

**STRATEGI PENGUATAN KARAKTER NASIONALISME MELALUI  
MEDIA LAGU WAJIB NASIONAL STUDI KASUS SANGGAR  
BIMBINGAN MUHAMMADIYAH KEPONG MALAYSIA**

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Mencapai Gelar Sarjana Pendidikan (S,Pd.) Pada  
Program Studi Pendidikan Pancasila Dan Kewarganegaraan*

**OLEH**

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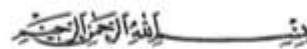


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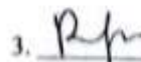
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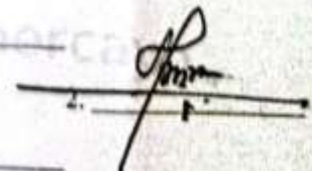
  
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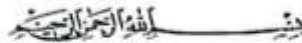
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Medan, Februari 2026

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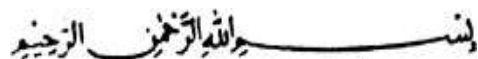
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## KATA PENGANTAR



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Dalam perjalanan penyusunan artikel ini, penulis menyadari sepenuhnya bahwa proses yang dilalui tidaklah sederhana. Berbagai dinamika, keterbatasan, serta tantangan sempat menjadi bagian dari proses tersebut. Namun demikian, berkat keteguhan hati, doa, serta dukungan dan bimbingan dari berbagai pihak, penulis mampu melewati setiap tahapan hingga artikel ini dapat terselesaikan. Oleh karena itu, dengan penuh rasa hormat dan ketulusan hati, penulis menyampaikan ucapan terima kasih yang sebesar-besarnya kepada:

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Sebagai penutup, penulis menyadari bahwa artikel ini masih memiliki berbagai kekurangan dan belum mencapai kesempurnaan. Oleh karena itu, penulis sangat mengharapkan adanya kritik dan saran yang membangun, baik dari dosen, pembaca, maupun pihak lainnya, sebagai bahan evaluasi untuk perbaikan di masa yang akan datang. Penulis berharap karya ini dapat memberikan manfaat, tidak hanya bagi penulis sendiri, tetapi juga bagi lingkungan akademik serta pengembangan ilmu pengetahuan, khususnya dalam bidang pendidikan. Semoga Allah SWT senantiasa melimpahkan rahmat, taufik, dan hidayah-Nya kepada penulis dan semua pihak yang telah memberikan kontribusi dalam penyusunan artikel ini.

**Wassalamua'alaikum Warahmatullahi Wabarakatuh.**

Medan, 26 Februari 2026

Penulis

**Juliaman Siahaan**

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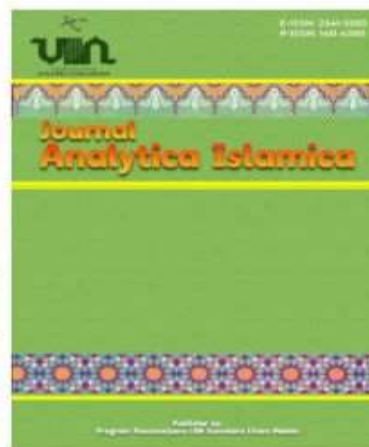


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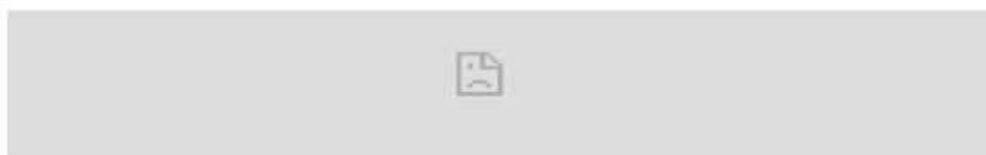
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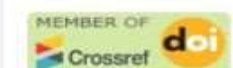
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## STRATEGIES FOR STRENGTHENING NATIONALISM CHARACTER THROUGH NATIONAL PATRIOTIC SONGS: A CASE STUDY OF THE MUHAMMADIYAH LEARNING CENTER IN KEPONG, MALAYSIA

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### ABSTRACT

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*This study aims to analyze strategies for strengthening nationalism character through national patriotic songs among children at the Muhammadiyah Learning Center in Kepong, Malaysia. Nationalism is a fundamental aspect in shaping the character of Indonesian migrant children abroad, who are vulnerable to experiencing a crisis of national identity. This research employs a qualitative approach with a case study method. The research subjects include the learning center administrators, homeroom teacher, and nine students. Data were collected through observation, in-depth interviews, and documentation, and analyzed using the Miles and Huberman model. The findings reveal that nationalism character is strengthened through four main strategies: (1) habituation of singing national patriotic songs before lessons begin, (2) internalization of values and meanings contained in song*

*lyrics, (3) integration of songs with the teaching of national history, and (4) active involvement of students in the commemoration of national holidays. The implementation of these strategies has proven effective in fostering love for the homeland, strengthening national identity, and shaping discipline and pride as Indonesian citizens. Theoretically, this study contributes to the development of the concept of patriotic pedagogy and culture-based character education through music within non-formal educational settings among Indonesian diaspora communities. Practically, the results offer an alternative model for educators and learning center administrators abroad to enhance civic and national education through creative and contextual approaches.*

**Keywords:** Nationalism, diaspora education, character education, patriotic pedagogy, national patriotic songs

## INTRODUCTION

Character education is one of the fundamental pillars of Indonesia's national education system. Its purpose is to develop learners into individuals who are faithful, pious, noble in character, healthy, knowledgeable, capable, creative, independent, as well as democratic and responsible citizens (Law No. 20 of 2003). However, in the current era of massive globalization, the formation of young people's character faces increasingly complex challenges. The uncontrollable flow of information, the penetration of foreign cultural influences, and the erosion of traditional values have become serious threats to national identity (Wibowo & Gunawan, 2015).

The fading of patriotic spirit is reflected in the low awareness among the younger generation regarding the nation's history, their limited appreciation for national symbols, and the declining sense of pride in being Indonesian. Annisa et al. (2024) emphasize that the lack of understanding of the meaning of ceremonial flag rituals among elementary school children is a clear indicator of declining nationalism. In this context, building national identity becomes an essential form of cultural defense to prevent the younger generation from losing their sense of identity amid global pressures (Hajri Hendra, 2023).

National identity represents the essence of a nation, manifested through state symbols such as Pancasila, the red-and-white flag, the Indonesian language, and the national anthem Indonesia Raya (Muhammad Fadhel et al., 2024). Therefore, nationalism education must be designed holistically and integratively, covering cognitive dimensions (knowledge of history and national values), affective dimensions (love and pride for the nation), and psychomotor dimensions (real actions in safeguarding national unity).

Nationalism-based character education becomes even more crucial when national values begin to erode under the influence of global culture. Strengthening nationalism must be initiated from an early age through contextual, creative, and enjoyable media capable of bridging rational understanding with emotional engagement.

Indonesia is one of the largest migrant-worker-sending countries in Southeast Asia. According to data from the Indonesian Migrant Worker Protection Agency (BP2MI, 2022), more than 4.5 million Indonesian migrant workers are spread across various countries, with Malaysia being one of the top destinations. This phenomenon brings complex social consequences, including educational challenges for children who accompany their parents abroad.

Limited access to formal education based on the Indonesian curriculum causes migrant children to lose opportunities to learn about Indonesian history, culture, and Pancasila values. This makes them vulnerable to a crisis of national identity due to exposure to local culture and different educational systems (Rachmat, 2024). In Malaysia, linguistic and cultural similarities with the Malay community further increase the risk of unintentional cultural assimilation. Indonesian as a heritage language has a strategic function not only as a means of communication but also as a medium for transmitting cultural and national values (Aswan et al., 2023). Therefore, non-formal educational institutions such as the Muhammadiyah Learning Center in Kepong play a vital role in maintaining the continuity of national identity among Indonesian migrant children.

In the context of character education, music plays a significant role.

Neuroeducation studies show that music stimulates simultaneous activity across cognitive, affective, and psychomotor domains in learning processes (Troost et al., 2024). Activation of the amygdala and hippocampus when listening to music strengthens emotional engagement and memory retention, making song-based learning more effective for instilling values. Thus, character education through music is not merely recreational; it fosters deep emotional connections with national values.

National patriotic songs possess pedagogical advantages because they are easy to remember, rich in patriotic messages, and capable of building a sense of unity. Qondias et al. (2024) demonstrate that consistent practice of singing national songs can cultivate patriotism among students. Similarly, Della (2022) and Alwi et al. (2023) emphasize the importance of introducing patriotic songs from an early age as a means of fostering nationalism and promoting active participation in national activities. Therefore, national patriotic songs serve as an integrative medium of character education that combines cognitive elements (understanding the meaning of lyrics), affective elements (appreciating values), and psychomotor elements (singing together).

Previous studies mostly focused on implementing national patriotic songs in formal school settings in Indonesia. However, research examining the role of national songs as a strategy for strengthening nationalism in non-formal educational institutions for children of migrant workers remains very limited. In fact, the Indonesian diaspora context abroad presents unique identity dynamics that require distinct pedagogical approaches. Therefore, this study focuses on analyzing strategies for strengthening nationalism character through national patriotic songs among children at the Muhammadiyah Learning Center in Kepong, Malaysia. This study is expected to contribute theoretically to the development of patriotic pedagogy in character education and provide practical implications for non-formal educational institutions in Indonesian diaspora communities to reinforce national identity among younger generations.

## **RESEARCH METHOD**

This study employs a qualitative approach with a case study design to gain an in-depth understanding of strategies for strengthening nationalism character through national patriotic songs among students at the Muhammadiyah Learning Center in Kepong, Malaysia. This approach was chosen because the research focuses on social and educational phenomena that naturally occur within a non-formal learning environment, where nationalism values are instilled through the practice of singing national songs. The case study design enables the researcher to present a factual, in-depth, and contextual description of the processes, strategies, and meanings behind the use of national patriotic songs in shaping the nationalism character of Indonesian diaspora children in Malaysia.

The research was conducted at the Muhammadiyah Learning Center in Kepong, located at Jalan Metro Prima, 52100 Kuala Lumpur, Federal Territory of Kuala Lumpur, Malaysia. The data collection process took place over one month, from September 4 to October 1, 2025. This learning center is a non-formal educational institution serving the children of Indonesian migrant workers, with a focus on learning based on Islamic values and Indonesian nationalism.

The data sources in this study consist of primary and secondary data.

a) Primary data were obtained through:

- Participant observation, conducted during learning activities and practice sessions of national patriotic songs at the learning center, including the routine of singing before lessons and activities during national celebrations.
  - In-depth interviews with nine informants consisting of one mentor teacher, one learning center administrator, and seven students.
  - Documentation, including photos, activity videos, and records of learning activities and national events.
- b) Secondary data were obtained from supporting documents such as institutional profiles, activity archives, and relevant scholarly literature on character education, nationalism, and non-formal education in Indonesian diaspora communities.

The informants in this study were selected using purposive sampling, considering their active involvement in activities related to national patriotic songs.

- The mentor teacher, aged 24, has been teaching at the learning center for three years and holds an undergraduate degree in education or Islamic studies.
- The learning center administrator, aged 42, has more than 10 years of experience in managing educational institutions within Indonesian diaspora communities.
- The students, aged 9–10, are children of Indonesian migrant workers who have lived in Malaysia for 3–10 years.

The diversity of these characteristics enabled the researcher to obtain comprehensive insights from various perspectives of roles, ages, and social experiences.

To ensure the validity of the data, this study applied source triangulation and technique triangulation.

- 1) Source triangulation was carried out by comparing information from various informants (teachers, students, and administrators) to examine the consistency of perspectives regarding the practices of strengthening nationalism through national patriotic songs.
- 2) Technique triangulation was conducted by combining the results of observations, interviews, and documentation in order to reinforce the credibility of the findings. In addition, the researcher conducted member checking by providing feedback on the initial interpretations to the informants to ensure that the interpreted data accurately reflected their lived experiences.

Data analysis was carried out thematically by referring to Miles and Huberman's (1994) interactive model, which consists of three stages:

- Data reduction, namely the process of selecting, focusing, and simplifying data in accordance with the research focus.
- Data display, presented in the form of narrative descriptions and thematic matrices that illustrate the strategies, processes, and impacts of national patriotic song learning on the development of students' nationalism character.

- Conclusion drawing and verification, which involves interpreting patterns and meanings from the organized data to obtain a comprehensive understanding of the phenomenon under study.

These three stages occurred cyclically and continuously from the data collection phase to the final analysis. All interpretations were re-examined to ensure consistency between empirical data and the resulting social meanings.

## RESULT AND ANALYSIS

This study found that the strategies for strengthening nationalism character among Indonesian children at the Muhammadiyah Learning Center in Kepong, Malaysia, were implemented through four main approaches: (1) the habituation of singing national patriotic songs before lessons begin, (2) the internalization of the meanings contained in song lyrics, (3) the integration of national songs with the teaching of national history, and (4) the implementation of activities commemorating national holidays. These four strategies were applied contextually in accordance with the conditions of the learning center, which serves as a non-formal educational institution for children of Indonesian migrant workers. Based on interviews and observations, these strategies were proven to play a significant role in fostering love for the homeland, strengthening national identity, and shaping discipline and a sense of togetherness among the students.

### Habituation of Singing National Patriotic Songs Before Learning Activities

The findings of this study indicate that one of the main strategies implemented at the Muhammadiyah Learning Center in Kepong, Malaysia, to instill nationalism character is the habituation of singing national patriotic songs before or after learning activities. This routine is carried out consistently by teachers as an integral part of the teaching and learning process. Based on interviews with the homeroom teacher and field observations, the collective singing activities are conducted almost every day, with songs such as Garuda Pancasila, Indonesia Raya, and Tanah Airku as the primary selections. This activity establishes a routine that not only fosters patriotic spirit but also creates a classroom atmosphere filled with motivation and togetherness.



**Figure 1.** Singing the song Tanah Airku together with the 4th-grade students of the learning center.

This habituation functions as a medium for strengthening national identity while simultaneously serving as a vehicle for instilling discipline, togetherness, and pride in Indonesia. Observations show that the students are highly enthusiastic when singing national songs; they stand upright, sing loudly, and some even spontaneously give a salute. This phenomenon reflects the internalization of patriotic values that is not merely verbal but manifested through reflective and spontaneous actions. Such activities align with Lickona's (2018) concept of character education, which emphasizes that character formation requires consistent habituation through direct experiences involving the dimensions of "knowing the good, desiring the good, and doing the good." The routine of singing national songs is a concrete manifestation of this concept, in which nationalism is internalized through repetitive and meaningful actions.

In the context of nonformal education, this strategy has proven relevant and effective. Atika et al. (2019) explain that strengthening character education related to love for the homeland can be achieved through institutional culture that integrates routine activities such as singing national songs into students' daily learning experiences. This is reinforced by observations in the learning center, which show that singing national songs has become a habitual and eagerly anticipated part of the learning culture.

Beyond the daily classroom routine, this habituation is further reinforced through flag ceremonies held every Monday. Although conducted indoors due to limited facilities, students carry out the ceremony with enthusiasm and solemnity. They sing "Indonesia Raya" together, followed by salutes and collective prayer. The seriousness and deep appreciation displayed by the students indicate their understanding of the significance of the ceremony as a form of respect for the nation. This aligns with Annisa et al. (2024), who found that routine activities such as flag ceremonies and singing the national anthem are effective media for instilling discipline and responsibility in elementary school children. These findings parallel what occurs in the learning center, where national rituals despite being conducted in simple conditions still have a significant impact on students' character formation.

Interviews with teachers also reveal that the consistent habituation of singing national songs helps students memorize and comprehend the songs effortlessly. They become familiar with the lyrics and melodies, making the singing activities voluntary and joyful. Lestari et al. (2020) found that continuous habituation encourages natural internalization of patriotic values through repeated practice and active participation.

This finding is especially relevant in the socio-cultural context of Indonesian migrant children in Malaysia. Observations show that some students exhibit influences of Malaysian language and culture in their speech and daily habits. Thus, the habituation of singing national songs becomes an important strategy in maintaining Indonesian linguistic and cultural identity amid the dominance of foreign cultural influences. Aswan et al. (2023) similarly highlight that Indonesian migrant children in Malaysia face significant challenges in preserving their Indonesian language and culture due to environmental assimilation. Hence, national song-singing activities in the center serve a strategic role in reinforcing national identity and a sense of connection to the homeland.

Habituation also contributes to building students' discipline. Observations indicate that learning activities in the center begin with a structured sequence: starting with dhuha prayer, followed by Qur'an reading, and then lessons that begin with singing national songs. This routine strengthens discipline and creates a positive learning climate. This aligns with findings by Makmur et al.

(2023), who note that strengthening nationalism through repetitive methods is effective not only for building memorization but also for fostering discipline and responsibility.

The habituation practices also create an institutional culture grounded in national values, where national songs are no longer seen as formal obligations but as a natural part of the learning environment. This shift in perception demonstrates successful internalization of values occurring organically. Wulandari and Kristiawan (2017) argue that “strengthening character education must be realized through the creation of a conducive institutional culture,” enabling national values to be embedded in daily habits and interactions. This viewpoint reinforces the finding that the center’s supportive culture toward national activities is a key factor in successfully instilling nationalism. Thus, the learning center has successfully created a learning atmosphere that nurtures patriotism and solidarity among students not through coercion, but through meaningful habituation.

Overall, the findings affirm that the routine singing of national songs is an effective strategy for cultivating national awareness among Indonesian children in Malaysia. Through simple yet consistent activities, students not only learn national symbols but also internalize their meaning in real life. This habituation demonstrates that character education can grow from daily practices that are routine, enjoyable, and meaningful.

