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Strengthening the Students Nationalism in Border Areas

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Abstract

This study aims to determine the condition of student nationalism in the border area, as well as the role of a number of parties that influence its formation. The results are suggested to draw conclusions on how to increase student nationalism. We find that the nationalism conditions of students in the border area resulted in a moderate performance, and susceptible to be influenced by various stimuli, both from within the country and neighboring countries. The evidence presented in this analysis points to the fact that these stimuli often weaken nationalist awareness and attitude, both related to ideology, constitution, unity, diversity and sovereignty of the nation and state. The results suggest that further action required to increase student nationalism in a short, medium- and long-term efforts as to prevent external influences, especially crimes in the border areas. The role of several parties need to be improved, namely families, schools and youth organizations in the vicinity as well as government support in the form of funding, activity facilities, instructors, training, and others. Especially the role of schools, it is necessary to involve active students in the implementation of strengthening nationalism through a problem-solving approach.

Keywords: Nationalism, ideology, constitutional, unity, diversity, sovereignty

1. Introduction

The Republic of Indonesia (RI) as an archipelago has an area directly adjacent to a number of other countries. Geographically, Indonesia's land area borders on three countries: Malaysia, Papua New Guinea (PNG), and Timor Leste. Sea area is restricted by ten countries: Australia, India, Thailand, Malaysia, Singapore, Vietnam, Philippines, PNG, Palau and Timor Leste (Sumardiman, 1982). The country's borders have an important position, not only as a vanguard, but also in determining sovereignty limits, using natural resources, maintaining regional security and integrity, and eliminating cross-border criminal acts, such as illegal logging, human trafficking, smuggling of narcotics and drugs, illegal products from other countries, and so on. In fact, this border area is still not considered, and is still a poor area with limited social and economic facilities and infrastructure (Tirtosudarmo, 2002).

The impact is that people in border areas are vulnerable to stimuli from other countries, especially those that are negative. In illegal actions in the border area, local residents tend to

participate less in preventing them. Even employment opportunities in neighboring countries have encouraged citizens to work in neighboring countries in the work sector that do not require higher education backgrounds, such as: oil palm plantations, shopkeepers and other non-formal services. Even as migrants to other countries are carried out illegally. Not infrequently, after working for a certain amount of time, many illegal workers fled to their homeland. They were threatened with being reported to the authorities, escaped arrest and risked entering prison. They must be willing to not receive salary / wages while working in other countries. Unlawful acts through crossing border areas often get assistance from local residents (for example: passing secret roads that are only known to the perpetrators). The case that had occurred from the influence of other countries was when facing the border problem in 2008, many Indonesian youth from border areas were recruited to become mercenaries in neighboring countries (Planetmiring, 2008). Even in 2014, the Commander of the Indonesian National Army (TNI) General Moeldoko found an Indonesian citizen to be a Singaporean soldier (Ali, 2014).

The paradoxical situation between expectations and reality regarding the role and function of border areas needs to be addressed immediately through the implementation of integrated development in various sectors. Improvements are not only related to physical elements, such as increasing access to transportation, health facilities, economic activities, etc., but also non-physical elements, especially human resources around. One of the parties that needs attention is the awareness, attitudes, and nationalism behavior of students in the border area. Simply put, nationalism is defined as awareness and enthusiasm for the love of the country and nation which is shown through the attitudes and behavior of individuals or society (for in-depth reviews, see Renan, 1992; Kohn, 1965; Breuilly, 2013). Bertrand (2004) argues that nationalism is fundamental in state organizations, and often crosses ethnic boundaries.

Through high nationalism, it can be an entry point to improve the security and welfare of the people in the border areas. In terms of security, nationalism awareness and attitude can lead to active participation in order to prevent and counteract various forms of legal violations that harm the nation and the state. In terms of welfare can increase awareness to be involved in each development activity as to improve living standards (Agung, 2012). In the Indonesian context, nationalism itself can be perceived from 4 (four) national pillars, namely: Pancasila, UUD 1945 (UUD'45), Bhinneka Tunggal Ika (BTI), and the Unitary State of the Republic of Indonesia (NKRI). Indeed, the term pillar contained in article 34 paragraph 3b letter a of the Republic of Indonesia Law Number 2/2011 is recommended by the Constitutional Court not to be used, because it is considered not to have the legal force that binds and puts the Pancasila philosophy in line with the 1945 Constitution, BTI and NKRI. However, the People's Consultative Assembly (MPR) of the Republic of Indonesia for the period 2009-2014 is seen as still relevant and needs to be socialized (MPR, 2014). Wiyono (2013) argues that four pillars can be used as guidelines to create a just and prosperous Indonesian society.

