), Chairman of the Sebatik Scout Community, Chairman of the Community Of State Defense Forum (FBN) Sebatik, Commander of Military Rayon (Koramil) Sebatik, Sebatik Entrepreneur Figures and Two Teachers of Citizenship Education in Sebatik. When retrieving field data, informants are provided with coding data related to interview questions. The informants were interviewed at their respective residences. The duration of the interview time is about one hour. Each interview is recorded and transcribed. During the interview, the conversation is conducted informally and naturally with the Informant.

3. RESULT AND DISCUSSION

3.1. Use of foreign currency in the Indonesian Sovereign Territory

The use of Malaysian Ringgit currency in the Sebatik Island Region of Indonesia became a daily observation found, especially in Aji Kuning Village, Sebatik Tengah Subdistrict. Daily transactions of Indonesian citizens in the region using foreign currencies. For people around the use of foreign currency is considered more efficient because it concerns exchange rates and exchange rates. There is a fundamental price difference when shopping using Malaysian ringgit instead of rupiah, with ringgit money to give Malaysian products will be cheaper because it refers to the exchange rate. Also, the use of ringgit money is considered easier because the average price value of products in the region has been set at the price of ringgit. The local government has been working to "rupiah" trade transactions in the area through education to the Community. The youth community in the area has also held an agenda of Bazar Cinta rupiah as a form of socialization and education on the use of Rupiah. However, people's habit of using rupiah has been entrenched since long ago. Efforts to strengthen nationalism using the slogan "I love Rupiah", "love Indonesian products" were made to evoke the spirit of nationalism. Nationalism harnesses strong emotions such as national pride or fear of another State [18].

3.2. Dependence on Foreign products (Overseas)

Accessibility to Tawau City, Sabah Malaysia which can be reached in just 15 minutes facilitates the procurement process of Malaysian Products to the Sebatik Island Region. These products include rice, sugar, oil, eggs, meat, and daily necessities. The

existence of Malaysian products dominates products originating from Indonesia. Generally, products originating from Indonesia are obtained from the city of Surabaya which is farther away so that the price of the product will be more expensive so that the purchasing power of Malaysian products is cheaper than Indonesian products. This is a reason for the community to use Malaysian products. Also, people think that Malaysian products are more qualified than Indonesian products. The widespread use of Malaysian products in Sebatik which is in Indonesian jurisdiction resulted in Malaysian products and ringgit money becoming the icon of Sebatik island. This is not in line with the principle of patriotism of the Product. Product patriotism is an expression of citizens in showing their national identity through various consumption of nationally iconic products [19]. The expression of product patriotism is a form of pride in the product itself rather than the products of other countries [19]

3.3. The existence of Dual citizenship in the territory of Indonesian sovereignty

Dual Citizenship became a common secret in the region. In general, Indonesian citizens who have foreign citizenship will keep their dual Citizenship Card ownership secret from the security forces of both countries. Dual citizenship owners recognize that their Malaysian citizenship is used just to facilitate the process of buying and selling Malaysian products amid the dependence of Sebatik citizens on the Malaysian product. Status as a Malaysian citizen will facilitate transactions because they will have the privilege to gain access to Malaysian products at a low price. Also, they can trade traffic from Tawau to Sebatik easily. In general, Indonesian citizens in Tawau are status as Indonesian Workers, some of whom are illegal and will pass through unofficial routes when downstream from Tawau to Sebatik. Identity differences at the Border are the difference between two nationalities in terms of nationality[13]. In general, dual citizenship does not result in the loss of loyalty as a citizen. They always get excommunicated from the nationalists. [16]. The practice of Dual Citizenship in the Borders is only for personal business purposes, without losing the attitude of nationalism.

3.4. Actualization of Citizenship Education for Young Citizens

Citizenship Education as Nationalism education is taught in every school in Sebatik Island. One of the schools that implements citizenship education in a curricular and non-curricular manner is SMAN Sebatik Tengah. Teachers of Pancasila and Citizenship Education subjects in the school apply a two-minute learning model where this learning method is similar to FGD (Focus Group Discussion) so that students are considered more

receptive and absorb subjects. 2 Minute Learning concept can be, which is a Concept of Thinking when teaching. He will ask a student to expose the topic for two minutes in front of the student. Then students will discuss the topic in groups. Similarly, one of the teachers of PKn SMP at SMPN 1 Sebatik Induk stated that in the learning process in the Classroom he always applies the habituation of nationalism attitude that before learning Students will be obliged to sing the song Indonesia Raya, as well as when it ends students sing national songs. The concept of active student learning in the learning process always uses simulation or drama method where students who act as one of the National Hero Figures, so students will be happy to learn PKn and Easy to understand the material. The two learning methods will depend on their pedagogical knowledge skills, namely their ability to change a particular topic or subject and to teach in an effective, useful, and interesting way. Given that Citizenship Education requires special skills necessary for effective teaching[4]. Furthermore, in a pedagogical approach, minimal use of citizenship education focuses on the transmission of historical and geographic knowledge, political structures, systems of government, and law. In contrast, the maximum use of Citizenship education relies on a broad combination of formal and informal approaches that create opportunities for students to use their ideas through discussions, debates, project work, and other forms of independent learning [20].

Non-curricular learning is done by applying rules with consequences for violations. For example, the obligation to use Bahasa Indonesia in the School Environment and use rupiah currency in every transaction in the School. Also, the school implements Indonesian product zones. Education The use of rupiah currency and love of domestic products is part of the actualization of nationalism education which is one of the goals of Citizenship education. This is in line with the Purpose of Citizenship Education to evoke a sense of nationalism and patriotism of citizens [1].

4. CONCLUSION

Daily transactions of Indonesian citizens in the region are born foreign currency. For the surrounding community using foreign currency more about the surrounding exchange rate and exchange rate. There is a price at the time of dictation by way of Malaysian ringgit money from rupiah. With ringgit money to give Malaysian products will be cheaper at the exchange rate. Also, the use of ringgit money is easier because the value of products in the region is average with the price of ringgit.

The widespread use of Malaysian products in Sebatik which is in Indonesian jurisdiction resulted in Malaysian products and ringgit money becoming the icon of Sebatik island. It is not in line with the principle of patriotism product or attitudes that are Counter Nationalism.

Their Malaysian citizenship is used to facilitate the process of buying and selling Malaysian products amidst the dependence of Sebatik citizens on Malaysian products. Status as a Malaysian citizen will facilitate transactions because they will have the privilege to gain access to Malaysian products at a low price. The practice of Dual Citizenship in the Borders is only for personal business purposes, without losing the attitude of nationalism.

Citizenship Education as Nationalism education is taught in every school in Sebatik Island. One of the schools that implement curricular and non-curricular Citizenship Education is SMAN 1 Sebatik Tengah. Teachers of Pancasila and Citizenship Education subjects in the school apply a two-minute learning model where this learning method is similar to FGD (Focus Group Discussion) so that students are considered more receptive and absorb subjects. Non-curricular learning is done by applying rules with consequences for violations. For example, the obligation to use Bahasa Indonesia in the School Environment and use rupiah currency in every transaction in the School. Also, the school implements Indonesian product zones.

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