### **Internalization of the Meaning of National Patriotic Song Lyrics**

The findings of the study show that another important strategy in strengthening nationalism among students at the Muhammadiyah Learning Center in Kepong, Malaysia, is the internalization of the meaning of national patriotic song lyrics. This activity aims to ensure that students not only memorize the songs, but also understand the values embedded within them. Based on interviews and observations, teachers actively explain the meaning of each lyric, relate it to the students’ life experiences, and instill moral and patriotic values through simple interpretations that are easy for children to understand.



**Figure 2.** an interview with the teacher who also serves as the homeroom teacher of the 4th grade class at the learning center

Based on the observations, this activity is carried out interactively. The teacher often asks students about the meaning of specific lines in the song and then connects them to everyday life. For example, when discussing the song Garuda Pancasila, the teacher explains the Garuda bird as a symbol of the nation's strength and resilience. This method demonstrates a contextual learning approach in which students understand the values of nationalism through reflection on their own lived experiences. This approach aligns with Musanna's (2017) view that effective character education must be contextual and appreciative of learners' local experiences.

The teacher also explains the meaning of the song in relation to Pancasila values and the nation's historical struggles. In learning activities, lyrics from songs such as Tanah Airku are linked to values of unity and love for the homeland, which correspond to the third principle of Pancasila. This strategy helps students connect the messages in the songs with broader moral and national principles. Lickona (2018) states that meaningful character education must integrate cognitive aspects (understanding values), affective aspects (valuing the good), and behavioral aspects (acting upon values). The findings at the learning center reflect the application of this principle, as students not only understand the lyrics but also strive to internalize and practice them.

Interviews with the teacher reveal that students understand song meanings more easily when the teacher uses narrative and reflective approaches. Patriotic songs such as Bagimu Negeri are used as a starting point for discussions about sacrifice and the contributions of national heroes. The teacher then links these values to students' responsibilities and learning motivation as forms of contribution to the nation. This strategy effectively enhances students' emotional engagement with national songs. Della (2022) supports these findings, stating that national songs function as character-building media capable of fostering pride and historical awareness among elementary school students.

Field observations show that the internalization process not only improves students' cognitive understanding but also fosters deep emotional attachment. Students appear enthusiastic when discussing song meanings, and some even express curiosity about the historical background of the songs. Their spontaneous questions indicate a genuine interest in national values. This suggests that the internalization of song meanings plays an essential role in nurturing curiosity about Indonesia and the homeland. Qondias et al. (2024) highlight that understanding the meaning of national songs not only fosters pride but also strengthens active and responsible citizenship awareness. This strengthens the study's finding that when students understand the meaning behind the songs they sing, the activity transforms from mere singing into a process of national identity formation.

Interviews with the head of the learning center indicate that internalizing song meanings also strengthens students' emotional connection with Indonesia. When students understand the meaning of the songs they sing, they develop a deeper curiosity about life in their homeland. These findings align with Divana et al. (2024), who show that patriotism- and culture-based learning fosters a desire among migrant children to explore their national identity more deeply.

The internalization of song meanings is also effective in fostering other moral values such as discipline, cooperation, and perseverance. Observations show that the teacher often emphasizes the moral messages embedded in the songs. For instance, Bangun Pemuda Pemudi is associated with learning motivation and hard work, while Indonesia Pusaka promotes gratitude for the beauty of the

homeland. According to Alwi et al. (2023), learning through national songs becomes more meaningful when teachers interpret the moral values embedded in the lyrics, as students learn through repeated affective experiences.

This internalization activity also plays a critical role in preserving students' national identity while living abroad. In a diaspora context, national songs serve as cultural bridges connecting students with Indonesian values and language. Hajri Hendra (2023) stresses that national identity awareness must be nurtured from an early age to prevent the loss of cultural identity amid globalization. In this regard, understanding the meaning of national songs helps students maintain their Indonesian identity despite Malaysia's dominant cultural environment.

Thus, the findings affirm that the internalization of national song lyrics at the learning center is not merely an additional activity, but a key strategy in shaping profound nationalism. Through contextual, reflective, and participatory approaches, this activity successfully integrates cognitive, affective, and moral elements into one meaningful learning process. This strategy also demonstrates that national songs can serve as transformative character-education tools, especially for Indonesian children abroad who require strong emotional and intellectual reinforcement of their national identity.

### **Integration of National Patriotic Songs into History Lessons and Other Subjects**

The findings of this study indicate that teachers at the Muhammadiyah Learning Center in Kepong integrate national patriotic songs into various learning activities, particularly in Civics (PPKn), Social Studies (IPS), and Arts and Culture. This approach reinforces that the cultivation of nationalism is not implemented as a separate activity, but is embedded within classroom learning so that national values are internalized naturally. Observations and interviews show that teachers connect patriotic songs with relevant subject matter. In Civics, the song Garuda Pancasila is used to strengthen students' understanding of unity and love for the homeland. In Social Studies, the song Tanah Airku is played when discussing Indonesia's natural beauty and resources to foster national pride. These findings align with Atika et al. (2019), who emphasize that integrating character values into thematic learning creates more meaningful learning experiences because they are connected to real-life contexts.

In Arts and Culture lessons, national songs are used as tools to introduce Indonesian arts and cultural heritage. Observations reveal that students learn patriotic songs accompanied by simple musical arrangements or body movements, making the learning process more enjoyable and interactive. Teachers also relate the songs to historical contexts for example, explaining the meaning and significance of Indonesia Raya during the struggle for independence. This aligns with R. Lestari et al. (2022), who assert that linking historical content with music enriches students' learning experiences because music can bridge the emotional connection between the past and the present.

Findings from observations show that the use of national songs creates a more enthusiastic learning environment and strengthens a sense of togetherness in the classroom. Teachers use the songs not only at the start of lessons but also at the end to leave a positive impression on students. This practice shows that songs function as an "emotional bridge" that helps students connect emotionally with the learning material. These results are supported by Campbell (2018), who states that music in education helps build collective identity and encourages social solidarity because it touches learners' emotional dimension.

Integrating national songs into learning also contributes to enhancing students' historical awareness of Indonesia's struggle for independence. Teachers use song lyrics such as Hari Merdeka and Bagimu Negeri to illustrate values of sacrifice and the spirit of independence. Through this approach, students learn history not merely as a sequence of events, but as an emotional experience relevant to their lives. This aligns with Rachmat (2024), who emphasizes that civic education for Indonesian migrant children in Malaysia must be engaging and context-based to maintain their sense of attachment to their home country.

Although the integration of national songs into learning proves effective, this study also identifies several challenges, such as limited instructional time and the lack of teachers with strong backgrounds in arts or socio-humanities. Nonetheless, teachers continue to innovate by using simple technologies such as televisions and speakers to play songs and learning videos. The facilities provided by the head of the learning center play a crucial role in supporting the sustainability of the program. This aligns with Wulandari & Kristiawan (2017), who highlight that supportive leadership and a conducive learning environment are essential foundations for strengthening character education.

Beyond classroom activities, the integration of national songs is expanded through various extracurricular programs, including singing competitions and Indonesian cultural performances. These activities provide opportunities for students to creatively express their national identity. These findings are consistent with Qondias et al. (2024), who argue that arts activities involving national songs can strengthen solidarity, foster pride, and increase students' sense of belonging to national culture because they provide both aesthetic and emotional experiences.

In addition to pedagogical impacts, the integration of national songs also has significant social value, especially for children of migrant workers living in environments heavily influenced by foreign cultures. National songs serve as media for preserving culture and symbols that connect them emotionally to their homeland. Divana et al. (2024) highlight that culture- and patriotism-based education in Malaysia plays a major role in maintaining the national identity of Indonesian diaspora children. In this context, national songs function as emotional and spiritual reminders of their national roots.

Overall, the findings confirm that integrating national patriotic songs into various subjects at the Muhammadiyah Learning Center in Kepong constitutes an effective and contextual character education practice. This strategy helps students develop a comprehensive understanding of nationalism through academic lessons, arts activities, and complementary social experiences. By combining cognitive, affective, and cultural dimensions, teachers successfully create a learning process that not only imparts knowledge but also strengthens students' national consciousness.

### **National Holiday Commemorations as Intensive Moments for Strengthening Nationalism**

The findings of the study reveal that commemorations of national holidays such as Independence Day, Heroes' Day, and Youth Pledge Day play a central role in strengthening nationalism among students at the Muhammadiyah Learning Center in Kepong, Malaysia. These activities are not merely ceremonial; they serve as reflective and educational platforms that foster patriotism, pride, and solidarity among the students. Through national-themed activities such as flag ceremonies, competitions, and cultural performances, students engage in value-based learning that incorporates both emotional and social dimensions.

Observations show that each national holiday celebration at the learning center includes creative activities such as patriotic speech competitions, recitations of heroic poetry, and performances of Indonesian cultural arts. Teachers and the head of the learning center view these activities as ways to cultivate togetherness and to remind students of the nation's historical struggles. These findings are consistent with Makmur et al. (2023), who explain that national holiday celebrations within migrant children's educational environments function as an anchor of identity, namely a cultural and emotional bond that helps them remain connected to their home country through shared



emotional experiences.

**Figure 3.** The flag ceremony held every Monday at the learning center

The implementation of the weekly Monday flag ceremony is an important component in cultivating a sense of patriotism among the students. Although the ceremony is conducted in a limited indoor space and without a permanent flagpole, it is carried out with solemnity and respect. Students enthusiastically sing Indonesia Raya and recite the student pledge, demonstrating that the meaning of the ceremony is shaped more by shared values and commitment than by physical facilities. These findings are reinforced by Annisa et al. (2024), who explain that routine activities such as flag ceremonies and singing national songs play a major role in building discipline, responsibility, and respect for national symbols.

The commemoration of Independence Day on August 17 is one of the most memorable moments for the students. Observations show that they display high enthusiasm when participating in traditional competitions, decorating rooms with red-and-white themes, and wearing various patriotic accessories. These activities not only foster a sense of togetherness but also cultivate patriotic spirit within the school environment. This finding aligns with Rachmat (2024), who emphasizes that nationalism-themed activities are essential in strengthening the national identity of migrant children amid the cultural influences of the host country.

In addition to formal events, teachers also use these commemorative moments to instill understanding about national history and the values of

Indonesia's struggle for independence. Songs such as *Bagimu Negeri* and *Hari Merdeka* are used as learning media to raise students' awareness of the meaning of independence and the responsibility of the younger generation to carry forward the nation's legacy. Lestari et al. (2020) found that national songs possess strong affective power in fostering pride and nationalism because they convey historical narratives that can be collectively felt and interpreted.

Field observations also reveal that these commemorative activities serve as a platform for developing students' social character. Students actively collaborate in preparing event activities, from taking roles as ceremony leaders, Pancasila readers, to becoming competition committee members. This process cultivates responsibility and *gotong royong* (mutual cooperation) among students. This supports the view of Muhammad Fadhel et al. (2024), who assert that direct student involvement in patriotic activities significantly contributes to the formation of national identity, as real experiences provide stronger meaning than theoretical lessons.

The data further indicate that national commemoration activities strengthen students' emotional attachment to Indonesia. When the national anthem is sung together, an emotional atmosphere emerges that reflects their closeness to their homeland. Campbell (2021) notes that singing within social rituals can strengthen solidarity and foster collective emotional bonds. In this sense, music serves as a bridge connecting individual identity with a broader national identity. On several occasions, national commemorations are combined with religious events, such as the Prophet's Birthday or the Islamic New Year. Teachers integrate national songs into these events, demonstrating harmony between religious values and national values. This approach aligns with Wulandari and Kristiawan (2017), who argue that national character formation becomes more effective when integrated with school culture and spiritual values familiar to the students' daily lives.

Beyond emotional attachment, these activities also stimulate civic curiosity—students' interest in national history and civic life. Teachers report that after participating in the Independence Day celebration, many students began asking questions about the president, Indonesian history, and national symbols. This phenomenon is strengthened by Della (2022), who found that national songs can stimulate young people's interest in their national identity. For migrant children, the meaning of these activities becomes even more significant. Divana et al. (2024) show that patriotic activities in nonformal educational institutions in Malaysia serve as important spaces for Indonesian children to maintain their national identity within multicultural communities. Therefore, national holiday celebrations at the learning center are not merely ceremonial events but serve as effective cultural strategies for strengthening national pride and a sense of belonging to Indonesia.

Overall, this study demonstrates that national holiday celebrations at the Muhammadiyah Kepong Learning Center function as integrated platforms for teaching national values. Through these activities, students not only learn about history but also experience nationalism directly through emotional engagement, cooperation, and social interaction. This approach enables more holistic national character formation because it simultaneously engages cognitive, affective, and social dimensions. These findings are in line with Vargas-Salfate et al. (2020), who state that national identity develops strongly when individuals participate in meaningful collective experiences that foster a sense of unity. Therefore, national holiday celebrations at the learning center play a vital role in strengthening students' national consciousness.

### **Effectiveness, Challenges, and Implications**

The overall findings of this study show that strategies for strengthening nationalism through national patriotic songs and nationalism-themed activities at the Muhammadiyah Learning Center in Kepong are effective in shaping students' national awareness and pride. The four practices habituation of singing national songs, internalization of lyric meanings, integration into learning, and national holiday commemorations work complementarily as a value-based system that reinforces the national identity of Indonesian children living in Malaysia.

#### *Effectiveness of the Strategy*

The effectiveness of these strategies can be seen in the changes in students' attitudes during daily activities at the learning center. Observations indicate that students demonstrate increased respect for national symbols, can sing national songs correctly, and show a more mature understanding of national values. This finding aligns with A. D. Lestari et al. (2020), who state that regularly singing national songs can internalize patriotism through meaningful repetition.

Students' understanding of song content has also developed. They begin to grasp the moral messages contained in the lyrics, which is then reflected in positive behaviors such as mutual respect, cooperation, and caring for others. This finding is consistent with Qondias et al. (2024), who assert that interpreting national songs can strengthen civic responsibility by fostering a sense of belonging and national pride. The impact becomes even stronger because national songs are integrated into various learning activities, including history, Civics (PPKn), and arts. This aligns with Atika et al. (2019), who emphasize that character values are more effectively formed when integrated across learning contexts rather than taught as separate topics.

National holiday commemorations further strengthen students' sense of togetherness and collective identity. For Indonesian children growing up in migrant families, such activities hold important social meaning because they help them remain connected to their cultural and national roots. Makmur et al. (2023) explain that patriotic activities conducted abroad serve as forms of identity reinforcement that sustain national memory even when children live in a different cultural environment.

#### *Implementation Challenges*

Several challenges emerged in implementing these strategies. First, the limited learning time at the center means that nationalism-based activities cannot always be carried out in great depth. This is consistent with Kamil (2009), who notes that nonformal education institutions often face time constraints, requiring teachers to adapt their methods to existing conditions. Second, the number of teachers with backgrounds in arts or sociohumanities is still limited. To address this, teachers creatively use simple technologies such as music players and videos. Gymnastiar et al. (2024) found that accessible digital media can enhance migrant children's emotional connection to their national culture. Additionally, the social environment in Malaysia influences students' identity formation. Many students use Malay more frequently in daily life, creating the potential for reduced use of Indonesian. Aswan et al. (2023) note that changes in language and living environments can shift national identity awareness if not supported by adequate cultural education. In this context, national songs play an

essential role as media for maintaining the Indonesian language and reinforcing students' Indonesian identity.

### *Theoretical and Practical Implications*

This study provides theoretical implications for the development of culture-based character education. Field findings support the views of Lickona (2018) and VargasSalfate et al. (2020), which argue that national character is shaped not only through knowledge acquisition but also through repeated emotional experiences and meaningful social interactions. In this context, national patriotic songs function as pedagogical tools capable of simultaneously engaging students' cognitive, affective, and moral aspects.

Practically, this study offers a strategic model for nonformal educational institutions abroad to instill national values through simple yet enjoyable activities. Divana et al. (2024) emphasize that culture- and patriotism-based education in migrant communities can sustainably strengthen national identity. Additionally, the findings highlight the need for collaborative support between teachers, learning center leaders, and parents. Niehlah et al. (2023) report that the social involvement of migrant families plays a crucial role in maintaining national values among Indonesian children living abroad. With such support, character education extends beyond the learning space and becomes part of the community's cultural environment.

Overall, this study reaffirms that character formation through national patriotic songs and nationalism-themed activities is an effective, contextually relevant, and sustainable approach. This strategy not only strengthens the national identity and pride of Indonesian students in multicultural settings but also contributes meaningfully to the development of culture-based character education theory.

## **CONCLUSION**

The findings of this study affirm that strategies for strengthening nationalist character through national patriotic songs at the Muhammadiyah Learning Center in Kepong, Malaysia, are proven to be effective and contextually relevant in shaping the national awareness of Indonesian children living abroad. The four key strategies routine habituation of singing national songs, internalization of lyric meanings, integration of songs across subjects, and the implementation of national holiday commemorations operate synergistically and mutually reinforce one another in building students' national identity.

The habituation of singing national songs on a regular basis successfully instills a sense of patriotism and pride in national symbols. The internalization of song lyrics deepens students' cognitive and affective understanding of values related to struggle, unity, and national responsibility. Integrating national songs into subjects such as Civics (PPKn), Social Studies (IPS), and Arts and Culture facilitates contextual learning that fosters practical understanding of national history and Pancasila values. Meanwhile, national holiday celebrations function as intensive moments that strengthen emotional bonds, solidarity, and students' collective spirit as members of the Indonesian nation within the multicultural environment of Malaysia.

In the context of Indonesian migrant children in Malaysia, these findings carry important implications: character education based on national songs is not only a tool for cultural preservation but also a strategic instrument for maintaining

national identity amid pressures of cultural assimilation. Activities such as singing together, understanding song meanings, and commemorating national days create social spaces that allow students to express pride, a sense of belonging, and loyalty to Indonesia.