This paper contributes to the literature in two ways. First, we use four pillars Pancasila, UUD 1945 (UUD'45), Bhinneka Tunggal Ika (BTI), and the Unitary State of the Republic of Indonesia (NKRI) as to discuss more insights on the condition of nationalism of students in the border area. Second, we also examine how the conditions of nationalism of students in the border area, the factors that have the greatest role in shaping student nationalism, and alternative efforts that need to be implemented in order to improve them. The contents of this paper are part of the results of studies in 5 (five) border regions between countries in Indonesia in 2018.

2. Literature Review

2.1 Border areas and problems

The border area between countries is a separation between one country and another, both in the form of natural and artificial signs (Hadiwijoyo, 2009). The region is an element of the state where power occurs effectively in all regions, so that it distinguishes from other countries (Tirtosudarmo, 2002). The boundaries between countries can be in the form of land, sea and air.

As a border area, it often creates problems in terms of boundaries, including aspects of

ideology, politics, economics, socio-culture, education, transportation and defense - security. The border area does have a positive impact, such as creating population mobility and transnational transportation, creating and absorbing labor, harmonizing relations between local residents and migrants, and others. But on the other hand it also has a negative impact, such as violations of law through cross-border in the form of illegal goods entry, drug smuggling, illegal logging, human trafficking and terrorism (Warouw, 2015). Moreover, in the education sector, it is common for neighboring countries to try to attract children in Indonesia's border areas to attend their places with free tuition fees, free dormitories, learning facilities (books, uniforms, etc.), and home allowance on weekends (Agung, 2014).

2.2 Conception of nationalism

Nationalism concept in students in the border area includes at least 4 (four) national aspects, namely: Pancasila, UUD '45, Bhinneka Tunggal Ika, and NKRI (the Unitary State of the Republic of Indonesia). Pancasila is the foundation of idealism, philosophy, and the ideology of the life of the nation and state (Ministry of Information of the Republic of Indonesia, 1987; Oesman and Alfian, 1992; Decree of the People's Consultative Assembly of the Republic of Indonesia No. XVIII / MPR / 1998). Currently, the Pancasila contained in the Preamble of the 1945 Constitution of the Republic of Indonesia consists of: (1) One Godhead, (2) Fair and Civilized Humanity, (3) Indonesian Unity, (4) Representative Leadership, and (5) Social Justice. Furthemore, the five Pancasila values are translated into 45 items Pancasila (Decree of the People's Consultative Assembly of the Republic of Indonesia No. I / MPR / 2003).

UUD'45 is the highest constitution and legal source in the life of Indonesian nation and state. As a source of law, the 1945 Constitution became the basic strategy in realizing the values and objectives contained in the Pancasila, managing the state and the country's political superstructure, improving living welfare, educating the nation, fostering and developing defense and security forces. The 1945 Constitution is the basis for implementing the rules below to regulate national life, ranging from laws to regional regulations. In the 1945 Constitution contains provisions regarding and obligations of every citizen, such as the right to education, the right to get a job, family rights, religious rights, the right to associate, the right to express opinions, etc. In addition, every citizen has an obligation to participate in general elections (election), comply with applicable regulations / laws, defend the state, carry out national development, and so on.

Bhinneka Tunggal Ika (BTI) means unity in the life of diversity in Indonesian society. Diversity in ethnic, religious, racial, and intergroup differences, but still framed by awareness, attitudes, and behaviors that uphold the unity and integrity of the nation and state. Diversity is a natural thing to be grateful for, as a matter of wealth that can be optimized for the welfare of the Indonesian people, by using the unique potential of ethnic culture in Indonesia (Asmin, 2018) Diversity in the lives of Indonesian people requires awareness, attitudes, and tolerance behavior for every citizen Indonesia. Tolerance is a value orientation that shows mutual respect for diversity by a person / group of people with another person / group of people, whether related to religious differences, cultural differences, individual or group differences of opinion, differences in race and skin color, etc.

The Unitary State of the Republic of Indonesia is a consensus of the Indonesian people as a unity of the life of the nation and state. The definition of a unitary state reflects that the Indonesian people spread across thousands of islands, with various cultures, customs, languages and ways of life, unite in a single life the life of the nation and state. Three important aspects related to NKRI are national insight, love of the homeland, and the defense of the country.

National insight (in Indonesia called Wawasan Nusantara) is developed based on universal power theory and understanding of geopolitics. Understanding of power comes from the philosophy and ideology of Pancasila as the ideal foundation in determining national politics, while geopolitics is an understanding of power adapted to the conditions and constellation of Indonesia's geography. The Indonesian state adheres to the understanding of an archipelagic country: an understanding developed from the principle of the archipelago by looking at the sea is not a separator, but rather an inter-island liaison that makes one entity a homeland. Archipelago insight is the perspective of

the Indonesian people about themselves and their environment by prioritizing the unity of the nation and region to carry out the lives of people, nations and countries to achieve national goals based on Pancasila and the 1945 Constitution (Budisantoso, 1997; GBHN RI, 1998). The aim of developing the concept of Archipelago Insight is to build awareness and attitudes of each individual of the Indonesian nation to nurture the NKRI.