Furthermore, this study offers practical implications for nonformal educational institutions abroad to develop adaptive, creative, and culturally grounded character education strategies. Collaborative support among teachers, learning center leaders, parents, and the diaspora community is vital for sustaining the cultivation of national values. When taught reflectively and integratively, national patriotic songs shape not only memorization but also a living and deeply rooted national consciousness within students. Thus, character education through national songs is proven to be an effective approach in shaping young Indonesians with a strong identity, pride in their nation, and readiness to become global citizens who are principled, religious, and nationalistic. This study is expected to serve as both a conceptual and practical reference for developing culturally grounded character education models, particularly within diaspora settings or Indonesian communities abroad.

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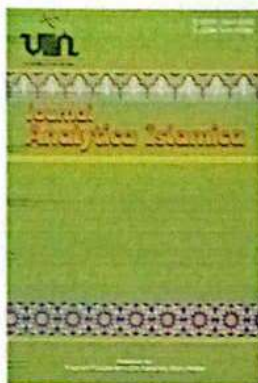
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## LETTER OF ACCEPTANCE



Date : 18/12/2025

Manuscript Title :

"STRATEGIES FOR STRENGTHENING NATIONALISM CHARACTER THROUGH NATIONAL PATRIOTIC SONGS: A CASE STUDY OF THE MUHAMMADIYAH LEARNING CENTER IN KEPONG, MALAYSIA"

Dear Authors,

Juliaman Siahaan <sup>1</sup>, Zulkifli Amin <sup>2</sup>, Ryan Taufika <sup>3</sup>

It's my pleasure to inform you that after peer review, your paper:

*"STRATEGIES FOR STRENGTHENING NATIONALISM CHARACTER THROUGH NATIONAL PATRIOTIC SONGS: A CASE STUDY OF THE MUHAMMADIYAH LEARNING CENTER IN KEPONG, MALAYSIA"*

Has been ACCEPTED to be published in Journal Analytica Islamica; Online ISSN: 2541-5263; Print ISSN: 1411-4380 at Volume 15 Number 1 (2026) and it will be available online at <https://jurnal.uinsu.ac.id/index.php/analytica/article/view/23418>

Thank you very much for submitting your article to the Journal Analytica Islamica; E-ISSN: 2798-5156; P-ISSN: 1411-4380. I believe that our collaboration will help to accelerate the global knowledge creation and sharing one step further.

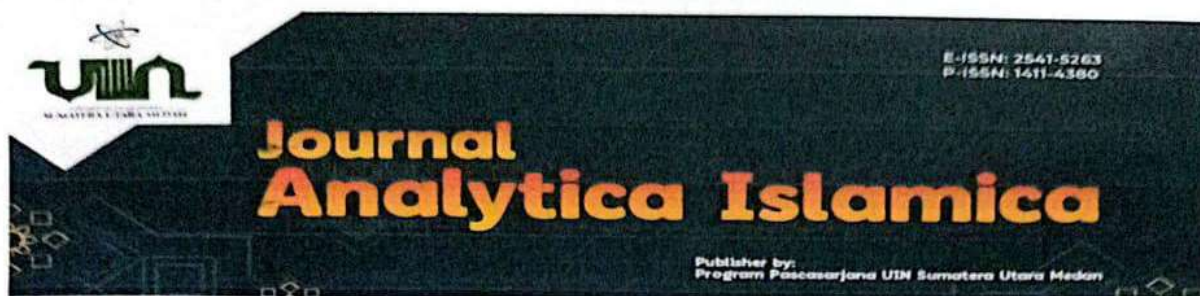
Best Regards,

Executive Editor



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## SCIENTIFIC ARTICLE ASSESSMENT SHEET (PEER REVIEW)

Manuscript Title: **"STRATEGIES FOR STRENGTHENING NATIONALISM CHARACTER THROUGH NATIONAL PATRIOTIC SONGS: A CASE STUDY OF THE MUHAMMADIYAH LEARNING CENTER IN KEPONG, MALAYSIA"**

### Article Assessment Results

Assessment Components	Reviewer Assessment
Completeness of scientific article elements (10%)	9
Scope and depth of discussion (30%)	24
Adequacy and currency of data/information and methodology (30%)	25
Completeness of elements and quality of discussion (30%)	25
<b>Total Value</b>	<b>83</b>

### Article Status

- Accepted Without Revision
  Accepted With Minor Revisions
  Accepted With Major Revisions  
 Rejected

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**STRATEGI PENGUATAN KARAKTER NASIONALISME MELALUI MEDIA LAGU WAJIB NASIONAL: STUDI KASUS SANGGAR BIMBINGAN MUHAMMADIYAH KEPONG MALAYSIA**

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**ABSTRACT**

Penelitian ini bertujuan menganalisis strategi penguatan karakter nasionalisme melalui media lagu wajib nasional pada anak-anak di Sanggar Bimbingan Muhammadiyah Kepong, Malaysia. Nilai nasionalisme menjadi aspek fundamental dalam pembentukan karakter anak-anak pekerja migran Indonesia di luar negeri yang rentan terhadap krisis identitas kebangsaan. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Subjek penelitian mencakup pengelola sanggar, wali kelas, dan sembilan peserta didik. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi, kemudian dianalisis menggunakan model Miles dan Huberman. Hasil penelitian menunjukkan bahwa penguatan karakter nasionalisme dilakukan melalui empat strategi utama, yaitu: (1) pembiasaan menyanyikan lagu wajib nasional sebelum pembelajaran, (2) internalisasi nilai dan makna lirik lagu, (3) integrasi lagu dengan pembelajaran sejarah bangsa, dan (4) pelibatan aktif siswa dalam peringatan hari besar nasional. Implementasi strategi ini terbukti efektif dalam menumbuhkan rasa cinta tanah air, memperkuat identitas kebangsaan, serta membentuk karakter disiplin dan kebanggaan sebagai warga negara Indonesia. Secara teoretis, penelitian ini berkontribusi pada pengembangan konsep patriotic pedagogy dan pendidikan karakter berbasis budaya musik dalam konteks pendidikan nonformal di komunitas diaspora Indonesia. Secara praktis, hasil penelitian memberikan model alternatif bagi pendidik dan pengelola sanggar di luar negeri untuk memperkuat pendidikan kebangsaan melalui pendekatan kreatif dan kontekstual.

**Keywords:** Nasionalisme, pendidikan diaspora, pendidikan karakter, patriotic pedagogy, lagu wajib nasional

**Comment [L1]:** •This article is worthy of publication because it offers important empirical and theoretical contributions to the character education of Indonesian migrant children through the medium of national anthems. Minor improvements are needed in terms of methodology (data validity and informant citations) and strengthening of theoretical reflection so that the research results are more comprehensive. •In terms of language use, this article is written entirely in English.

**Comment [L2]:** •The abstract can be strengthened by including a sentence on the practical implications or theoretical contributions of the research to the field of character education or non-formal education.

•Avoid repeating the phrase "strategies for strengthening nationalism" and add more varied keywords such as diaspora education, character building, or patriotic pedagogy to broaden the scope of indexing.

## 1. INTRODUCTION

Pendidikan karakter merupakan salah satu pilar fundamental dalam sistem pendidikan nasional Indonesia. Tujuannya adalah mengembangkan potensi peserta didik agar menjadi manusia yang beriman, bertakwa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, serta menjadi warga negara yang demokratis dan bertanggung jawab (Undang-Undang Nomor 20 Tahun 2003). Namun, dalam era globalisasi yang semakin masif, pembentukan karakter generasi muda menghadapi tantangan yang semakin kompleks. Arus informasi yang tak terbendung, penetrasi budaya asing, dan melemahnya nilai-nilai tradisional menjadi ancaman serius terhadap identitas kebangsaan (Wibowo & Gunawan, 2015).

Fenomena luntarnya semangat kebangsaan tercermin dari rendahnya pengetahuan generasi muda tentang sejarah perjuangan bangsa, minimnya apresiasi terhadap simbol-simbol negara, dan menurunnya rasa bangga sebagai warga Indonesia. Annisa et al. (2024) menegaskan bahwa kurangnya pemahaman makna upacara bendera pada anak sekolah dasar menjadi indikator nyata merosotnya semangat nasionalisme. Dalam konteks ini, membangun identitas nasional merupakan bentuk pertahanan budaya yang penting bagi generasi muda agar tidak kehilangan jati diri di tengah arus globalisasi (Hajri Hendra, 2023).

Identitas nasional merepresentasikan jati diri bangsa yang diwujudkan melalui simbol-simbol kenegaraan seperti Pancasila, bendera merah putih, bahasa Indonesia, dan lagu kebangsaan Indonesia Raya (Muhammad Fadhel et al., 2024). Oleh karena itu, pendidikan nasionalisme perlu dirancang secara holistik dan integratif, meliputi dimensi kognitif (pemahaman sejarah dan nilai kebangsaan), afektif (rasa cinta dan bangga terhadap bangsa), serta psikomotorik (tindakan nyata dalam menjaga keutuhan bangsa).

Pendidikan karakter berbasis nasionalisme menjadi semakin penting dalam situasi di mana nilai-nilai kebangsaan mulai terkikis oleh budaya global. Upaya penguatan nasionalisme perlu dilakukan sejak usia dini melalui media yang kontekstual, kreatif, dan menyenangkan, sehingga mampu menjembatani antara pengetahuan rasional dan keterlibatan emosional anak.

Indonesia merupakan salah satu negara pengirim tenaga kerja migran terbesar di Asia Tenggara. Berdasarkan data Badan Perlindungan Pekerja Migran Indonesia (BP2MI, 2022), terdapat lebih dari 4,5 juta pekerja migran Indonesia yang tersebar di berbagai negara, dengan Malaysia sebagai salah satu tujuan utama. Fenomena ini membawa konsekuensi sosial yang kompleks, termasuk

**Comment [L3]:** •Writing articles in English  
•It is necessary to clarify the problem statement in the form of an explicit sentence at the end of the introduction so that readers understand the main focus of the research.  
•The narrative is too long and dense; it is recommended to use small subsections or thematic paragraphs (e.g., the context of globalization, the challenges faced by migrant children, the relevance of national songs).  
•Some quotations could be given stronger contextual links (e.g., between the results of neuroeducation research and the context of character education).

diharapkan memberikan kontribusi teoretis bagi pengembangan patriotic pedagogy dalam pendidikan karakter, sekaligus memberikan implikasi praktis bagi lembaga pendidikan nonformal di komunitas diaspora Indonesia dalam memperkuat identitas kebangsaan generasi muda.

## 2. RESEARCH METHOD

Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus untuk memperoleh pemahaman yang mendalam mengenai strategi penguatan karakter nasionalisme melalui media lagu wajib nasional pada siswa di Sanggar Bimbingan Muhammadiyah Kepong, Malaysia. Pendekatan ini dipilih karena penelitian berfokus pada fenomena sosial dan pendidikan yang terjadi secara alami di lingkungan belajar nonformal, di mana nilai-nilai nasionalisme ditanamkan melalui kegiatan bernyanyi lagu wajib nasional. Pendekatan studi kasus memungkinkan peneliti menggambarkan secara faktual, mendalam, dan kontekstual mengenai proses, strategi, serta makna pembelajaran lagu wajib nasional dalam membentuk karakter nasionalisme anak-anak diaspora Indonesia di Malaysia.

### Lokasi dan Waktu Penelitian

Penelitian dilaksanakan di Sanggar Bimbingan Muhammadiyah Kepong, yang berlokasi di Jalan Metro Prima, 52100 Kuala Lumpur, Wilayah Persekutuan Kuala Lumpur, Malaysia. Proses pengumpulan data berlangsung selama satu bulan, yakni dari 04 September hingga 01 Oktober 2025. Sanggar ini merupakan lembaga pendidikan nonformal yang melayani anak-anak pekerja migran Indonesia, dengan fokus pada pembelajaran berbasis nilai keislaman dan kebangsaan.

### Sumber dan Teknik Pengumpulan Data

Sumber data dalam penelitian ini terdiri atas data primer dan data sekunder.

#### a) Data primer diperoleh melalui:

- Observasi partisipatif, dilakukan terhadap kegiatan pembelajaran dan latihan lagu wajib nasional di sanggar, termasuk rutinitas menyanyikan lagu sebelum pembelajaran dimulai dan kegiatan peringatan hari besar nasional.
- Wawancara mendalam dengan sembilan informan yang terdiri atas tiga guru pembimbing, satu pengelola sanggar, dan lima siswa.
- Dokumentasi, berupa foto, video kegiatan, serta catatan aktivitas pembelajaran dan kegiatan kebangsaan.

#### Comment [L4]: •Writing in English

•Add a description of data validity (e.g., triangulation of sources and techniques) to strengthen the validity of the findings.

•Include the number and characteristics of informants (age, role, length of stay) to improve methodological transparency.

•The explanation of the critical literature review should be moved to the theoretical framework section so that the methods section can focus more on the research procedures.

- b) Data sekunder diperoleh dari dokumen pendukung seperti profil lembaga, arsip kegiatan, serta literatur ilmiah relevan mengenai pendidikan karakter, nasionalisme, dan pendidikan nonformal di komunitas diaspora Indonesia.

#### **Karakteristik Informan**

Informan penelitian dipilih menggunakan purposive sampling dengan mempertimbangkan keterlibatan aktif dalam kegiatan lagu wajib nasional.

- Guru pembimbing berusia antara 28-40 tahun, telah mengajar di sanggar selama 3-7 tahun, dan memiliki latar belakang pendidikan S1 keguruan atau pendidikan Islam.
- Pengelola sanggar berusia 42 tahun dengan pengalaman lebih dari 10 tahun dalam mengelola lembaga pendidikan komunitas diaspora.
- Siswa berusia 9-13 tahun, merupakan anak-anak pekerja migran Indonesia yang telah tinggal di Malaysia antara 3-8 tahun.

Keberagaman karakteristik ini memungkinkan peneliti memperoleh pandangan menyeluruh dari berbagai perspektif peran, usia, dan pengalaman sosial.

#### **Validitas Data**

Untuk memastikan keabsahan data, penelitian ini menerapkan triangulasi sumber dan triangulasi teknik.

- 1) Triangulasi sumber dilakukan dengan membandingkan informasi dari berbagai informan (guru, siswa, dan pengelola) untuk menguji konsistensi pandangan mengenai praktik penguatan nasionalisme melalui lagu wajib nasional.
- 2) Triangulasi teknik dilakukan dengan mengombinasikan hasil observasi, wawancara, dan dokumentasi guna memperkuat keabsahan temuan.

Selain itu, peneliti juga melakukan member check dengan memberikan umpan balik hasil interpretasi awal kepada informan agar memastikan bahwa data yang ditafsirkan sesuai dengan realitas yang mereka alami.

#### **Analisis Data**

Analisis data dilakukan secara tematik dengan mengacu pada model interaktif Miles dan Huberman (1994), yang meliputi tiga tahapan:

- Reduksi data, yaitu proses pemilihan, pemusatan perhatian, dan penyederhanaan data sesuai fokus penelitian.
- Penyajian data, dalam bentuk deskripsi naratif dan matriks tematik yang menggambarkan strategi, proses, serta dampak pembelajaran lagu wajib nasional terhadap pembentukan karakter nasionalisme siswa.

- Penarikan kesimpulan dan verifikasi, yakni tahap menafsirkan pola makna dari data yang telah terorganisasi untuk menemukan pemahaman yang komprehensif mengenai fenomena yang diteliti.

Ketiga tahap ini berlangsung secara siklus dan berkesinambungan mulai dari proses pengumpulan hingga analisis akhir. Seluruh hasil interpretasi diperiksa ulang untuk memastikan konsistensi antara data empiris dan makna sosial yang dihasilkan.

### 3. RESULT AND ANALYSIS

Penelitian ini menemukan bahwa strategi penguatan karakter nasionalisme pada anak-anak Indonesia di Sanggar Belajar Muhammadiyah Kepong, Malaysia, dilaksanakan melalui empat strategi utama, yaitu: (1) pembiasaan menyanyikan lagu wajib nasional sebelum pembelajaran, (2) internalisasi makna lirik lagu, (3) integrasi lagu wajib nasional dengan pembelajaran sejarah, dan (4) pelaksanaan kegiatan peringatan hari besar nasional. Keempat strategi ini diterapkan secara kontekstual sesuai kondisi sanggar yang menjadi lembaga pendidikan nonformal bagi anak-anak pekerja migran Indonesia. Dari hasil wawancara, observasi, strategi tersebut terbukti berperan signifikan dalam menumbuhkan rasa cinta tanah air, memperkuat identitas kebangsaan, dan membentuk karakter disiplin serta kebersamaan di kalangan siswa.

#### Pembiasaan Menyanyikan Lagu Wajib Nasional Sebelum Pembelajaran

Hasil penelitian menunjukkan bahwa salah satu strategi utama yang diterapkan di Sanggar Bimbingan Muhammadiyah Kepong Malaysia dalam menanamkan karakter nasionalisme adalah pembiasaan menyanyikan lagu wajib nasional sebelum atau sesudah kegiatan pembelajaran. Kegiatan ini dilakukan secara rutin dan konsisten oleh guru sebagai bagian integral dari proses belajar mengajar. Berdasarkan hasil wawancara dengan wali kelas dan pengamatan lapangan, kegiatan menyanyi bersama dilakukan hampir setiap hari, dengan lagu-lagu seperti Garuda Pancasila, Indonesia Raya, dan Tanah Airku sebagai pilihan utama. Aktivitas ini membentuk rutinitas yang tidak hanya menumbuhkan semangat kebangsaan, tetapi juga menciptakan suasana kelas yang penuh motivasi dan kebersamaan.

**Comment [L5]:** •Direct quotes from informants should be included to reinforce the authenticity of the data and clarify the affective dimension.

•The relationship between field findings and theory should be presented more explicitly using a compare-contrast pattern: "the findings of this study support/differ from the findings of X (year) ...".

•Visualizations such as summary tables of strategies and their impacts can add clarity to the results.

•The section "Effectiveness, Challenges, and Implications" should be separated into its own subheading in journal format for a clearer structure.