The meaning of love for the homeland contains the rights and obligations to prioritize the interests of the nation and state. Some examples of loving attitudes towards the state are participation in regional development, participation in the administration of elections, use of domestic products, and so on. While the meaning of defending the state includes the rights and obligations of citizens to maintain the independence and sovereignty of the nation and state of Indonesia from weakening, disturbing, threatening, and endangering acts of division. Those who are citizens of the Republic of Indonesia are people from the original Indonesian nation and people from other countries, such as the descendants of the Dutch, Chinese, Arabs and others who live and recognize Indonesia as their homeland, are loyal to the NKRI, and are supported by law as a citizen. All Indonesian citizens are equal in law and government and must uphold the law and government without exception. Some examples of state defense attitudes, attitudes, and behaviors include compliance with applicable laws, reporting violations of laws that damage the balance of the surrounding environment ecosystem, reporting illegal logging activities in Indonesian forests by bringing them abroad, participating in environments around the environment; etc.

2.3 Strengthening student nationalism

Inkeles (in Agung, 2012) argues that the implementation of modern education is a planned or intentional effort to develop students' abilities to overcome their environment. This means, with careful planning and implementation of education, everyone can be changed. However, the implementation of education itself must be responsive and adaptive to the environment. In the current era of globalization many experts argue that education in every country must be able to produce quality and competitive output, master science and technology, creative, critical thinking, collaboration, and communication. In addition, education must also produce competencies of graduates who can utilize information and communication technology and characterize them so as not to lose from their cultural roots.

Especially the latter, character education is also important in the educational environment. Lickona (1992) argues, character education is a deliberate effort to help someone to understand, consider, and do core ethical values. Character education is an effort to instill values to create ways of thinking and behaving for each individual to live and work together, in the family, in the community, and in the nation. Different studies show that someone who has an adaptive and strong character will be able to overcome his environment, especially in preventing the influence of foreign elements that are deemed to be incompatible with values supported by his community (Kusumah, 2013; Affan and Maksum, 2016).

In Indonesia, character education for students basically has long been given by the Ministry of Education and Culture of the Republic of Indonesia. Character education is given through the monolithic subjects of Pancasila Moral Education (PMP), Pancasila and Citizenship Education, and finally Citizenship Education (Mansyur, 2002; Winataputra, 2004). However, the results are often considered ineffective, and still contain some weaknesses. Fajar (2004) argues that the learning of Citizenship Education still faces many obstacles and limitations, especially in relation to instrumental input of teacher quality and adequate facilities and learning resources, and instrumental input to the situation and political situation of a less democratic country. Thus, often the implementation does not lead to the expected mission.

Since 2015 the minister of education and culture has issued regulation Number 23/2017 concerning Strengthening Character Education (SCE), which was later strengthened by higher regulations in the form of Presidential Regulation No. Republic of Indonesia. 87/2017. SCE is an effort to develop the character of students to behave in accordance with the values, norms and rules supported by the people of Indonesia. There are five main values in the SCE program that are interrelated to form a value chain that needs to be developed, namely religion, nationalism,

cooperation, integrity, and independence. Explicitly, one aspect of SCE is related to national awareness and attitudes by showing loyalty, and high respect for the nation and state, and placing the interests of the nation and state above their own and group's interests. Some examples of other nationalism values are respecting national culture, preserving national cultural wealth, willingness to sacrifice, excellence, achievement, love for the homeland, environmental preservation, law abiding, discipline, respect for culture, ethnicity and religious diversity.

The problem of nationalism in the border area is not different from other regions in Indonesia. But this area is more complex, because it intersects directly with stimuli and influences with other neighboring countries. Various criminal and illegal actions by individuals from other countries or countries through this border area. Like it or not, efforts to strengthen border nationalism need to be done to prevent such crimes and illegal actions, one of which is to students. Strengthening student nationalism can also prevent stimulus from neighboring countries to attend school there or drop out of school because they work in the non-formal sector that does not require a higher education background.

2.4 External factors

The nationalism conditions of students in the border area are not only influenced by internal factors of the students themselves, but also external factors. Even external factors often dominate the strength or weakness of student nationalism conditions. Behavior deviations in the form of violations of law, for example, are often influenced by the external environment of a group of people around students.

The government is an external factor that is considered to have an influence on the formation of student nationalism. In the context of the government management hierarchy in Indonesia, which consists of central, provincial and district (local), through Law No. 32 of 2004 which adheres to the principle of decentralization, district governments are given wider authority in managing development in their regions. (except religion, defense security, monetary and fiscal, law and foreign policy). The implication in the education development of the district government is considered to have flexibility and influence in shaping the awareness and attitudes of nationalism of students in the region. Surono (2017) argues that local governments have an important role in conditioning student nationalism. The same thing was stated by Affan and Maksum (2016) argue that local governments have a role in increasing student nationalism, including through the cultivation of cultural values of regional communities in Indonesia. The role model of Surono (2017) and Maksum (2016) conceptualize the student nationalism phenomenon. These conceptual models acknowledge the important role of external factors and the commitment of government.

Another external factor is the community environment which is considered to have an important role and influence in shaping student nationalism. Subianto (2013) argues that society has a role in shaping student nationalism. It is said, every society has its own characteristics as socio-cultural norms that must be followed by its citizens, and norms that influence the formation of the personality of its citizens, including awareness and attitudes of nationalism. Some examples of the influence of the community in the formation of nationalism are the habit of working together, cleaning the village, cleaning waterways, planting home yards, maintaining cleanliness, not disposing of garbage and damaging public facilities, obeying the law, and others.

Subianto (2013) shows that schools have an important role and influence in shaping student nationalism. Nationalism conditioning of students is done through intra, extra, and curricular. Conversely, Sulistiani (2015) argues that the role of schools in building the character of students' nationalist souls is to provide planting and preservation of values through various activities to familiarize nationalist education, such as: implementing various habituation activities (for example: instilling national insight, visits to places historical tours, national holidays to commemorate flag ceremonies, nationalism-themed competitions, etc.), and support from all school people starting from school principals, teachers, employees, and students in implementing habituation activities.

Besides schools, families can also consider to have an important role and influence in shaping student nationalism. The nuclear family is the container that was first encountered by a child, so that the child gets the process of internalization and socialization of values not only to behave with the

family but also the surrounding social environment (Subianto, 2013). The Asian Parent Indonesia presents five practical tips for parents to shape nationalism in children, namely: introducing various Indonesian cultures, encouraging children to love and use products or products from their own country, introducing the history of the nation, educating children to respect differences, and introduce traditional games that can increase knowledge and socialization with peers.

Youth organizations are other external factors that are considered to have influence in shaping student nationalism. Various national-based youth associations, such as scouting, youth clubs, Islamic student associations, Indonesian student associations, and others, directly shape student nationalism. Widiatmaka, Agus and Kodiran (2016) suggest that youth organizations have a role in building student character. This role is shown through religious attitudes, responsibility, discipline, independence, honesty, trust, caring, among others, cooperation, self-confidence, creativity, never giving up, leadership, tolerance and nationalism. Bolo and Mahatma (2012) observe that youth community organizations have a large role in maintaining a sense of nationalism.

3. Methodology

The study was conducted in 5 (five) border areas: Sambas, Sanggau, and Putussibau district in West Kalimantan Province; Nunukan Regency in North Kalimantan Province; and Bitung City in North Sulawesi Province. Four districts on the island of Borneo are bordered by Malaysia, and another district on the island of Sulawesi borders the Philippines. If three regions are restricted by land, the other two regions (Nunukan and Bitung) are restricted by the sea. But this type of border is relatively easy to reach with adequate transportation infrastructure. Not surprisingly, this border area is often a place for committing crimes by a certain group of people in the form of smuggling of narcotics, human trafficking, and others.

The data and information are obtained using questionnaire techniques, interviews, and focus group discussions (FGD). Students are invited to complete the questionnaire and to give their opinion about different aspects of nationalism. As a unit of analysis in this study are middle school students who provide answers to questions in the questionnaire. Before the questionnaire instrument was applied, validity and reliability tests were carried out on 30 middle school students, then processed using Pearson moment products and Cronbach Alpha with the help of the SPSS 24.0 program (Sugiyono, 2015). From the testing, it was found that almost all of the instrument items were categorized as valid and reliable, so that they could be used in actual research.

The study sample was middle school students in five border regions obtained through random sampling techniques. Each area was taken by one secondary school as the location of the study sample, and each school was determined by one class of 11th grade students as the study sample. Samples of students for each class were randomly taken as many as 30 people. That is, every 11th grade student has the same opportunity to answer the questionnaire, and is expected to represent students in the school (Sugiyono, 2015). Not all appropriate questionnaires can be used in further processing and analysis, whereas only 136 students from five schools were obtained. The study determined the role of local government (KSI1), community role (KSI2), school role (KSI3), family role (KSI4), and the role of youth organization (KSI5) as exogenous variables that exerted influence on endogenous variables of student nationalism (ETA). Student answers are processed and analyzed using the Lisrel 8.70 program. In this study the number of respondents fulfilled the minimum requirement of 100 people to conduct a Structural Equation Modeling analysis (Kusnendi, 2008; Harjono, 2017).