**Gambar 1.** Menyanyikan lagu tanah airku bersama siswa kelas 4 sanggar bimbingan.

Pembiasaan ini memiliki fungsi sebagai sarana penguatan identitas nasional dan juga berperan sebagai media penanaman nilai disiplin, kebersamaan, dan rasa bangga terhadap Indonesia. Observasi menunjukkan bahwa siswa sangat antusias ketika menyanyikan lagu nasional; mereka berdiri tegak, bernyanyi dengan suara lantang, bahkan beberapa secara spontan memberikan penghormatan. Fenomena ini mencerminkan terjadinya internalisasi nilai cinta tanah air yang tidak bersifat verbal semata, melainkan diwujudkan dalam tindakan reflektif dan spontan.

Kegiatan tersebut sejalan dengan konsep pendidikan karakter menurut (Lickona, 2018) yang menekankan bahwa pembentukan karakter memerlukan pembiasaan yang konsisten melalui pengalaman langsung yang melibatkan dimensi pengetahuan, perasaan, dan tindakan (*knowing the good, desiring the good, doing the good*). Pembiasaan menyanyikan lagu wajib nasional merupakan bentuk konkret dari pelaksanaan konsep tersebut, di mana nilai nasionalisme diinternalisasi melalui tindakan berulang dan penuh makna.

Dalam konteks pendidikan nonformal, strategi ini terbukti relevan dan efektif (Atika et al., 2019) menegaskan bahwa pelaksanaan penguatan pendidikan karakter cinta tanah air dapat dilakukan melalui budaya sekolah atau lembaga pendidikan yang mengintegrasikan kegiatan rutin seperti menyanyikan lagu nasional ke dalam keseharian peserta didik. Hal ini juga diperkuat oleh hasil observasi di sanggar, yang menunjukkan bahwa kegiatan menyanyikan lagu nasional telah menjadi bagian dari kebiasaan dan budaya belajar yang ditunggu-tunggu oleh siswa.

Selain kegiatan rutin di dalam kelas, pembiasaan ini juga diperkuat melalui pelaksanaan upacara bendera setiap hari Senin. Meskipun upacara dilaksanakan di dalam ruangan karena keterbatasan fasilitas, siswa tetap menjalankan kegiatan dengan penuh semangat dan khidmat. Mereka menyanyikan lagu Indonesia Raya bersama-sama, diikuti sikap hormat dan doa bersama. Kegiatan ini menggambarkan keterlibatan emosional siswa dalam menghormati simbol-

simbol negara. (Annisa et al., 2024) menyatakan bahwa kegiatan rutin seperti upacara bendera dan menyanyikan lagu kebangsaan merupakan sarana efektif untuk menanamkan nilai disiplin dan tanggung jawab pada anak usia sekolah dasar.

Hasil wawancara dengan guru juga menunjukkan bahwa pembiasaan menyanyi lagu wajib nasional secara konsisten membantu siswa menghafal dan memahami lagu-lagu tersebut tanpa tekanan. Mereka menjadi terbiasa dengan lirik dan melodi lagu, sehingga kegiatan bernyanyi dilakukan dengan sukarela dan gembira. (A. D. Lestari et al., 2020) menemukan bahwa pembiasaan yang dilakukan secara terus-menerus mendorong terjadinya internalisasi nilai cinta tanah air secara alamiah melalui pengulangan dan partisipasi aktif siswa.

Temuan ini juga memiliki relevansi yang kuat dalam konteks sosial anak-anak pekerja migran di Malaysia. Berdasarkan hasil observasi, sebagian siswa menunjukkan pengaruh bahasa dan budaya Malaysia dalam logat dan kebiasaan sehari-hari. Pembiasaan menyanyikan lagu wajib nasional menjadi strategi penting dalam menjaga identitas linguistik dan kultural Indonesia di tengah dominasi budaya asing. (Aswan et al., 2023) mengungkapkan bahwa anak-anak imigran Indonesia di Malaysia menghadapi tantangan besar dalam mempertahankan bahasa dan budaya Indonesia akibat asimilasi lingkungan. Dengan demikian, kegiatan bernyanyi lagu nasional di sanggar berperan strategis dalam memperkuat identitas nasional dan rasa keterikatan dengan tanah air.

Pembiasaan juga berkontribusi terhadap pembentukan karakter disiplin siswa. Hasil pengamatan menunjukkan bahwa kegiatan belajar di sanggar dimulai dengan urutan yang terstruktur: dimulai dari shalat dhuha, membaca Al-Qur'an, kemudian dilanjutkan dengan pembelajaran yang diawali menyanyikan lagu wajib nasional. Rutinitas ini melatih kedisiplinan dan menciptakan iklim belajar yang positif. Temuan ini didukung oleh penelitian (Makmur et al., 2023), yang menunjukkan bahwa penguatan nasionalisme melalui metode repetisi (pengulangan) efektif tidak hanya untuk membentuk hafalan, tetapi juga membangun sikap disiplin dan tanggung jawab.

Kegiatan pembiasaan di sanggar juga menciptakan budaya institusional yang bernilai kebangsaan, di mana lagu wajib nasional tidak lagi dianggap sebagai kegiatan formalitas, melainkan sebagai bagian alami dari kehidupan belajar. (Wulandari & Kristiawan, 2017) menegaskan bahwa penguatan pendidikan karakter harus diwujudkan melalui pembentukan budaya lembaga yang kondusif, di mana nilai-nilai kebangsaan hidup dalam kebiasaan dan interaksi sehari-hari. Dengan demikian, sanggar telah berhasil menciptakan atmosfer belajar yang menumbuhkan rasa cinta tanah air dan solidaritas di antara siswa.

Dari keseluruhan hasil temuan, pembiasaan menyanyikan lagu wajib nasional terbukti menjadi strategi efektif dalam membangun kesadaran kebangsaan di kalangan anak-anak Indonesia di Malaysia. Melalui kegiatan sederhana yang dilakukan secara konsisten, siswa tidak hanya mengenal simbol-simbol nasional, tetapi juga menghayati maknanya dalam kehidupan nyata. Pembiasaan ini menegaskan bahwa pendidikan karakter dapat tumbuh dari praktik keseharian yang rutin, menyenangkan, dan bermakna.

#### **Internalisasi Makna Lirik Lagu Wajib Nasional**

Hasil penelitian menunjukkan bahwa strategi penting lain dalam penguatan karakter nasionalisme di Sanggar Bimbingan Muhammadiyah Kepong Malaysia adalah internalisasi makna lirik lagu wajib nasional. Kegiatan ini bertujuan agar siswa tidak hanya hafal lagu, tetapi juga memahami nilai-nilai yang terkandung di dalamnya. Berdasarkan hasil wawancara dan pengamatan, guru secara aktif menjelaskan makna setiap lirik lagu, mengaitkannya dengan pengalaman hidup siswa, serta menanamkan nilai moral dan patriotik melalui penafsiran sederhana yang mudah dipahami anak-anak.



**Gambar 2.** wawancara dengan guru yang juga wali kelas dikelas 4 sanggar bimbingan

Dari hasil observasi, kegiatan ini dilakukan dengan cara interaktif. Guru sering menanyakan arti kalimat tertentu dalam lagu, kemudian menghubungkannya dengan kehidupan sehari-hari. Misalnya, ketika membahas lagu Garuda Pancasila, guru menjelaskan simbol burung Garuda sebagai lambang kekuatan dan keteguhan bangsa. Cara ini menunjukkan pendekatan pembelajaran yang kontekstual, di mana siswa memahami nilai-nilai nasionalisme melalui refleksi terhadap kehidupan mereka sendiri. Pendekatan ini sejalan dengan pandangan (Musanna, 2017) yang menegaskan bahwa pendidikan karakter yang efektif harus bersifat kontekstual dan menghargai pengalaman lokal peserta didik.

Guru juga memberikan penjelasan makna lagu dalam kaitannya dengan nilai-nilai Pancasila dan sejarah perjuangan bangsa. Dalam pembelajaran, lirik lagu seperti Tanah Airku dikaitkan dengan nilai persatuan dan cinta tanah air yang sesuai dengan sila ketiga Pancasila. Strategi ini membantu siswa menghubungkan pesan lagu dengan prinsip moral dan nasional yang lebih luas. (lickona, 2018) menyatakan bahwa pendidikan karakter yang bermakna harus mengintegrasikan aspek kognitif (pemahaman nilai), afektif (penghargaan terhadap nilai), dan perilaku (implementasi nilai). Temuan di sanggar ini menunjukkan penerapan prinsip tersebut, karena siswa tidak hanya memahami lirik, tetapi juga berusaha menghayati dan mengimplementasikannya.

Hasil wawancara dengan guru menunjukkan bahwa siswa lebih mudah memahami makna lagu ketika guru menggunakan pendekatan naratif dan

reflektif. Lagu nasional seperti Bagimu Negeri dijadikan titik tolak diskusi tentang pengorbanan dan jasa pahlawan. Guru kemudian mengaitkan nilai-nilai tersebut dengan sikap tanggung jawab dan semangat belajar sebagai bentuk kontribusi terhadap bangsa. Strategi ini terbukti meningkatkan keterlibatan emosional siswa terhadap lagu nasional. Penelitian (Della, 2022) mendukung temuan ini dengan menyatakan bahwa lagu nasional berfungsi sebagai media pembentuk karakter kebangsaan yang mampu membangkitkan rasa bangga dan kesadaran sejarah pada siswa sekolah dasar.

Observasi lapangan memperlihatkan bahwa kegiatan internalisasi makna ini tidak hanya meningkatkan pemahaman kognitif siswa, tetapi juga memunculkan keterikatan emosional. Siswa terlihat antusias ketika diajak membahas arti lagu, bahkan beberapa menunjukkan rasa penasaran tentang sejarah di balik penciptaan lagu. Fenomena ini mengindikasikan bahwa kegiatan internalisasi makna lagu berperan penting dalam menumbuhkan *civic curiosity* rasa ingin tahu tentang bangsa dan tanah air. (Qondias et al., 2024) menegaskan bahwa pemahaman terhadap makna lagu nasional tidak hanya menumbuhkan rasa bangga, tetapi juga memperkuat kesadaran kewarganegaraan yang aktif dan bertanggung jawab.

Berdasarkan wawancara dengan kepala sanggar, internalisasi makna juga dianggap sebagai sarana memperkuat kedekatan emosional siswa dengan Indonesia. Ketika siswa memahami arti dari lagu yang mereka nyanyikan, muncul rasa ingin tahu lebih jauh tentang kehidupan di tanah air. Temuan ini sejalan dengan penelitian (Divana et al., 2024) yang menunjukkan bahwa pembelajaran berbasis patriotisme dan budaya mampu menumbuhkan keinginan untuk mengenal identitas nasional secara lebih mendalam pada anak-anak migran Indonesia.

Proses internalisasi makna lagu juga terbukti efektif dalam menumbuhkan nilai-nilai moral lain seperti disiplin, gotong royong, dan semangat juang. Berdasarkan hasil observasi, guru sering menekankan bahwa setiap lagu memiliki pesan moral tertentu. Misalnya, lagu Bangun Pemuda Pemuda dikaitkan dengan semangat belajar dan kerja keras, sementara Indonesia Pusaka menumbuhkan rasa syukur atas keindahan tanah air. Menurut (Alwi et al., 2023) pembelajaran melalui lagu nasional akan lebih bermakna ketika guru menafsirkan nilai-nilai moral di balik lirik lagu karena siswa belajar melalui pengalaman afektif yang berulang.

Kegiatan internalisasi makna lagu juga memainkan peran penting dalam menjaga identitas kebangsaan siswa yang hidup di luar negeri. Dalam konteks diaspora, lagu nasional menjadi jembatan budaya yang menghubungkan siswa dengan nilai-nilai dan bahasa Indonesia. (Hajri Hendra, 2023) menekankan bahwa kesadaran identitas nasional harus dipupuk sejak dini untuk mencegah hilangnya jati diri budaya di tengah globalisasi. Dalam hal ini, pemahaman makna lagu nasional membantu siswa mempertahankan rasa keindonesiaan mereka di tengah paparan budaya Malaysia.

Dengan demikian, hasil penelitian menegaskan bahwa internalisasi makna lirik lagu wajib nasional di sanggar tidak hanya berfungsi sebagai kegiatan pelengkap, melainkan sebagai strategi utama dalam membentuk karakter nasionalisme yang mendalam. Melalui pendekatan kontekstual, reflektif, dan partisipatif, kegiatan ini berhasil menggabungkan unsur kognitif, afektif, dan

moral dalam satu proses pembelajaran yang bermakna. Strategi ini juga menunjukkan bahwa lagu nasional dapat menjadi sarana pembelajaran karakter yang transformatif, terutama dalam konteks anak-anak Indonesia di luar negeri yang membutuhkan penguatan identitas nasional secara emosional dan intelektual.

### **Integrasi Lagu Wajib Nasional dengan Pembelajaran Sejarah dan Mata Pelajaran Lain**

Hasil penelitian juga menunjukkan bahwa guru di Sanggar Bimbingan Muhammadiyah Kepong menerapkan strategi integrasi lagu wajib nasional dalam pembelajaran berbagai mata pelajaran, terutama PPKn, IPS, dan Seni Budaya. Strategi ini memperlihatkan bahwa penguatan nasionalisme di sanggar tidak dilakukan melalui kegiatan terpisah, melainkan diintegrasikan ke dalam seluruh proses pembelajaran agar nilai-nilai kebangsaan menjadi bagian alami dari aktivitas belajar siswa. Berdasarkan hasil observasi dan wawancara, guru mengaitkan lagu wajib nasional dengan tema-tema pelajaran yang relevan. Dalam mata pelajaran PPKn, lagu Garuda Pancasila digunakan untuk memperkuat pemahaman siswa tentang nilai-nilai Pancasila, terutama semangat persatuan dan cinta tanah air. Dalam mata pelajaran IPS, lagu Tanah Airku sering diperdengarkan ketika membahas materi tentang keindahan dan kekayaan alam Indonesia, sehingga siswa tidak hanya memahami konsep geografis, tetapi juga mengembangkan rasa bangga terhadap tanah air. (Atika et al., 2019) menegaskan bahwa integrasi nilai karakter dalam mata pelajaran tematik memungkinkan siswa belajar melalui pengalaman yang bermakna, karena nilai-nilai tidak diajarkan secara terpisah dari konteks kehidupan nyata.

Dalam pembelajaran Seni Budaya, lagu nasional berfungsi sebagai media untuk mengenalkan karya seni dan budaya Indonesia. Berdasarkan hasil observasi, siswa diajarkan lagu nasional dengan iringan musik sederhana atau gerakan tubuh, sehingga kegiatan belajar terasa menyenangkan dan partisipatif. Guru juga menjelaskan makna sejarah di balik penciptaan lagu, misalnya ketika memperkenalkan lagu Indonesia Raya dan perannya dalam perjuangan kemerdekaan. (R. Lestari et al., 2022) menjelaskan bahwa pembelajaran sejarah yang dikaitkan dengan media lagu dapat memperkaya pengalaman belajar siswa karena musik berfungsi sebagai alat penghubung emosional antara masa lalu dan masa kini.

Hasil observasi menunjukkan bahwa integrasi ini menciptakan suasana belajar yang penuh semangat dan kebersamaan. Lagu nasional digunakan guru tidak hanya untuk mengawali pelajaran, tetapi juga untuk menutup kegiatan belajar dengan nuansa positif. Pendekatan ini memperlihatkan bahwa lagu berperan sebagai *emotional bridge* yang menghubungkan siswa dengan materi pelajaran hal ini sejalan dengan (Campbell, 2018) yang menegaskan bahwa musik dalam konteks pendidikan memiliki kemampuan untuk menumbuhkan identitas kolektif dan membangun solidaritas sosial karena mampu menyentuh aspek emosional peserta didik.

Lebih jauh, integrasi lagu nasional dalam pembelajaran juga memperkuat kesadaran sejarah siswa terhadap perjuangan bangsa Indonesia. Guru

memanfaatkan lirik lagu seperti Hari Merdeka atau Bagimu Negeri untuk menjelaskan nilai pengorbanan dan semangat kemerdekaan. Strategi ini memungkinkan siswa memahami sejarah tidak hanya sebagai fakta, tetapi sebagai pengalaman emosional yang relevan dengan kehidupan mereka. (Rachmat, 2024) menegaskan bahwa pendidikan kewarganegaraan bagi anak-anak migran Indonesia di Malaysia harus dikemas dengan cara yang menarik dan berbasis konteks agar siswa tetap memiliki keterikatan dengan bangsa asalnya.

Meskipun strategi integrasi ini berjalan efektif, hasil penelitian juga menemukan beberapa hambatan, seperti keterbatasan waktu pembelajaran dan jumlah tenaga pengajar yang tidak memiliki latar belakang seni atau sosial-humaniora. Namun, guru beradaptasi dengan memanfaatkan teknologi sederhana seperti televisi dan speaker untuk memutar lagu atau video pembelajaran. Dukungan kepala sanggar dalam menyediakan fasilitas ini menjadi faktor penting keberhasilan program. (Wulandari & Kristiawan, 2017) menegaskan bahwa kepemimpinan yang mendukung dan lingkungan belajar yang kondusif merupakan kunci keberhasilan penguatan pendidikan karakter.

Integrasi lagu nasional juga dilakukan melalui kegiatan ekstrakurikuler seperti lomba menyanyi dan pentas seni budaya Indonesia. Aktivitas ini menciptakan ruang bagi siswa untuk mengekspresikan identitas nasional mereka secara kreatif. Menurut (Qondias et al., 2024) kegiatan seni berbasis lagu nasional mampu memperkuat solidaritas, kebanggaan, dan rasa memiliki terhadap budaya bangsa karena melibatkan pengalaman estetis dan emosional yang mendalam.

Selain fungsi pedagogis, integrasi lagu nasional juga memiliki dimensi sosial yang kuat, terutama bagi anak-anak pekerja migran yang terpapar budaya asing. Lagu nasional menjadi media pertahanan budaya dan simbol keterikatan dengan tanah air. Penelitian (Divana et al., 2024) menegaskan bahwa pendidikan berbasis budaya dan patriotisme di Malaysia berperan penting dalam menjaga identitas nasional anak-anak diaspora Indonesia. Dalam konteks ini, lagu nasional berfungsi sebagai pengingat emosional dan spiritual tentang akar kebangsaan mereka.

Secara keseluruhan, hasil penelitian menegaskan bahwa integrasi lagu wajib nasional dalam pembelajaran lintas mata pelajaran di Sanggar Bimbingan Muhammadiyah Kepong merupakan praktik pendidikan karakter yang efektif dan kontekstual. Strategi ini membantu siswa memahami nilai-nilai nasionalisme secara komprehensif — melalui pelajaran, kegiatan seni, dan pengalaman sosial yang saling melengkapi. Dengan menggabungkan aspek kognitif, afektif, dan budaya, guru berhasil menciptakan proses pembelajaran yang tidak hanya mengajarkan pengetahuan, tetapi juga membentuk kesadaran kebangsaan yang kuat.

### **Peringatan Hari Besar Nasional sebagai Momen Intensif Penguatan Nasionalisme**

Hasil penelitian menunjukkan bahwa peringatan hari besar nasional seperti Hari Kemerdekaan, Hari Pahlawan, dan Hari Sumpah Pemuda memiliki peran sentral dalam penguatan karakter nasionalisme di Sanggar Bimbingan Muhammadiyah Kepong Malaysia. Kegiatan ini tidak hanya bersifat seremonial, tetapi menjadi wahana reflektif dan edukatif yang menumbuhkan rasa cinta tanah air, kebanggaan, serta solidaritas di antara siswa. Melalui kegiatan

bernuansa kebangsaan seperti upacara, lomba, dan pementasan seni, siswa mengalami pembelajaran nilai yang bersifat emosional dan sosial secara bersamaan.

Berdasarkan hasil observasi, setiap peringatan hari besar nasional di sanggar dikemas dalam bentuk kegiatan kreatif seperti lomba pidato kebangsaan, pembacaan puisi perjuangan, dan pementasan budaya Indonesia. Guru dan kepala sanggar menganggap kegiatan tersebut sebagai sarana untuk memperkuat rasa kebersamaan dan mengingat perjuangan bangsa. Temuan ini mendukung pandangan (Makmur et al., 2023) bahwa perayaan hari besar nasional di komunitas pendidikan anak-anak migran berfungsi sebagai *anchor of identity* — pengikat identitas yang menghubungkan individu dengan bangsa asalnya melalui pengalaman emosional bersama.



**Gambar 3.** Upacara bendera yang dilaksanakan setiap hari senin di sanggar bimbingan

Upacara bendera yang dilaksanakan setiap hari Senin juga berperan penting dalam pembentukan kesadaran kebangsaan. Walaupun dilakukan di ruang terbatas tanpa tiang bendera permanen, kegiatan tetap berlangsung dengan khidmat. Siswa menyanyikan Indonesia Raya dan mengucapkan janji siswa dengan penuh semangat. Hal ini menunjukkan bahwa kesakralan upacara tidak bergantung pada fasilitas fisik, melainkan pada makna dan komitmen yang dibangun bersama. (Annisa et al., 2024) menegaskan bahwa kegiatan rutin seperti upacara bendera dan menyanyikan lagu nasional efektif menumbuhkan disiplin, tanggung jawab, dan rasa hormat terhadap simbol negara.

Kegiatan peringatan 17 Agustus menjadi momen yang paling berkesan bagi siswa. Berdasarkan hasil observasi, mereka menunjukkan antusiasme tinggi saat mengikuti lomba-lomba tradisional, menghias ruangan dengan warna merah putih, dan menggunakan atribut yang bertemakan kebangsaan Indonesia. Kegiatan ini menciptakan atmosfer kebersamaan dan semangat patriotik yang kuat. Hal ini sesuai dengan (Rachmat, 2024) yang juga menyoroti pentingnya kegiatan bernuansa kebangsaan bagi anak-anak pekerja migran karena dapat memperkuat identitas nasional mereka di tengah arus budaya negara lain.

Selain perayaan formal, guru juga memanfaatkan momen peringatan untuk mengajarkan nilai sejarah dan perjuangan bangsa. Lagu seperti Bagimu Negeri dan Hari Merdeka digunakan untuk menggugah kesadaran siswa akan arti kemerdekaan dan tanggung jawab generasi muda dalam melanjutkan perjuangan. (A. D. Lestari et al., 2020) menemukan bahwa lagu nasional memiliki kekuatan afektif untuk membangun rasa bangga dan nasionalisme karena mengandung narasi sejarah yang dapat dihayati bersama. Salah satu hasil wawancara menunjukkan bahwa kegiatan ini juga berfungsi sebagai sarana pembentukan karakter sosial. Siswa saling bekerja sama dalam mempersiapkan acara, berbagi peran sebagai pemimpin upacara, pembaca teks Pancasila, hingga petugas lomba. Aktivitas ini membangun nilai tanggung jawab dan gotong royong di antara siswa. Menurut (Muhammad Fadhel et al., 2024) keterlibatan aktif peserta didik dalam kegiatan kebangsaan berkontribusi besar terhadap pembentukan identitas nasional karena pengalaman langsung memberikan makna yang lebih kuat dibandingkan pengajaran teoritis.

Dari pengamatan lapangan, kegiatan peringatan hari besar nasional juga menumbuhkan sense of belonging terhadap Indonesia. Ketika lagu kebangsaan dinyanyikan bersama, suasana emosional yang muncul memperlihatkan keterikatan yang mendalam antara siswa dan tanah airnya. Campbell (2021) menegaskan bahwa aktivitas bernyanyi bersama dalam konteks ritual sosial berfungsi membangun solidaritas dan memperkuat ikatan emosional kolektif. Dalam konteks ini, musik menjadi instrumen yang menghubungkan identitas individu dengan komunitas bangsa.

Kegiatan peringatan juga sering disinergikan dengan kegiatan keagamaan, seperti Maulid Nabi atau Tahun Baru Islam, di mana guru menyisipkan lagu nasional dalam acara tersebut. Pendekatan ini mencerminkan sinergi antara nilai religius dan nasional yang berjalan harmonis. (Wulandari & Kristiawan, 2017) menyebutkan bahwa penguatan karakter kebangsaan akan lebih efektif bila dilakukan melalui integrasi antara budaya sekolah dan nilai spiritual.

Kegiatan tersebut juga menstimulasi civic curiosity, yaitu rasa ingin tahu siswa terhadap kehidupan bangsa dan negara. Guru melaporkan bahwa setelah mengikuti kegiatan 17 Agustus, banyak siswa bertanya tentang sejarah Indonesia, presiden, dan simbol kenegaraan. Fenomena ini memperlihatkan bahwa kegiatan bernuansa nasional mampu menumbuhkan kesadaran kewargaan yang lebih dalam. Hal ini sejalan dengan Penelitian (Della, 2022) yang menyatakan bahwa ekspresi musik nasional mampu membangkitkan rasa ingin tahu warga negara muda terhadap bangsa dan negaranya.

Dalam konteks anak-anak migran, kegiatan semacam ini memiliki makna simbolik dan emosional yang kuat. (Divana et al., 2024) menunjukkan bahwa aktivitas patriotik di lembaga pendidikan nonformal di Malaysia berfungsi sebagai ruang pembentukan identitas nasional anak-anak Indonesia di tengah lingkungan multikultural. Dengan demikian, kegiatan peringatan hari besar nasional di sanggar bukan sekadar perayaan simbolik, tetapi juga strategi kultural untuk memperkuat kebanggaan dan rasa memiliki terhadap bangsa Indonesia.

Secara keseluruhan, hasil penelitian menunjukkan bahwa peringatan hari besar nasional di Sanggar Muhammadiyah Kepong merupakan strategi pembelajaran nilai kebangsaan yang bersifat integratif, menggabungkan aspek

kognitif, afektif, dan sosial. Melalui kegiatan bersama, siswa tidak hanya mengingat sejarah, tetapi juga menghayati makna nasionalisme melalui pengalaman emosional dan sosial yang nyata. Sejalan dengan itu (Vargas-Salfate et al., 2020) menegaskan bahwa kesadaran identitas nasional terbentuk melalui pengalaman kolektif yang bermakna dan melibatkan emosi kebersamaan.

#### **Efektivitas, Tantangan, dan Implikasi**

Hasil penelitian secara keseluruhan menunjukkan bahwa strategi penguatan karakter nasionalisme melalui media lagu wajib nasional dan kegiatan bernuansa kebangsaan di Sanggar Muhammadiyah Kepong efektif dalam membentuk kesadaran dan kebanggaan nasional siswa. Keempat bentuk praktik — pembiasaan menyanyi lagu nasional, internalisasi makna lirik, integrasi dalam pembelajaran, dan peringatan hari besar nasional — bekerja saling melengkapi sebagai satu sistem nilai yang memperkuat identitas kebangsaan anak-anak Indonesia di Malaysia.

##### **a) Efektivitas Strategi**

Efektivitas strategi terlihat dari perubahan sikap dan perilaku siswa. Berdasarkan hasil pengamatan, siswa menunjukkan sikap hormat terhadap simbol negara, mampu menyebutkan lagu nasional dengan benar, dan memperlihatkan semangat kebangsaan yang konsisten dalam kegiatan belajar. (A. D. Lestari et al., 2020) menyatakan bahwa pembiasaan bernyanyi lagu nasional secara rutin dapat menginternalisasi rasa cinta tanah air melalui pengulangan yang bermakna. Pemahaman makna lagu juga meningkatkan kesadaran konseptual siswa terhadap nilai kebangsaan. Siswa memahami arti kata dan pesan moral yang terkandung dalam lagu, yang kemudian tercermin dalam perilaku sehari-hari, seperti saling menghormati dan bekerja sama. (Qondias et al., 2024) menemukan bahwa pemahaman makna lagu nasional memperkuat civic responsibility karena menumbuhkan rasa tanggung jawab sosial dan kebanggaan nasional. Strategi integrasi dalam pembelajaran memperluas efek positif ini. Lagu nasional yang dikaitkan dengan mata pelajaran sejarah, PPKn, dan seni memperkuat kesadaran kebangsaan dalam berbagai konteks belajar. (Atika et al., 2019) menegaskan bahwa pendidikan karakter akan lebih berhasil bila nilai-nilai diintegrasikan ke seluruh mata pelajaran.

Kegiatan peringatan hari besar nasional memperkuat solidaritas dan identitas kolektif siswa. Dalam konteks diaspora, kegiatan ini memiliki fungsi sosial yang vital, yaitu menghubungkan kembali anak-anak Indonesia dengan akar kebangsaannya. (Makmur et al., 2023) menegaskan bahwa kegiatan patriotik di luar negeri menjadi ritual identity reinforcement yang menjaga kesinambungan memori nasional di tengah perbedaan budaya.

##### **b) Tantangan Implementasi**

Beberapa tantangan ditemukan dalam pelaksanaan strategi ini. Pertama, keterbatasan waktu pembelajaran di sanggar menyebabkan kegiatan bernuansa nasional tidak selalu dapat dilakukan secara mendalam. (Kamil, 2009) mencatat

bahwa lembaga pendidikan nonformal sering menghadapi keterbatasan struktural sehingga inovasi pedagogis harus dilakukan secara fleksibel. Kedua, keterbatasan sumber daya manusia, khususnya guru dengan latar belakang seni atau sosial-humaniora, menjadi kendala. Guru mengatasi hal ini dengan kreativitas dan penggunaan teknologi sederhana seperti pemutar lagu dan video. (Gymnastiar et al., 2024) menyebutkan bahwa pemanfaatan media digital sederhana dalam pendidikan anak migran meningkatkan keterikatan emosional siswa terhadap budaya nasional.

Selain itu, faktor lingkungan sosial di Malaysia turut memengaruhi identitas siswa. Sebagian besar siswa terbiasa menggunakan bahasa Melayu, yang dapat melemahkan penggunaan bahasa Indonesia. (Aswan et al., 2023) menjelaskan bahwa perubahan bahasa dan lingkungan sosial dapat menggeser kesadaran identitas kebangsaan jika tidak diimbangi dengan pendidikan budaya. Oleh karena itu, lagu nasional berfungsi sebagai sarana penting untuk mempertahankan bahasa dan rasa keindonesiaan siswa.

#### c) Implikasi Teoretis dan Praktis

Penelitian ini memiliki implikasi teoretis terhadap pengembangan pendidikan karakter berbasis budaya. Temuan ini memperkuat teori (Jickona, 2018) dan (Vargas-Salfate et al., 2020) bahwa pembentukan karakter nasional tidak hanya melalui pengetahuan, tetapi juga pengalaman emosional yang berulang dalam konteks sosial yang bermakna. Lagu wajib nasional menjadi pedagogical medium yang efektif untuk menjembatani ranah kognitif, afektif, dan moral siswa.

Secara praktis, hasil penelitian ini memberikan model strategis bagi lembaga pendidikan nonformal di luar negeri untuk menanamkan nilai kebangsaan melalui kegiatan sederhana dan menyenangkan. (Divana et al., 2024) menegaskan bahwa pendidikan patriotik berbasis budaya di komunitas diaspora mampu memperkuat identitas nasional secara berkelanjutan. Selain itu, temuan ini menyoroti pentingnya dukungan kolaboratif antara guru, kepala sanggar, dan komunitas orang tua. (Niehlah et al., 2023) menegaskan bahwa keterlibatan sosial masyarakat migran berperan penting dalam menjaga nilai-nilai nasional anak-anak Indonesia di luar negeri. Dengan dukungan tersebut, pendidikan karakter tidak hanya berlangsung di ruang belajar, tetapi juga menjadi budaya hidup dalam komunitas.

Secara keseluruhan, hasil penelitian menegaskan bahwa pendidikan karakter nasionalisme melalui lagu wajib nasional dan kegiatan kebangsaan merupakan pendekatan yang efektif, kontekstual, dan berkelanjutan. Strategi ini mampu memperkuat identitas nasional, rasa bangga, serta kepedulian sosial siswa Indonesia di lingkungan multikultural, sekaligus menjadi kontribusi nyata bagi pengembangan teori pendidikan karakter berbasis budaya bangsa.

#### 4. CONCLUSION

**Comment [L4]:** • Avoid repeating sentences from the results section.

• Add concrete recommendations for non-formal educational institutions or relevant Ministry of Education and Culture policies.

• The final sentence should be written in a reflective manner to strengthen the academic impact, for example: "This research opens up opportunities for the development of music-based character education models in other diaspora communities in Southeast Asia."

Hasil penelitian ini menegaskan bahwa strategi penguatan karakter nasionalisme melalui media lagu wajib nasional di Sanggar Bimbingan Muhammadiyah Kepong Malaysia terbukti efektif dan kontekstual dalam membentuk kesadaran kebangsaan anak-anak Indonesia yang hidup di luar negeri. Empat strategi utama pembiasaan menyanyikan lagu wajib nasional, internalisasi makna lirik lagu, integrasi lagu dalam pembelajaran lintas mata pelajaran, serta pelaksanaan kegiatan peringatan hari besar nasional berjalan secara sinergis dan saling memperkuat dalam membangun identitas nasional peserta didik. Pembiasaan menyanyikan lagu wajib nasional secara rutin mampu menanamkan rasa cinta tanah air dan kebanggaan terhadap simbol negara. Internalisasi makna lirik lagu memperdalam pemahaman kognitif dan afektif siswa terhadap nilai-nilai perjuangan, persatuan, dan tanggung jawab kebangsaan. Integrasi lagu nasional dalam mata pelajaran seperti PPKn, IPS, dan Seni Budaya memungkinkan terwujudnya pembelajaran kontekstual yang menumbuhkan pemahaman sejarah bangsa dan nilai Pancasila secara aplikatif. Adapun peringatan hari besar nasional berfungsi sebagai momen intensif yang memperkuat ikatan emosional, solidaritas, dan semangat kolektif siswa sebagai bagian dari bangsa Indonesia di lingkungan multikultural Malaysia.

Dalam konteks anak-anak pekerja migran Indonesia di Malaysia, hasil penelitian ini memiliki implikasi penting bahwa pendidikan karakter berbasis lagu nasional bukan hanya sarana pelestarian budaya, tetapi juga instrumen strategis untuk mempertahankan identitas nasional di tengah tekanan asimilasi budaya. Kegiatan bernyanyi bersama, memahami makna lagu, dan memperingati hari besar nasional menciptakan ruang sosial yang memungkinkan siswa mengekspresikan kebanggaan, rasa memiliki, serta loyalitas terhadap bangsa Indonesia. Selain itu, penelitian ini memberikan implikasi praktis bagi lembaga pendidikan nonformal di luar negeri untuk mengembangkan strategi pembelajaran karakter yang adaptif, kreatif, dan berbasis budaya bangsa. Dukungan kolaboratif antara guru, kepala sanggar, orang tua, dan komunitas diaspora menjadi kunci dalam keberlanjutan penanaman nilai kebangsaan. Lagu wajib nasional, bila diajarkan secara reflektif dan terintegrasi, tidak hanya membentuk hafalan, tetapi juga menumbuhkan kesadaran kebangsaan yang hidup dan berakar kuat dalam diri siswa.

Dengan demikian, pendidikan karakter melalui lagu wajib nasional terbukti menjadi pendekatan yang efektif dalam membangun generasi muda Indonesia yang memiliki identitas kuat, bangga terhadap bangsanya, serta siap menjadi warga dunia yang berkarakter, religius, dan nasionalis. Penelitian ini diharapkan dapat menjadi rujukan konseptual dan praktis bagi pengembangan model pendidikan karakter berbasis budaya bangsa, terutama di lingkungan diaspora atau komunitas Indonesia di luar negeri.