Hypothesis of research:
- Local government (KSI1) has a positive influence on the condition of student nationalism (ETA)
- The surrounding community (KSI2) has a positive influence on the condition of student nationalism (ETA)
- School (KSI3) has a positive influence on the condition of student nationalism (ETA)
- Family (KSI4) has a positive influence on the condition of student nationalism (ETA)
- Youth organization (KSI5) has a positive influence on the condition of student nationalism (ETA)

4. Results

4.1 Student nationalism condition

Before presenting the estimation results, we obtain some intuitive information on the implementation of character education in border schools, especially aspect of nationalism, is no different from other schools in Indonesia. Nationalism education is carried out through intra, extra, and co-curricular. Intracurricular is given through the monolithic subject of Citizenship Education or integrated into other subjects. Extracurricular activities are carried out through sports, arts, martial arts, etc., while co-curricular activities are given through the Student Council, Youth Red Cross (YRC), Flag Forces, commemoration of national or other holidays. On a scale of 1 to 5 (1 = very low; 2 = low; 3 = moderate; 4 = high; 5 = very high), the nationalism conditions of students in the border area are still categorized as being moderate. Table 1 shows the condition of the average nationalism of respondents.

Table 1. Conditions of nationalism of students in the border areas

No.	Aspects	District (Ave)					Total (Ave)
		Sambas	Sanggau	Putussibau	Nunukan	Bitung	
1.	Pancasila	2,44	2,60	2,67	3,12	3,28	2,82
2.	UUD'45	2,75	2,62	2,52	2,65	3,17	2,74
3.	BTI	2,25	2,50	2,75	3,10	3,16	2,75
4.	NKRI	2,22	2,56	3,57	3,50	3,30	3,03
5.	Tannas	2,65	2,48	2,72	2,45	2,85	2,63
	Total (Ave)	2,46	2,55	2,84	2,96	3,15	2,79

Table 1 presents the condition of nationalism of students in the moderate border area. But if reviewed further, the condition of nationalism needs to be taken seriously and improved. The border area requires a special touch to increase the awareness of the population's nationalism, especially students. Various phenomena reinforce that statement, especially given the vulnerability of this region from the influence of neighboring countries. Further, border areas are often used as smuggling activities for illegal goods that harm the Indonesian nation and state, and ironically often assisted by a handful of local people through secret channels. Even the emergence of neighboring production goods illegally into Indonesian territory is traded by residents in the border area. This word is often heard in the border region, "Let our stomachs in neighboring countries, but bodies in Indonesia."

The reason for the involvement of community members in the border area is an economic problem. Likes or dislikes with low economic abilities can weaken the condition of nationalism. Recognition of border children who attend school in neighboring countries, for example, because they have a low socio-economic background in the economic family, free schools, and better conditions for school infrastructure. They did not question the ideological indoctrination of neighboring countries, moreover they felt of the same ethnic origin. Explicitly, one of the determinants of nationalism's awareness and attitude is the condition of life's welfare, which will be a force against external stimuli, especially against crime behavior. Furthermore, it will be presented in this paper the results of the analysis of the factors of influence on the nationalism conditions of students in the border area.

4.2 CFA results

4.2.1 Validity test

As a first test of the validity of question items is indicated by the standardized loading factor > 0,5 (Ghozali, 2011). Table 2 shows the CFA test results categorized as valid research indicators, because it has a loading value greater than 0,5.

Table 2. Results of CFA validity

Variable	Indicator	*loading factor*	Conclusion
KSI1	X_1	0,88	Valid
	X_2	0,89	Valid
	X_3	0,72	Valid
	X_4	0,67	Valid
	X_5	0,76	Valid
KSI2	X_6	0,71	Valid
	X_7	0,82	Valid
	X_8	0,89	Valid
	X_9	0,79	Valid
	X_{10}	0,72	Valid
KSI3	X_{11}	0,75	Valid
	X_{12}	0,93	Valid
	X_{13}	0,85	Valid
	X_{14}	0,80	Valid
KSI4	X_{15}	0,61	Valid
	X_{16}	0,86	Valid
	X_{17}	0,84	Valid
	X_{18}	0,87	Valid
KSI5	X_{19}	0,74	Valid
	X_{20}	0,78	Valid
	X_{21}	0,63	Valid
	X_{22}	0,74	Valid
	X_{23}	0,72	Valid
ETA	Y_1	0,81	Valid
	Y_2	0,85	Valid
	Y_3	0,72	Valid
	Y_4	0,75	Valid

4.2.2 Goodness of fit model

Structural model analysis in SEM begins with testing the suitability of the overall model spesification based on the Goodness-of-Fit Index (GFI) indicator of LISREL output (Hair et al, 2010). Overall, a summary of the critical values from the model match test can be presented from table 3.