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## STRATEGIES FOR STRENGTHENING NATIONALISM CHARACTER THROUGH NATIONAL PATRIOTIC SONGS: A CASE STUDY OF THE MUHAMMADIYAH LEARNING CENTER IN KEPONG, MALAYSIA

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### ABSTRACT

*This study aims to analyze strategies for strengthening nationalism character through national patriotic songs among children at the Muhammadiyah Learning Center in Kepong, Malaysia. Nationalism is a fundamental aspect in shaping the character of Indonesian migrant children abroad, who are vulnerable to experiencing a crisis of national identity. This research employs a qualitative approach with a case study method. The research subjects include the learning center administrators, homeroom teacher, and nine students. Data were collected through observation, in-depth interviews, and documentation, and analyzed using the Miles and Huberman model. The findings reveal that nationalism character is strengthened through four main strategies: (1) habituation of singing national patriotic songs before lessons begin, (2) internalization of values and meanings contained in song lyrics, (3) integration of songs with the teaching of national history, and (4) active involvement of students in the commemoration of national holidays. The implementation of these strategies has proven effective in fostering love for the homeland, strengthening national identity, and shaping discipline and pride as Indonesian citizens. Theoretically, this study contributes to the development of the concept of patriotic pedagogy and culture based character education through music within non-formal educational settings among Indonesian diaspora communities. Practically, the results offer an alternative model for educators and learning center administrators abroad to enhance civic and national education through creative and contextual approaches.*

**Keywords:** Nationalism, diaspora education, character education, patriotic pedagogy, national patriotic songs

## I. INTRODUCTION

Character education is one of the fundamental pillars of Indonesia's national education system. Its purpose is to develop learners into individuals who are faithful, pious, noble in character, healthy, knowledgeable, capable, creative, independent, as well as democratic and responsible citizens (Law No. 20 of 2003). However, in the current era of massive globalization, the formation of young people's character faces increasingly complex challenges. The uncontrollable flow of information, the penetration of foreign cultural influences, and the erosion of traditional values have become serious threats to national identity (Wibowo & Gunawan, 2015).

The fading of patriotic spirit is reflected in the low awareness among the younger generation regarding the nation's history, their limited appreciation for national symbols, and the declining sense of pride in being Indonesian. Annisa et al. (2024) emphasize that the lack of understanding of the meaning of ceremonial flag rituals among elementary school children is a clear indicator of declining nationalism. In this context, building national identity becomes an essential form of cultural defense to prevent the younger generation from losing their sense of identity amid global pressures (Hajri Hendra, 2023).

National identity represents the essence of a nation, manifested through state symbols such as Pancasila, the red-and-white flag, the Indonesian language, and the national anthem Indonesia Raya (Muhammad Fadhel et al., 2024). Therefore, nationalism education must be designed holistically and integratively, covering cognitive dimensions (knowledge of history and national values), affective dimensions (love and pride for the nation), and psychomotor dimensions (real actions in safeguarding national unity).

Nationalism-based character education becomes even more crucial when national values begin to erode under the influence of global culture. Strengthening nationalism must be initiated from an early age through contextual, creative, and enjoyable media capable of bridging rational understanding with emotional engagement.

Indonesia is one of the largest migrant-worker-sending countries in Southeast Asia. According to data from the Indonesian Migrant Worker Protection Agency (BP2MI, 2022), more than 4.5 million Indonesian migrant workers are spread across various countries, with Malaysia being one of the top destinations. This phenomenon brings complex social consequences, including educational challenges for children who accompany their parents abroad.

Limited access to formal education based on the Indonesian curriculum causes migrant children to lose opportunities to learn about Indonesian history, culture, and Pancasila values. This makes them vulnerable to a crisis of national identity due to exposure to local culture and different educational systems (Rachmat, 2024). In Malaysia, linguistic and cultural similarities with the Malay community further increase the risk of unintentional cultural assimilation. Indonesian as a heritage language has a strategic function not only as a means of communication but also as a medium for transmitting cultural and national values (Aswan et al., 2023). Therefore, non-formal educational institutions such as the Muhammadiyah Learning Center in Kepong play a vital role in maintaining the continuity of national identity among Indonesian migrant children.

In the context of character education, music plays a significant role. Neuroeducation studies show that music stimulates simultaneous activity across cognitive, affective, and psychomotor domains in learning processes (Trost et al., 2024). Activation of the

amygdala and hippocampus when listening to music strengthens emotional engagement and memory retention, making song-based learning more effective for instilling values. Thus, character education through music is not merely recreational; it fosters deep emotional connections with national values.

National patriotic songs possess pedagogical advantages because they are easy to remember, rich in patriotic messages, and capable of building a sense of unity. Qondias et al. (2024) demonstrate that consistent practice of singing national songs can cultivate patriotism among students. Similarly, Della (2022) and Alwi et al. (2023) emphasize the importance of introducing patriotic songs from an early age as a means of fostering nationalism and promoting active participation in national activities. Therefore, national patriotic songs serve as an integrative medium of character education that combines cognitive elements (understanding the meaning of lyrics), affective elements (appreciating values), and psychomotor elements (singing together).

Previous studies mostly focused on implementing national patriotic songs in formal school settings in Indonesia. However, research examining the role of national songs as a strategy for strengthening nationalism in non-formal educational institutions for children of migrant workers remains very limited. In fact, the Indonesian diaspora context abroad presents unique identity dynamics that require distinct pedagogical approaches. Therefore, this study focuses on analyzing strategies for strengthening nationalism character through national patriotic songs among children at the Muhammadiyah Learning Center in Kepong, Malaysia. This study is expected to contribute theoretically to the development of patriotic pedagogy in character education and provide practical implications for non-formal educational institutions in Indonesian diaspora communities to reinforce national identity among younger generations.

## 2. RESEARCH METHOD

This study employs a qualitative approach with a case study design to gain an in-depth understanding of strategies for strengthening nationalism character through national patriotic songs among students at the Muhammadiyah Learning Center in Kepong, Malaysia. This approach was chosen because the research focuses on social and educational phenomena that naturally occur within a non-formal learning environment, where nationalism values are instilled through the practice of singing national songs. The case study design enables the researcher to present a factual, in-depth, and contextual description of the processes, strategies, and meanings behind the use of national patriotic songs in shaping the nationalism character of Indonesian diaspora children in Malaysia.

The research was conducted at the Muhammadiyah Learning Center in Kepong, located at Jalan Metro Prima, 52100 Kuala Lumpur, Federal Territory of Kuala Lumpur, Malaysia. The data collection process took place over one month, from September 4 to October 1, 2025. This learning center is a non-formal educational institution serving the children of Indonesian migrant workers, with a focus on learning based on Islamic values and Indonesian nationalism.

The data sources in this study consist of primary and secondary data.

a) Primary data were obtained through:

- Participant observation, conducted during learning activities and practice sessions of national patriotic songs at the learning center, including the routine of singing before lessons and activities during national celebrations.
  - In-depth interviews with nine informants consisting of one mentor teacher, one learning center administrator, and seven students.
  - Documentation, including photos, activity videos, and records of learning activities and national events.
- b) Secondary data were obtained from supporting documents such as institutional profiles, activity archives, and relevant scholarly literature on character education, nationalism, and non-formal education in Indonesian diaspora communities.

The informants in this study were selected using purposive sampling, considering their active involvement in activities related to national patriotic songs.

- The mentor teacher, aged 24, has been teaching at the learning center for three years and holds an undergraduate degree in education or Islamic studies.
- The learning center administrator, aged 42, has more than 10 years of experience in managing educational institutions within Indonesian diaspora communities.
- The students, aged 9–10, are children of Indonesian migrant workers who have lived in Malaysia for 3–10 years.

The diversity of these characteristics enabled the researcher to obtain comprehensive insights from various perspectives of roles, ages, and social experiences.

To ensure the validity of the data, this study applied source triangulation and technique triangulation.

- 1) Source triangulation was carried out by comparing information from various informants (teachers, students, and administrators) to examine the consistency of perspectives regarding the practices of strengthening nationalism through national patriotic songs.
  - 2) Technique triangulation was conducted by combining the results of observations, interviews, and documentation in order to reinforce the credibility of the findings.
- In addition, the researcher conducted member checking by providing feedback on the initial interpretations to the informants to ensure that the interpreted data accurately reflected their lived experiences.

Data analysis was carried out thematically by referring to Miles and Huberman's (1994) interactive model, which consists of three stages:

- Data reduction, namely the process of selecting, focusing, and simplifying data in accordance with the research focus.
- Data display presented in the form of narrative descriptions and thematic matrices that illustrate the strategies, processes, and impacts of national patriotic song learning on the development of students' nationalism character.
- Conclusion drawing and verification, which involves interpreting patterns and meanings from the organized data to obtain a comprehensive understanding of the phenomena under study.

These three stages occurred cyclically and continuously from the data collection phase to the final analysis. All interpretations were re-examined to ensure consistency between empirical data and the resulting social meanings.

### 3. RESULT AND ANALYSIS

This study found that the strategies for strengthening rationalism character among Indonesian children at the Muhammadiyah Learning Center in Kepong, Malaysia, were implemented through four main approaches: (1) the habituation of singing national patriotic songs before lessons begin, (2) the internalization of the meanings contained in song lyrics, (3) the integration of national songs with the teaching of national history, and (4) the implementation of activities commemorating national holidays. These four strategies were applied contextually in accordance with the conditions of the learning center, which serves as a non-formal educational institution for children of Indonesian migrant workers. Based on interviews and observations, these strategies were proven to play a significant role in fostering love for the homeland, strengthening national identity, and shaping discipline and a sense of togetherness among the students.

#### Habituation of Singing National Patriotic Songs Before Learning Activities

The findings of this study indicate that one of the main strategies implemented at the Muhammadiyah Learning Center in Kepong, Malaysia, to instill nationalism character is the habituation of singing national patriotic songs before or after learning activities. This routine is carried out consistently by teachers as an integral part of the teaching and learning process. Based on interviews with the homeroom teacher and field observations, the collective singing activities are conducted almost every day, with songs such as Garuda Pancasila, Indonesia Raya, and Tanah Airku as the primary selections. This activity establishes a routine that not only fosters patriotic spirit but also creates a classroom atmosphere filled with motivation and togetherness.



**Figure 1.** Singing the song Tanah Airku together with the 4th-grade students of the learning center.

This habituation functions as a medium for strengthening national identity while simultaneously serving as a vehicle for instilling discipline, togetherness, and pride in Indonesia. Observations show that the students are highly enthusiastic when singing national songs; they stand upright, sing loudly, and some even spontaneously give a salute. This phenomenon reflects the internalization of patriotic values that is not merely verbal but manifested through reflective and spontaneous actions. Such activities align with Lickona's (2018) concept of character education, which emphasizes that character formation requires consistent habituation through direct experiences involving the dimensions of "knowing the good, desiring the good, and doing the good." The routine of singing national songs is a concrete manifestation of this concept, in which nationalism is internalized through repetitive and meaningful actions.

In the context of nonformal education, this strategy has proven relevant and effective. Atika et al. (2019) explain that strengthening character education related to love for the homeland can be achieved through institutional culture that integrates routine activities such as singing national songs into students' daily learning experiences. This is reinforced by observations in the learning center, which show that singing national songs has become a habitual and eagerly anticipated part of the learning culture.

Beyond the daily classroom routine, this habituation is further reinforced through flag ceremonies held every Monday. Although conducted indoors due to limited facilities, students carry out the ceremony with enthusiasm and solemnity. They sing "Indonesia Raya" together, followed by salutes and collective prayer. The seriousness and deep appreciation displayed by the students indicate their understanding of the significance of the ceremony as a form of respect for the nation. This aligns with Annisa et al. (2024), who found that routine activities such as flag ceremonies and singing the national anthem are effective media for instilling discipline and responsibility in elementary school children. These findings parallel what occurs in the learning center, where national rituals despite being conducted in simple conditions still have a significant impact on students' character formation.

Interviews with teachers also reveal that the consistent habituation of singing national songs helps students memorize and comprehend the songs effortlessly. They become familiar with the lyrics and melodies, making the singing activities voluntary and joyful. Lestari et al. (2020) found that continuous habituation encourages natural internalization of patriotic values through repeated practice and active participation.

This finding is especially relevant in the socio-cultural context of Indonesian migrant children in Malaysia. Observations show that some students exhibit influences of Malaysian language and culture in their speech and daily habits. Thus, the habituation of singing national songs becomes an important strategy in maintaining Indonesian linguistic and cultural identity amid the dominance of foreign cultural influences. Aswan et al. (2023) similarly highlight that Indonesian migrant children in Malaysia face significant challenges in preserving their Indonesian language and culture due to environmental assimilation. Hence, national song-singing activities in the center serve a strategic role in reinforcing national identity and a sense of connection to the homeland.

Habituation also contributes to building students' discipline. Observations indicate that learning activities in the center begin with a structured sequence: starting with dhuha

prayer, followed by Qur'an reading, and then lessons that begin with singing national songs. This routine strengthens discipline and creates a positive learning climate. This aligns with findings by Makmur et al. (2023), who note that strengthening nationalism through repetitive methods is effective not only for building memorization but also for fostering discipline and responsibility.

The habituation practices also create an institutional culture grounded in national values, where national songs are no longer seen as formal obligations but as a natural part of the learning environment. This shift in perception demonstrates successful internalization of values occurring organically. Wulandari and Kristiawan (2017) argue that "strengthening character education must be realized through the creation of a conducive institutional culture," enabling national values to be embedded in daily habits and interactions. This viewpoint reinforces the finding that the center's supportive culture toward national activities is a key factor in successfully instilling nationalism. Thus, the learning center has successfully created a learning atmosphere that nurtures patriotism and solidarity among students not through coercion, but through meaningful habituation.

Overall, the findings affirm that the routine singing of national songs is an effective strategy for cultivating national awareness among Indonesian children in Malaysia. Through simple yet consistent activities, students not only learn national symbols but also internalize their meaning in real life. This habituation demonstrates that character education can grow from daily practices that are routine, enjoyable, and meaningful.

#### **Internalization of the Meaning of National Patriotic Song Lyrics**

The findings of the study show that another important strategy in strengthening nationalism among students at the Muhammadiyah Learning Center in Kepong, Malaysia, is the internalization of the meaning of national patriotic song lyrics. This activity aims to ensure that students not only memorize the songs, but also understand the values embedded within them. Based on interviews and observations, teachers actively explain the meaning of each lyric, relate it to the students' life experiences, and instill moral and patriotic values through simple interpretations that are easy for children to understand.



**Figure 2.** an interview with the teacher who also serves as the homeroom teacher of the 4th-grade class at the learning center

Based on the observations, this activity is carried out interactively. The teacher often asks students about the meaning of specific lines in the song and then connects them to everyday life. For example, when discussing the song Garuda Pancasila, the teacher explains the Garuda bird as a symbol of the nation's strength and resilience. This method demonstrates a contextual learning approach in which students understand the values of nationalism through reflection on their own lived experiences. This approach aligns with Musanna's (2017) view that effective character education must be contextual and appreciative of learners' local experiences.

The teacher also explains the meaning of the song in relation to Pancasila values and the nation's historical struggles. In learning activities, lyrics from songs such as Tanah Airku are linked to values of unity and love for the homeland, which correspond to the third principle of Pancasila. This strategy helps students connect the messages in the songs with broader moral and national principles. Lickona (2018) states that meaningful character education must integrate cognitive aspects (understanding values), affective aspects (valuing the good), and behavioral aspects (acting upon values). The findings at the learning center reflect the application of this principle, as students not only understand the lyrics but also strive to internalize and practice them.

Interviews with the teacher reveal that students understand song meanings more easily when the teacher uses narrative and reflective approaches. Patriotic songs such as Bagimu Negeri are used as a starting point for discussions about sacrifice and the contributions of national heroes. The teacher then links these values to students' responsibilities and learning motivation as forms of contribution to the nation. This strategy effectively enhances students' emotional engagement with national songs. Della (2022) supports these findings, stating that national songs function as character-building media capable of fostering pride and historical awareness among elementary school students.

Field observations show that the internalization process not only improves students' cognitive understanding but also fosters deep emotional attachment. Students appear enthusiastic when discussing song meanings, and some even express curiosity about the historical background of the songs. Their spontaneous questions indicate a genuine interest in national values. This suggests that the internalization of song meanings plays an essential role in nurturing curiosity about Indonesia and the homeland. Qondas et al. (2024) highlight that understanding the meaning of national songs not only fosters pride but also strengthens active and responsible citizenship awareness. This strengthens the study's finding that when students understand the meaning behind the songs they sing, the activity transforms from mere singing into a process of national identity formation.

Interviews with the head of the learning center indicate that internalizing song meanings also strengthens students' emotional connection with Indonesia. When students understand the meaning of the songs they sing, they develop a deeper curiosity about life in their homeland. These findings align with Divana et al. (2024), who show that patriotism- and culture-based learning fosters a desire among migrant children to explore their national identity more deeply.

The internalization of song meanings is also effective in fostering other moral values such as discipline, cooperation, and perseverance. Observations show that the teacher often emphasizes the moral messages embedded in the songs. For instance, *Bangun Pemuda Pemuda* is associated with learning motivation and hard work while *Indonesia Pusaka* promotes gratitude for the beauty of the homeland. According to Alwi et al. (2023), learning through national songs becomes more meaningful when teachers interpret the moral values embedded in the lyrics, as students learn through repeated affective experiences.

This internalization activity also plays a critical role in preserving students' national identity while living abroad. In a diaspora context, national songs serve as cultural bridges connecting students with Indonesian values and language. Haji Hendra (2023) stresses that national identity awareness must be nurtured from an early age to prevent the loss of cultural identity amid globalization. In this regard, understanding the meaning of national songs helps students maintain their Indonesian identity despite Malaysia's dominant cultural environment.