Table 3. Overall model compatibility test results

Size Degree of compatibility	Value	Acceptable level of compatibility	Match Level
Goodness of Fit Indices (GFI)	0,98	GFI > 0,90	Good Fit
Root Mean Square Error of Approximation (RMSEA)	0,076	RMSEA ≤ 0,08 (good fit)	Good Fit
Normed Fit Index (NFI)	0,91	NFI > 0,90	Good Fit
Adjusted GFI (AGFI)	0,91	AGFI > 0,90	Good Fit
Comparative Fit Index (CFI)	0,94	CFI > 0,90	Good Fit
Incremental Fit Index (IFI)	0,94	IFI > 0,90	Good Fit
Relative Fit Index (RFI)	0,90	RFI > 0,90	Good Fit

More precisely, the test results show that RMSEA is smaller than 0.08, indicated to be a good fit model. The CFI and IFI test results meet the suitability level of the model where each one gets a value greater than 0.90. NFI and RFI have values close to 0.90, which are 0.88. The GFI and AGFI test results obtain a value greater than 0.90 which indicates the good fit data.

4.2.3 Linearity test

We additionally run a linearity test, to determine whether two variables have a relationship that is

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linear or not significantly. This test is usually used as a prerequisite in correlation analysis or linear regression. Test for linearity testing uses a level of significant at 0.05%-level. Two variables are observed to have a linear relationship if the significance (linearity) is less than 0.05 (Consultant, 2011).

Table 4. Linearity test results

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
ETA * KSI1	Between Groups	(Combined)	20.819	12	1.735	14.003	.000
		Linearity	17.329	1	17.329	139.861	.000
		Deviation from Linearity	3.491	11	.317	1.561	.080
	Within Groups		16.974	137	.124		
	Total		37.793	149			
ETA * KSI2	Between Groups	(Combined)	18.727	14	1.338	9.471	.000
		Linearity	13.582	1	13.582	96.165	.000
		Deviation from Linearity	5.146	13	.396	1.803	.065
	Within Groups		19.066	135	.141		
	Total		37.793	149			
ETA * KSI3	Between Groups	(Combined)	23.435	12	1.953	18.634	.000
		Linearity	20.882	1	20.882	199.241	.000
		Deviation from Linearity	2.553	11	.232	1.215	.077
	Within Groups		14.358	137	.105		
	Total		37.793	149			
ETA * KSI4	Between Groups	(Combined)	24.763	11	2.251	23.842	.000
		Linearity	21.829	1	21.829	231.184	.000
		Deviation from Linearity	2.934	10	.293	2.108	.082
	Within Groups		13.030	138	.094		
	Total		37.793	149			
ETA * KSI5	Between Groups	(Combined)	21.450	11	1.950	16.465	.000
		Linearity	19.688	1	19.688	166.238	.000
		Deviation from Linearity	1.762	10	.176	1.488	.150
	Within Groups		16.343	138	.118		
	Total		37.793	149			

Table 4 shows that, in the ETA regression equation = KSI1 obtain a significance value (Sig.) Deviation from Linearity of 0.080 > alpha 0.05. This means that there is a linear relationship between KSI1 variables and ETA. In the KSI2 = ETA regression equation obtain a significance value (Sig.) Deviation from Linearity of 0.065 > alpha 0.05. This means that there is a linear relationship between KSI2 variables and ETA. In the KSI3 = ETA regression equation obtain a significance value (Sig.) Deviation from Linearity of 0.077> alpha 0.05. This means that there is a linear relationship between KSI3 variables and ETA. In the KSI4 regression equation = ETA obtained a synergy value (Sig.) Deviation from Linearity of 0.082 > alpha 0.05. This means that there is a linear relationship between KSI4 variables and ETA. In the regression equation KSI5 = ETA obtained a significance value (Sig.) Deviation from Linearity of 0.150 > alpha 0.05. This also means that there is a linear relationship between KSI5 variables and ETA.