Thus, the findings affirm that the internalization of national song lyrics at the learning center is not merely an additional activity, but a key strategy in shaping profound nationalism. Through contextual, reflective, and participatory approaches, this activity successfully integrates cognitive, affective, and moral elements into one meaningful learning process. This strategy also demonstrates that national songs can serve as transformative character-education tools, especially for Indonesian children abroad who require strong emotional and intellectual reinforcement of their national identity.

#### **Integration of National Patriotic Songs into History Lessons and Other Subjects**

The findings of this study indicate that teachers at the Muhammadiyah Learning Center in Kepong integrate national patriotic songs into various learning activities, particularly in Civics (PPKn), Social Studies (IPS), and Arts and Culture. This approach reinforces that the cultivation of nationalism is not implemented as a separate activity, but is embedded within classroom learning so that national values are internalized naturally. Observations and interviews show that teachers connect patriotic songs with relevant subject matter. In Civics, the song *Garuda Pancasila* is used to strengthen students' understanding of unity and love for the homeland. In Social Studies, the song *Tanah Airku* is played when discussing Indonesia's natural beauty and resources to foster national pride. These findings align with Atika et al. (2019), who emphasize that integrating character values into thematic learning creates more meaningful learning experiences because they are connected to real-life contexts.

In Arts and Culture lessons, national songs are used as tools to introduce Indonesian arts and cultural heritage. Observations reveal that students learn patriotic songs accompanied by simple musical arrangements or body movements, making the learning process more enjoyable and interactive. Teachers also relate the songs to historical contexts for example, explaining the meaning and significance of *Indonesia Raya* during the struggle for independence. This aligns with R. Lestari et al. (2022), who assert that linking historical content with music enriches students' learning experiences because music can bridge the emotional connection between the past and the present.

Findings from observations show that the use of national songs creates a more enthusiastic learning environment and strengthens a sense of togetherness in the classroom. Teachers use the songs not only at the start of lessons but also at the end to leave a positive impression on students. This practice shows that songs function as an 'emotional bridge' that helps students connect emotionally with the learning material. These results are supported by Campbell (2018), who states that music in education helps build collective identity and encourages social solidarity because it touches learners' emotional dimension.

Integrating national songs into learning also contributes to enhancing students' historical awareness of Indonesia's struggle for independence. Teachers use song lyrics such as Hari Merdeka and Bagimu Negeri to illustrate values of sacrifice and the spirit of independence. Through this approach, students learn history not merely as a sequence of events, but as an emotional experience relevant to their lives. This aligns with Rachmat (2024), who emphasizes that civic education for Indonesian migrant children in Malaysia must be engaging and context-based to maintain their sense of attachment to their home country.

Although the integration of national songs into learning proves effective, this study also identifies several challenges, such as limited instructional time and the lack of teachers with strong backgrounds in arts or socio-humanities. Nonetheless, teachers continue to innovate by using simple technologies such as televisions and speakers to play songs and learning videos. The facilities provided by the head of the learning center play a crucial role in supporting the sustainability of the program. This aligns with Wulandari & Kristiawan (2017), who highlight that supportive leadership and a conducive learning environment are essential foundations for strengthening character education.

Beyond classroom activities, the integration of national songs is expanded through various extracurricular programs, including singing competitions and Indonesian cultural performances. These activities provide opportunities for students to creatively express their national identity. These findings are consistent with Qondias et al. (2024), who argue that arts activities involving national songs can strengthen solidarity, foster pride, and increase students' sense of belonging to national culture because they provide both aesthetic and emotional experiences.

In addition to pedagogical impacts, the integration of national songs also has significant social value, especially for children of migrant workers living in environments heavily influenced by foreign cultures. National songs serve as media for preserving culture and symbols that connect them emotionally to their homeland. Divana et al. (2024) highlight that culture and patriotism based education in Malaysia plays a major role in maintaining the national identity of Indonesian diaspora children. In this context, national songs function as emotional and spiritual reminders of their national roots.

Overall, the findings confirm that integrating national patriotic songs into various subjects at the Muhammadiyah Learning Center in Kepong constitutes an effective and contextual character education practice. This strategy helps students develop a comprehensive understanding of nationalism through academic lessons, arts activities, and complementary social experiences. By combining cognitive, affective, and cultural dimensions, teachers successfully create a learning process that not only imparts knowledge but also strengthens students' national consciousness.

### **National Holiday Commemorations as Intensive Moments for Strengthening Nationalism**

The findings of the study reveal that commemorations of national holidays such as Independence Day, Heroes' Day, and Youth Pledge Day play a central role in strengthening nationalism among students at the Muhammadiyah Learning Center in Kepong, Malaysia. These activities are not merely ceremonial; they serve as reflective and educational platforms that foster patriotism, pride, and solidarity among the students. Through national-themed activities such as flag ceremonies, competitions, and cultural performances, students engage in value-based learning that incorporates both emotional and social dimensions.

Observations show that each national holiday celebration at the learning center includes creative activities such as patriotic speech competitions, recitations of heroic poetry, and performances of Indonesian cultural arts. Teachers and the head of the learning center view these activities as ways to cultivate togetherness and to remind students of the nation's historical struggles. These findings are consistent with Makmur et al. (2023), who explain that national holiday celebrations within migrant children's educational environments function as an anchor of identity, namely a cultural and emotional bond that helps them remain connected to their home country through shared emotional experiences.



**Figure 3.** The flag ceremony held every Monday at the learning center

The implementation of the weekly Monday flag ceremony is an important component in cultivating a sense of patriotism among the students. Although the ceremony is conducted in a limited indoor space and without a permanent flagpole, it is carried out with solemnity and respect. Students enthusiastically sing Indonesia Raya and recite the student pledge, demonstrating that the meaning of the ceremony is shaped more by shared values and commitment than by physical facilities. These findings are reinforced

by Annisa et al. (2024), who explain that routine activities such as flag ceremonies and singing national songs play a major role in building discipline, responsibility, and respect for national symbols.

The commemoration of Independence Day on August 17 is one of the most memorable moments for the students. Observations show that they display high enthusiasm when participating in traditional competitions, decorating rooms with red-and-white themes, and wearing various patriotic accessories. These activities not only foster a sense of togetherness but also cultivate patriotic spirit within the school environment. This finding aligns with Rachmat (2024), who emphasizes that nationalism-themed activities are essential in strengthening the national identity of migrant children amid the cultural influences of the host country.

In addition to formal events, teachers also use these commemorative moments to instill understanding about national history and the values of Indonesia's struggle for independence. Songs such as *Bagimu Negeri* and *Hari Merdeka* are used as learning media to raise students' awareness of the meaning of independence and the responsibility of the younger generation to carry forward the nation's legacy. Lestari et al. (2020) found that national songs possess strong affective power in fostering pride and nationalism because they convey historical narratives that can be collectively felt and interpreted.

Field observations also reveal that these commemorative activities serve as a platform for developing students' social character. Students actively collaborate in preparing event activities, from taking roles as ceremony leaders, Pancasila readers, to becoming competition committee members. This process cultivates responsibility and *gotong royong* (mutual cooperation) among students. This supports the view of Muhammad Fadhel et al. (2024), who assert that direct student involvement in patriotic activities significantly contributes to the formation of national identity, as real experiences provide stronger meaning than theoretical lessons.

The data further indicate that national commemoration activities strengthen students' emotional attachment to Indonesia. When the national anthem is sung together, an emotional atmosphere emerges that reflects their closeness to their homeland. Campbell (2021) notes that singing within social rituals can strengthen solidarity and foster collective emotional bonds. In this sense, music serves as a bridge connecting individual identity with a broader national identity.

On several occasions, national commemorations are combined with religious events, such as the Prophet's Birthday or the Islamic New Year. Teachers integrate national songs into these events, demonstrating harmony between religious values and national values. This approach aligns with Wulandari and Kristiawan (2017), who argue that national character formation becomes more effective when integrated with school culture and spiritual values familiar to the students' daily lives.

Beyond emotional attachment, these activities also stimulate civic curiosity—students' interest in national history and civic life. Teachers report that after participating in the Independence Day celebration, many students began asking questions about the president, Indonesian history, and national symbols. This phenomenon is strengthened by Della (2022), who found that national songs can stimulate young people's interest in their national identity.

For migrant children, the meaning of these activities becomes even more significant. Divana et al. (2024) show that patriotic activities in nonformal educational institutions in

Malaysia serve as important spaces for Indonesian children to maintain their national identity within multicultural communities. Therefore, national holiday celebrations at the learning center are not merely ceremonial events but serve as effective cultural strategies for strengthening national pride and a sense of belonging to Indonesia.

Overall, this study demonstrates that national holiday celebrations at the Muhammadiyah Kepong Learning Center function as integrated platforms for teaching national values. Through these activities, students not only learn about history but also experience nationalism directly through emotional engagement, cooperation, and social interaction. This approach enables more holistic national character formation because it simultaneously engages cognitive, affective, and social dimensions. These findings are in line with Vargas-Salfate et al. (2020), who state that national identity develops strongly when individuals participate in meaningful collective experiences that foster a sense of unity. Therefore, national holiday celebrations at the learning center play a vital role in strengthening students' national consciousness.

#### **Effectiveness, Challenges, and Implications**

The overall findings of this study show that strategies for strengthening nationalism through national patriotic songs and nationalism-themed activities at the Muhammadiyah Learning Center in Kepong are effective in shaping students' national awareness and pride. The four practices habituation of singing national songs, internalization of lyric meanings, integration into learning, and national holiday commemorations work complementarily as a value-based system that reinforces the national identity of Indonesian children living in Malaysia.

#### *Effectiveness of the Strategy*

The effectiveness of these strategies can be seen in the changes in students' attitudes during daily activities at the learning center. Observations indicate that students demonstrate increased respect for national symbols, can sing national songs correctly, and show a more mature understanding of national values. This finding aligns with A. D. Lestari et al. (2020), who state that regularly singing national songs can internalize patriotism through meaningful repetition.

Students' understanding of song content has also developed. They begin to grasp the moral messages contained in the lyrics, which is then reflected in positive behaviors such as mutual respect, cooperation, and caring for others. This finding is consistent with Qondias et al. (2024), who assert that interpreting national songs can strengthen civic responsibility by fostering a sense of belonging and national pride. The impact becomes even stronger because national songs are integrated into various learning activities, including history, Civics (PPKn), and arts. This aligns with Atika et al. (2019), who emphasize that character values are more effectively formed when integrated across learning contexts rather than taught as separate topics.

National holiday commemorations further strengthen students' sense of togetherness and collective identity. For Indonesian children growing up in migrant families, such activities hold important social meaning because they help them remain connected to their cultural and national roots. Makmur et al. (2023) explain that patriotic activities

conducted abroad serve as forms of identity reinforcement that sustain national memory even when children live in a different cultural environment.

#### *Implementation Challenges*

Several challenges emerged in implementing these strategies. First, the limited learning time at the center means that nationalism-based activities cannot always be carried out in great depth. This is consistent with Kamil (2009), who notes that nonformal education institutions often face time constraints, requiring teachers to adapt their methods to existing conditions. Second, the number of teachers with backgrounds in arts or socio-humanities is still limited. To address this, teachers creatively use simple technologies such as music players and videos. Gymnastiar et al. (2024) found that accessible digital media can enhance migrant children's emotional connection to their national culture.

Additionally, the social environment in Malaysia influences students' identity formation. Many students use Malay more frequently in daily life, creating the potential for reduced use of Indonesian. Aswan et al. (2023) note that changes in language and living environments can shift national identity awareness if not supported by adequate cultural education. In this context, national songs play an essential role as media for maintaining the Indonesian language and reinforcing students' Indonesian identity.

#### *Theoretical and Practical Implications*

This study provides theoretical implications for the development of culture-based character education. Field findings support the views of Lickona (2018) and Vargas-Sa-fate et al. (2020), which argue that national character is shaped not only through knowledge acquisition but also through repeated emotional experiences and meaningful social interactions. In this context, national patriotic songs function as pedagogical tools capable of simultaneously engaging students' cognitive, affective, and moral aspects.

Practically, this study offers a strategic model for nonformal educational institutions abroad to instill national values through simple yet enjoyable activities. Divana et al. (2024) emphasize that culture- and patriotism-based education in migrant communities can sustainably strengthen national identity. Additionally, the findings highlight the need for collaborative support between teachers, learning center leaders, and parents. Niehlah et al. (2023) report that the social involvement of migrant families plays a crucial role in maintaining national values among Indonesian children living abroad. With such support, character education extends beyond the learning space and becomes part of the community's cultural environment.

Overall, this study reaffirms that character formation through national patriotic songs and nationalism-themed activities is an effective, contextually relevant, and sustainable approach. This strategy not only strengthens the national identity and pride of Indonesian students in multicultural settings but also contributes meaningfully to the development of culture-based character education theory.

#### **4. CONCLUSION**

The findings of this study affirm that strategies for strengthening nationalist character through national patriotic songs at the Muhammadiyah Learning Center in Kepong,

Malaysia, are proven to be effective and contextually relevant in shaping the national awareness of Indonesian children living abroad. The four key strategies routine habituation of singing national songs, internalization of lyric meanings, integration of songs across subjects, and the implementation of national holiday commemorations operate synergistically and mutually reinforce one another in building students' national identity.

The habituation of singing national songs on a regular basis successfully instills a sense of patriotism and pride in national symbols. The internalization of song lyrics deepens students' cognitive and affective understanding of values related to struggle, unity, and national responsibility. Integrating national songs into subjects such as Civics (PPKn), Social Studies (IPS), and Arts and Culture facilitates contextual learning that fosters practical understanding of national history and Pancasila values. Meanwhile, national holiday celebrations function as intensive moments that strengthen emotional bonds, solidarity, and students' collective spirit as members of the Indonesian nation within the multi-cultural environment of Malaysia.

In the context of Indonesian migrant children in Malaysia, these findings carry important implications: character education based on national songs is not only a tool for cultural preservation but also a strategic instrument for maintaining national identity amid pressures of cultural assimilation. Activities such as singing together, understanding song meanings, and commemorating national days create social spaces that allow students to express pride, a sense of belonging, and loyalty to Indonesia.

Furthermore, this study offers practical implications for nonformal educational institutions abroad to develop adaptive, creative, and culturally grounded character education strategies. Collaborative support among teachers, learning center leaders, parents, and the diaspora community is vital for sustaining the cultivation of national values. When taught reflectively and integratively, national patriotic songs shape not only memorization but also a living and deeply rooted national consciousness within students. Thus, character education through national songs is proven to be an effective approach in shaping young Indonesians with a strong identity, pride in their nation, and readiness to become global citizens who are principled, religious, and nationalistic. This study is expected to serve as both a conceptual and practical reference for developing culturally grounded character education models, particularly within diaspora settings or Indonesian communities abroad.

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**Dear Author,**

Juliaman Siahaan, Zulkifli Amin, Ryan Taufika  
 Universitas Muhammadiyah Sumatera Utara

**Dengan Hormat,**

In connection with the publication of your scientific manuscript in the Analytica Islamica Journal, Volume 15, Number 1 2026, with the title "Strategies For Strengthening Nationalism Character Through National Patriotic Songs: A Case Study Of The Muhammadiyah Learning Center In Kepong, Malaysia". Therefore, we will provide details of publication costs, with details of the costs that must be paid, as follows:

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Artikel yang diajukan oleh mahasiswa di bawah ini:

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N.P.M : 2202060016  
Program Studi : Pendidikan Pancasila dan Kewarganegaraan  
Judul Artikel : Strategi Penguatan Karakter Nasionalisme Melalui Media Lagu Wajib Nasional: Studi Kasus Sanggar Bimbingan Muhammadiyah Kepong, Malaysia.

Sudah layak diseminarkan.