5. Model Results

5.1 Structural model and hypothesis testing

It should be noted that Figure 1 provide evidence on data processing and analysis by using Lisrel program 8.70. Figure 1 presents structural model as follows.
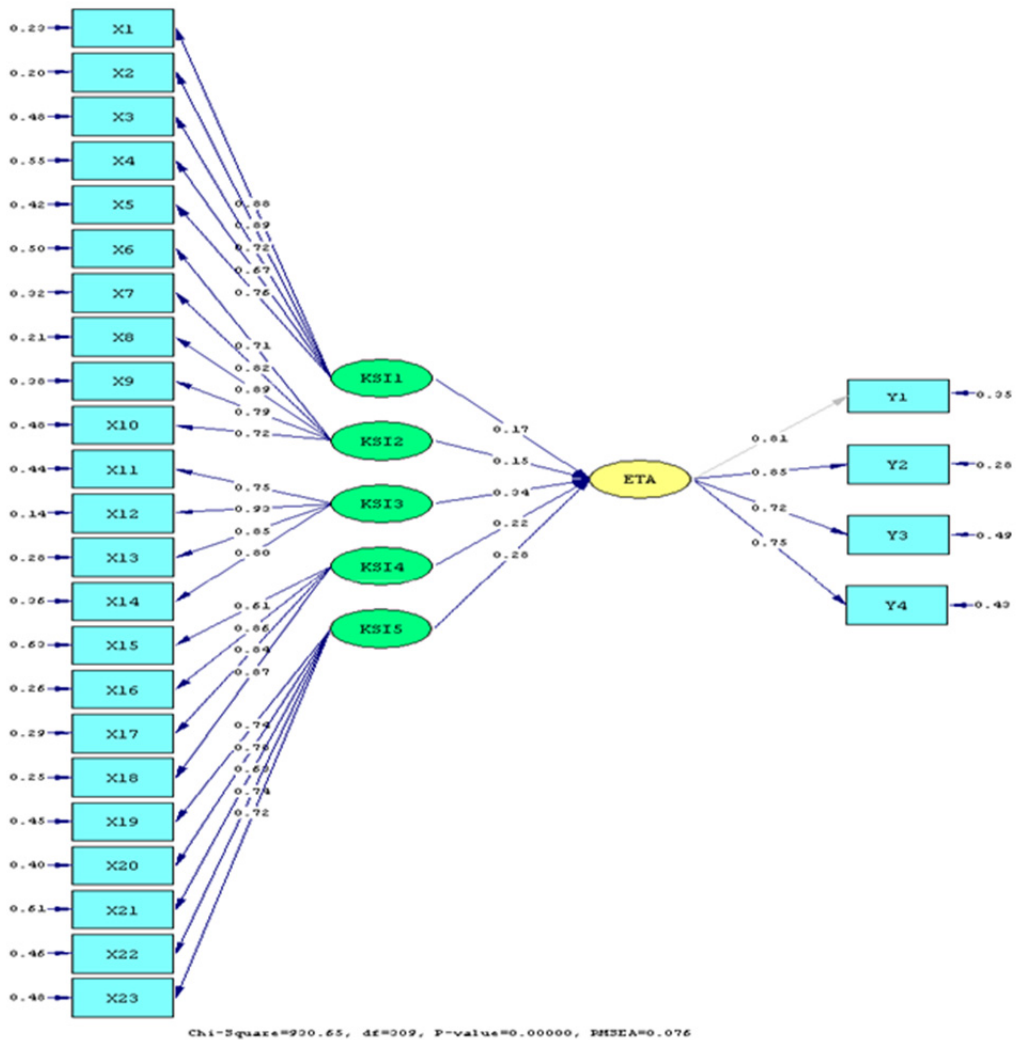
Figure 1. Structural model

Testing the hypothesis in this study was carried out by looking at the critical value (CR) at a 95% confidence level or 5% error (Hair et.al, 2006). The results of processing data show that the hypothesis is accepted, in the sense that each exogenous variable studied has a positive influence on endogenous variables, as presented in table 5.

Table 5. The results of hypothesis testing

No.	Hypothesis	Loading	T-Value	Conclusion
1	KSI1 has a positive (+) effect on ETA	0.17	2.19	Hipothesis Accepted
2	KSI2 has a positive (+) effect on ETA	0.15	2.54	Hipothesis Accepted
3	KSI3 has a positive (+) effect on ETA	0.34	4.62	Hipothesis Accepted
4	KSI4 has a positive (+) effect on ETA	0.22	2.21	Hipothesis Accepted
5	KSI5 has a positive (+) effect on ETA	0.28	2.54	Hipothesis Accepted

5.2 Test results relationships between latent variables

While the above analyses describe the relationship to the outcome variables. Each indicator in this study also contributes to exogenous and endogenous latent variables. To estimate results, the relationship between variables and indicators, it can be shown from the coefficient values in the model. The factor load coefficient or high coefficient is evidence that the measured variable or factor represents the underlying construction. Table 6 shows the relationship between latent variables and indicator variables.

Table 6. Test results of exogenous latent variable relationship with indicators for endogenous latent variables

No.	Indicators	Loading Value	Construct Coefficient	Contribution
1.	X_1 = Trainee / Instructor Assistance	0,88	0.17	O,1496
	X_2 = Activity facilities	0,89	0.17	0,1513
	X_3 = Activity fund	0,72	0.17	0,1224
	X_4 = Participation in activities	0,67	0.17	0,1139
	X_5 = Training facilities	0,76	0.17	0,1292
2.	X_6 = Community organization	0,71	0,15	0,1065
	X_7 = Community activities	0,82	0,15	0,1230
	X_8 = National day celebration committee	0,89	0,15	0,1335
	X_9 = Environmental security	0,79	0,15	0,1185
	X_{10} = Empathy	0,72	0,15	0,1080
3.	X_{11} = Activity facilities	0,75	0,34	0,2550
	X_{12} = Variation of activities	0,93	0,34	0,3162
	X_{13} = Activity fund	0,85	0,34	0,2890
	X_{14} = Availability of Trainer / Instructor	0,80	0,34	0,2720
4.	X_{15} = Heir to family work	0,61	0,22	0,1342
	X_{16} = support activity facilities	0,86	0,22	0,1892
	X_{17} = family origin	0,84	0,22	0,1848
	X_{18} = Funding support	0,87	0,22	0,1914
5.	X_{20} = Youth organization Karang Taruna	0,74	0,28	0,2072
	X_{21} = Religious youth organization	0,78	0,28	0,2184
	X_{22} = Nature lovers organization	0,68	0,28	0,1904
	X_{23} = Teen Scout	0,74	0,28	0,2072
	X_{24} = Student organization	0,72	0,28	0,2016