Medan, November 2025

Disetujui oleh:

Pembimbing

**Ryan Taufika, S.Pd, M.Pd.**

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Medan, November 2025  
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Malaysia, 25 September 2025

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di Medan, Indonesia

*Bismillahirrahmanirrahim  
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Yang bertanda tangan di bawah ini:

Nama : Farhan Afif Al Kindi, S.Ag  
Jabatan : Kepala Sekolah SB Kepong Malaysia

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Farhan Afif Al Kindi, S.Ag



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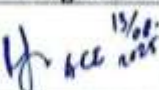

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Kredit Kumulatif : 118 SKS

IPK= 3.90

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	Harmonisasi Pendidikan Karakter dan Nasionalisme Pemanfaatan Lagu Wajib Nasional sebagai Pembelajaran di Komunitas Indonesia Malaysia	
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*Assalamu 'alaikum Wr, Wb*

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Program Studi : Pendidikan Pancasila dan Kewarganegaraan  
Judul Penelitian : **Strategi Penguatan Karakter Nasionalisme Melalui Media Lagu Wajib Nasional Studi Kasus Sanggar Belajar Muhammadiyah Kepong Malaysia**

Pembimbing : **Ryan Taufika, S.Pd.,M.Pd.**

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2. Ketua Program Studi
3. Dosen Pembimbing
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## LAMPIRAN-LAMPIRAN

### 1. LEMBAR OBSERVASI

Nama Peneliti : Juliaman Siahaan

Hari/Tanggal : 04 September 2025 – 01 Oktober 2025

Waktu : 09.00 – 12.30 (waktu kegiatan belajar)

Tempat : Sanggar Bimbingan Muhammadiyah Kepong, Malaysia

Kegiatan : Observasi proses pembelajaran dan pembiasaan menyanyikan lagu wajib nasional dalam menguatkan rasa nasionalisme dalam kegiatan belajar mengajar siswa di sanggar

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2.	Ketika upacara murid-murid Menyanyikan lagu wajib nasional Indonesia Raya secara bersama sama walaupun tidak ada kegiatan menaikkan bendera karena upacara dilakukan didalam ruangan sanggar yang terbatas, dilaksanakan di titik biasa anak anak melaksanakan shalat dhuha berjamaah setiap paginya
3.	Setiap paginya di sanggar itu ada kegiatan shalat dhuha yang dimulai jam 09.00 kemudian dilanjutkan membaca beberapa surah pendek 1/3 dari juz amma atau juz ke 30 kemudian masuk kelas jam 9.30 untuk memulai pembelajaran
4.	Murid murid disana banyak yang logatnya atau nada bicaranya emang Malaysia sekali, bahkan banyak dari mereka yang lebih sering menggunakan bahasa/kata yang merupakan bahasa Malaysia
5.	Ketika saya mengajak menyanyikan salah satu lagu wajib yaitu lagu tanah airku tidak kulupakan dengan cara saya menuliskan lirik lagu di papan tulis, kemudian menghidupkan lagu dari laptop dan menggunakan speaker bluetooth mini sebagai pengeras suara , ketika bernyanyi murid murid emang sangat antusias, mereka fokus melihat lirik serta mengikuti nada lagu, beberapa murid sudah ada yang hafal lagu walaupun ada beberapa yang belum hafal tapi mereka juga ikut antusias menyanyikan lagu tersebut secara bersama sama, bahkan saya sempat takjub

	ketika beberapa dari mereka, semua siswa laki lakinya refleks melakukan gerakan hormat ketika lagu dinyalakan.
6.	Murid murid sanggar terkhusus dikelas 4 tempat saya melakukan penelitian emang kompak, mereka selalu perduli satu sama, saling mendukung ketika melihat teman yang perlu dukungan.
7.	Murid murid sangar bimbingan Sering bertanya tanya kepada saya terkait Indonesia, seperti berita berita yang sedang tren seperti penangkapan koruptor, siapa presiden Indonesia, apakah presiden bisa dipecat ataupun pertanyaan pertanyaan lain yang emang mereka ingin tahu terkait pemerintahan ataupun hukum yang ada di indonesia

## 2. LEMBAR WAWANCARA

Pedoman Wawancara

Informan :Bapak Farhan Afif Alkindi (kepala sanggar)

Tempat : SBM Kepong

Tanggal :25 September 2025

Hasil Wawancara Dengan kepala sanggar

No	Pertanyaan	Jawaban
1	bagaimana kepala sekolah memandang pentingnya penguatan rasa nasionalisme bagi siswa Indonesia di Malaysia?	tentu sangat penting karena lingkungan Indonesia berbeda dengan lingkungan anak anak sanggar belajar itu sendiri kepala sekolah memandang anak anak itu harus ditanamkan nilai nasionalisme agar mengenal dan mencintai negara Indonesia walau tinggal diluar negeri
2	Apakah sanggar memiliki pendekatan tertentu dalam menanamkan nilai nasionalisme termasuk melalui media lagu wajib nasional?	untuk pendekatan tertentu bisa dikatakan sanggar tidak memiliki pendekatan tertentu tetapi untuk menyanyikan lagu wajib nasional hal tersebut biasa dilakukan ketika upacara bendera setiap hari seninnya ketika menyanyikan lagu Indonesia Raya karena di situlah momen siswa harus

		menyanyikan lagu wajib Indonesia Raya serta harus hafal lirik dari lagu tersebut, dan murid juga diberi pemahaman apa yang mendasari mengapa kita harus menyanyikan lagu wajib Indonesia Raya tersebut agar mengetahui maknanya, sanggar bisa dibilang tidak memiliki strategi khusus untuk menanamkan nilai nasionalisme termasuk melalui lagu wajib nasional tetapi siswa ditanamkan karakter nasionalisme melalui kegiatan tersirat seperti menyanyikan lagu wajib nasional Indonesia Raya ketika upacara.
3	Menurut bapak apakah manfaat yang diperoleh dari siswa dari mengenal dan menyanyikan lagu wajib nasional?	tentu banyak manfaat ketika mereka mengenal lagu lagu wajib yang berasal dari negara asal mereka sendiri, dengan mengenal lagu lagu itu mereka akan mengenal negara asal mereka sendiri, karena lagu wajib dapat dijadikan sebagai media untuk menumbuhkan atau menguatkan karakter nasionalisme kepada anak anak dengan mereka mengenal lagu wajib mereka tau apa itu Indonesia dan mau mencari tahu bagaimana Indonesia itu sendiri sehingga dapat menimbulkan karakter nasionalisme itu sendiri
4	Dalam momen apa saja biasanya lagu wajib nasional dinyanyikan di sanggar?	biasanya dilakukan di upacara bendera, juga ketika pembelajaran seni budaya yang berkaitan tentang lagu wajib nasional hanya saja pembelajaran seni budaya di sanggar hanya dipelajari oleh murid sanggar yang sudah duduk dikelas 4 serta keatas yaitu kelas 5,dan 6
5	Bagaimana reaksi siswa ketika lagu wajib nasional dinyanyikan pada acara atau kegiatan tertentu?	untuk reaksi anak anak sendiri ya walaupun kegiatan menyanyikan lagu wajib nasional hanya dinyanyikan ketika upacara bendera tetapi kepala sanggar melihat anak anak merasa bangga dan

		bersemangat ketika menyanyikan lagu wajib nasional , mengeluarkan suara semuanya, jadi dapat dilihat sikap anak anak yang memang cinta terhadap negaranya dilihat dari bagaimana mereka menyanyikannya
6	Apakah ada dukungan dari sekolah dalam menyediakan kesempatan bagi siswa untuk mengenal lagu wajib nasional?	untuk dukungan dari sekolah tentunya sampai saat ini belum ada dukungan khusus seperti menyediakan wadah bagi mereka untuk mempelajari lagu lagu wajib yang ada tetapi hal itu kembali juga diserahkan kepada pengajar pengajar yang ada di sanggar , yang kelas atas 4,5,6 terdapat pelajaran seni budaya , mungkin disanalah tempat /ajang anak anak mengenal budaya Indonesia salah satunya melalui lagu lagu wajib yang ada di indonesia
7	Menurut bapak apakah ada hambatan dalam menanamkan rasa cinta tanah air melalui lagu di lingkungan luar negeri?	untuk hambatan menurut saya belum ada, tetapi mungkin ada salah satu kendala, yaitu guru atau pengajar yang ada di sanggar itu belum ada dari disiplin ilmu untuk mengajarkan anak anak terkait hal hal yang seperti itu, karena bila ditarik akarnya sanggar ini ada untuk membantu anak anak untuk bisa belajar literasi membaca menulis dan menghitung, fokus sanggar lebih kepada hal hal seperti itu tetapi sanggar juga memberikan porsi untuk menanamkan nilai nilai nasionalisme seperti misalnya selalu mengadakan upacara setiap hari senin mengenalkan anak anak dengan seni tari -tarian Indonesia dengan mengadakan kegiatan seni tari.
8	Bagaimana menurut bapak cara membuat lagu wajib nasional	untuk membuat mereka suka terhadap lagu wajib yang ada, tentu kita juga menyampaikannya dengan sebagaimana lagu itu ada, contohnya

	tetap relevan dan disukai oleh siswa zaman sekarang?	bukan hanya sekedar menyanyikan lagu itu misalnya dengan menyediakan musiknya serta memberikan pemahaman terhadap arti dari setiap kata/lirik dari lagu tersebut sehingga bukan hanya menyanyi tetapi anak anak juga paham makna mereka menyanyikan lagu itu sendiri
9	Apakah melihat adanya perubahan sikap atau karakter siswa setelah terpapar lagu wajib nasional?	untuk perubahan sikap tentunya ada karena setelah mereka paham dan menyanyikan lagu lagu wajib yang contohnya Indonesia Raya walaupun hanya seminggu sekali banyak anak anak yang mulai penasaran dengan bagaimana itu Indonesia, Indonesia itu seperti apa, apa aja budayanya, mereka bertanya tanya tentang Indonesia itu seperti apa, jadi yang saya tangkap ketika mereka tahu atau diberikan sesuatu tentang Indonesia yang sifatnya kebudayaan hal itu membuat mereka ingin tahu lebih tentang Indonesia itu sendiri
10	Apa harapan bapak terhadap keberlanjutan penggunaan lagu wajib nasional sebagai media penanaman nilai kebangsaan?	tentu harapan saya ketika mereka mengetahui lagu lagu wajib nasional mereka bisa belajar dan terus mencari tahu tentang Indonesia sehingga akhirnya mereka itu mau dan rindu untuk kembali ke indonesia walaupun dengan segala keterbatasan yang ada tetapi semoga dengan hal hal yang ditanamkan tadi membuat cinta tumbuh dalam hati anak anak ingin dan bahkan pulang ke Indonesia itu merupakan salah satu tujuan yang ada dalam hidup mereka

Pedoman Wawancara

Informan :Chairunnisa utami (guru sanggar dan merupakan wali kelas di kelas 4 )

Tempat : SBM Kepong

Tanggal :25 September 2025

Hasil Wawancara Dengan guru sanggar

No	Pertanyaan	Jawaban
1	Bagaimana ibu melihat peran lagu wajib nasional dalam menumbuhkan nasionalisme siswa?	peran lagu wajib nasional sangat penting untuk menumbuhkan rasa nasionalisme siswa karena dapat menumbuhkan rasa cinta tanah air , menghargai jasa pahlawan,kemudian menumbuhkan rasa bangga menjadi warga negara indonesia.
2	Dalam kondisi apa biasanya siswa menyanyikan lagu wajib nasional dikelas atau di luar kelas?	siswa itu biasanya menyanyikan lagu wajib nasional itu ketika upacara bendera di hari senin, kemudian peringatan hari besar nasional, terus ketika kegiatan pembelajaran biasanya saya sebagai wali kelas setiap pagi sebelum melakukan pembelajaran atau ketika sudah kegiatan belajar mengajar (KBM) diakhir kami menyanyikan salah satu lagu wajib nasional, contohnya yang sering dinyanyikan ialah Garuda Pancasila.
3	Bagaimana respon siswa saat diajak menyanyikan lagu wajib nasional di dalam atau diluar kegiatan pembelajaran?	respon siswa umumnya antusias ketika menyanyikan lagu wajib nasional, meskipun ada juga yang awalnya kurang bersemangat tetapi saya sebagai guru memberikan pemahaman tentang makna dari lagu tersebut, jadi siswa memahami makna lagu tersebut dan dapat lebih semangat dan bangga dalam menyanyikannya
4	Menurut ibu nilai nilai apa yang bisa ditanamkan lewat lagu wajib nasional?	nilai-nilai yang bisa ditanamkan melalui lagu wajib nasional itu sangat banyak ya, antara lain cinta tanah air, persatuan, disiplin, gotong royong dan masih banyak yang lain.
5	Bagaimana cara ibu menjelaskan makna lagu nasional kepada siswa agar mudah dipahami?	cara saya menjelaskan lagu wajib nasional ini agar mudah dipahami adalah dengan menghubungkan lirik lagu dengan kehidupan sehari-hari siswa, dengan memberikan contoh

		nyata serta menjelaskan tentang sejarah singkat dibalik lagu tersebut, contohnya yaitu Garuda Pancasila, yang dimana makna lagu tersebut kan tentang perjuangan, dukungan para pahlawan dari situ saya menjelaskan dan memberi pemahaman terkait lagu dan sejarahnya kepada siswa sehingga mereka dapat tau atau memahami lagu tersebut
6	Apakah ibu pernah mengaitkan lagu wajib nasional dengan materi pelajaran lain seperti pelajaran sejarah yang ada di pelajaran IPS atau dengan pelajaran ppkn ataupun pelajaran lain ?	ya lagu wajib nasional dapat saya kaitkan dengan mata pelajaran ppkn ataupun seni budaya, contohnya di dalam pelajaran PPKn itu tentang perjuangan bangsa, nilai persatuan, sedangkan di seni budaya itu kan ada tentang budaya kebudayaan Indonesia
7	Apakah ada hambatan yang dirasakan dalam mengaitkan lagu wajib nasional dengan pembinaan karakter siswa?	hambatan yang sering dirasakan yaitu kurangnya minat siswa, dan terbatasnya waktu dalam pembelajaran karena seperti yang dilihat waktu kegiatan belajar mengajar di sanggar bimbingan kepong Malaysia ini dengan sekolah Indonesia sangat berbeda, bahwasanya kegiatan belajar mengajar di Sanggar bimbingan Muhammadiyah kepong Malaysia ini mulainya jam 9.30 dan selesainya 12.30.
8	Bagaimana menurut ibu, lagu wajib nasional dapat mempererat kebersamaan dikelas?	lagu wajib nasional dapat mempererat kebersamaan dikelas karena dinyanyikan secara bersama-sama, dengan cara itu dapat menumbuhkan rasa persatuan dan menciptakan rasa yang penuh semangat dan memunculkan kekompakan

9	Bagaimana dukungan dari Sekolah dan Kepala sekolah terhadap guru dalam hal ini?	Sekolah menyediakan media seperti TV, alat-alat musik lain, speaker, kepala sekolah juga sering memberikan arahan kepada guru
10	Apakah ibu ada ide agar lagu wajib nasional lebih sering hadir secara natural dalam keseharian siswa?	ada, waktu itu saya setiap pagi sebelum dimulai pembelajaran ataupun setelah pembelajaran selesai ketika hendak pulang kami menyanyikan lagu garuda Pancasila atau lagu lagu wajib nasional lain agar siswa itu dapat menghafal lagu lagu wajib nasional yang berasal dari negara Indonesia karena proses pembiasaan tersebut .

#### Pedoman Wawancara

Informan :Muhammad Azizi (salah satu siswa sanggar yang sedang duduk di kelas

4 )

Tempat : SBM Kepong

Tanggal : 25 September 2025

Hasil Wawancara siswa sanggar

No	Pertanyaan	Jawaban
1	Bagaimana perasaan kamu tinggal di Malaysia sebagai anak dari keluarga migran Indonesia? Dan apa yang membuat kamu tertarik mengikuti program di sanggar bimbingan kepong?	perasaan saya senang karena memiliki banyak teman di Malaysia walaupun jauh dari Indonesia, alasan tertarik ikut program di sanggar belajar kepong karena pelajarannya menyenangkan dan teman-temannya juga baik dan menyenangkan.
2	Apakah kamu pernah menyanyikan lagu wajib nasional di sanggar? Dalam acara apa biasanya kamu	ketika upacara senin, ketika tujuh belasan atau peringatan hari besar lain, dan biasanya ibu guru wali kelas sebelum belajar ataupun ketika sudah pembelajaran hendak pulang selalu menyanyikan

	menyanyikan lagu wajib nasional?	salah satu lagu wajib nasional yang paling sering itu ialah lagu garuda Pancasila.
3	Kemudian Bagaimana perasaan kamu saat menyanyikan lagu wajib nasional?	perasaan saya senang, karena dinyanyikan secara bersama-sama dan lagunya enak untuk didengar
4	Lagu wajib nasional apa yang paling kamu ingat atau sukai?	Murid menjawab sambil menyanyikan lagu garuda Pancasila yang menunjukkan bahwa ia hafal dan memang menyukai lagu tersebut
5	Apakah dengan menyanyikan lagu nasional seperti menyanyikan lagu Indonesia raya,garuda Pancasila ,hal itu membuat kamu jadi mengingat Indonesia atau membayangkan sesuatu tentang negara Indonesia?	iya hal itu membuat saya mengingat dan memikirkan sesuatu tentang Indonesia
6	Menurutmu, apa arti lagu wajib nasional?	artinya bagi saya kita harus menghormati orang orang yang telah gugur dalam peperangan (pahlawan), menghargai pahlawan, semangat perjuangan
7	Nilai apa yang bisa kamu pelajari dari lagu wajib nasional seperti misalnya nilai nilai nasionalisme nilai nilai cinta tanah air, nilai disiplin ,nilai nilai keberanian atau nilai nilai apa?	nilai nilai keberanian nilai nilai cinta tanah air
8	Apakah kamu bangga jadi orang Indonesia setelah menyanyikan lagu wajib nasional?	Bangga

9	<p>Bagaimana biasanya reaksi teman teman kamu saat menyanyikan lagu wajib nasional bersama sama? Dan menurutmu lebih semangat mana, menyanyi bersama sama atau sendiri?</p>	<p>teman teman bernyanyi dengan kompak, semangat, dan suaranya kuat. Menurut saya lebih enak menyanyikan lagu wajib secara bersama-sama</p>
10	<p>Apakah kamu juga menyanyikan lagu wajib nasional dirumah atau hanya di sekolah acara? Bagaimana menurutmu supaya kegiatan menyanyikan lagu wajib nasional terasa lebih seru? Apakah dengan menggunakan alat musik?</p>	<p>saya menyanyikan lagu wajib nasional seringnya di sanggar dirumah jarang, agar menyanyikan lagu wajib terasa lebih seru harus ada teman dan juga bersama ibu guru , serta menggunakan alat musik ataupun speaker</p>

**LAMPIRAN DOKUMENTASI**



## DAFTAR RIWAYAT HIDUP



### A. DATA PRIBADI

Nama : Juliaman Siahaan  
NPM : 2202060016  
Tempat dan Tanggal Lahir : Bahapit, 07 Juli 2002  
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Status Perkawinan : Belum Menikah  
Agama : Islam  
Kewarganegaraan : Indonesia  
Alamat : Huta Bahapit  
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### B. DATA ORANG TUA

Nama Ayah : Salimin Siahaan  
Pekerjaan : Petani  
Nama Ibu : Rohma Br Saragih  
Pekerjaan : Ibu Rumah Tangga  
Alamat : Huta Bahapit

### C. DATA PENDIDIKAN FORMAL

1. SD Negeri 094126 Naga Dolok
2. Mts Swasta Ad-Dakwah Kabanjahe
3. Madarasah Aliyah Negeri Karo
4. Universitas Muhammadiyah Sumatera Utara Fakultas Keguruan dan Ilmu Pendidikan Tahun 2022-2026