The results indicate that the school environment has the biggest role in shaping the condition of student nationalism. From the role of the school (KSI3) indicators of variation in activities provide the largest contribution (0.3162) to the role of this school, followed by activity funds (0.2890), availability of trainers / instructors (0.2720), and activity facilities (0.2550). Significantly, students expect that the school is able to provide a variety of activities in order to accommodate the talents, interests, hobbies, and creativity to strengthen nationalism.

We find with respect to the next exogenous latent variable that shapes student nationalism is the role of youth organizations (KSI5), both national, local and religious. In this variable, the highest indicator that contributed was religious youth organizations (0.2184), followed by youth organizations Youth Organization (0.2072) and Teen Scouts (0.2072), student organizations in schools (0.2016), and nature lovers organizations (0,1904). These results indicate that students generally become members of religious organizations in the neighborhood, participate in activities carried out, and are considered as determinants of their nationalism.

Family role variable (KSI4) is the third highest order that influences students' nationalism conditions. The biggest contribution from this variable is an indicator of family financial support for children's activities (0.1914), such as following traditional arts, visits to museums, scouts, sports, and others. Then followed by the contribution of supporting indicators of activity facilities (0.1892), such as the procurement of clothing and sports equipment, scout clothing and equipment, traditional dance clothing, musical instruments, and others. The contribution of other indicators is

family origin (0.1848), and family work (0.1342).

The fourth order variable in influencing students' nationalism conditions is the role of local government (KSI1). The highest contribution in this variable is the indicator of assistance in preparing character education instructors (0.1513), followed by the assistance of trainers / instructors (0.1496), training facilities (0.1292), funding for activities (0.1224), and participation in activities (0.1139). The results show that students perceive less want of involvement of local government in activities in schools to build conditions of nationalism.

Finally, we observe that the community around the student's residence (KSI2) has significant influence on students' nationalism. The biggest contribution in this variable is an indicator of student participation in commemorating national days (0.1335); followed by indicators of participation in community activities (0.1230) such as organizing independence day arts activities, environmental hygiene, reforestation, and others; then indicators help maintain environmental security (0.1185); empathy for national disasters (0.1080); and involvement in community organizations (0.1065).

6. Model and Strategies Strengthening Nationalism

The nationalism conditions of students in the border area are quite high, yet very vulnerable to stimuli and influence from neighboring countries. Economic motives are the main factors that influence people in border areas to reflect beneficial actions from neighboring countries, but have a negative effect on the country. This is not only related to the drive to attend school offers in neighboring countries, but also stimulation of working in the non-formal sector (such as oil palm plantations, laborers, domestic help, etc.) that might be the cause of dropping out.

Preventing all of the negative actions above, not only requires the implementation of integrated and sustainable development in the border but also the high level of awareness and attitude of nationalism. The latter indicates the importance of character education to establish a strong and resilient nationalism condition. Therefore, efforts to improve the character, in particular the aspect of nationalism, still require extra attention from the government (central, provincial, district). In the short, medium and long term, these efforts need to be addressed to students in the border areas.

Explicitly, strengthening nationalism of students in border areas requires efforts to improve the role of schools, youth organizations, parents, local governments, and communities. But all these things, as if conditioning students in a passive position, only accept activities. Especially in the role of school, it is important to involve the active attitude of students in the implementation of activities to strengthen nationalism. Active attitudes are reflected through student contributions in determining activities, understanding, collecting data and information, and finding problem solving. For this reason, the development of alternative thinking in the form of models is still needed to improve students' active attitudes. The following is revealed about the model of strengthening nationalism of students in the border region, with the following characteristics:

This model depends on aspects in consensus nationalism Pancasila (ideology), UUD'45 (state constitution), Bhinneka Tunggal Ika (unity in diversity), and NKRI (the Unitary State of the Republic of Indonesia).

- € Aspects in the national consensus related to certain themes, such as student talent, science and technology, regional development and society, building collaborative and learning communities, building work ethics, building creative attitudes, independence, entrepreneurship, and others.
- € Aspects and themes are associated with efforts to identify and analyze problems and needs faced with the surrounding environment, and produce the program as a problem that must be solved.
- € Problem solving is done by groups of students in a collaborative context, the role of the teacher as a motivator and material facilitator.
- € Problem solving efforts are supported by data and information from various parties, including: schools, formal institutions, community institutions, community leaders, experts, and so on.
- € Students collect data and information, process, produce findings, then compile a joint

report;

€ Student groups discuss findings and thoughts with fellow students guided by the teacher.

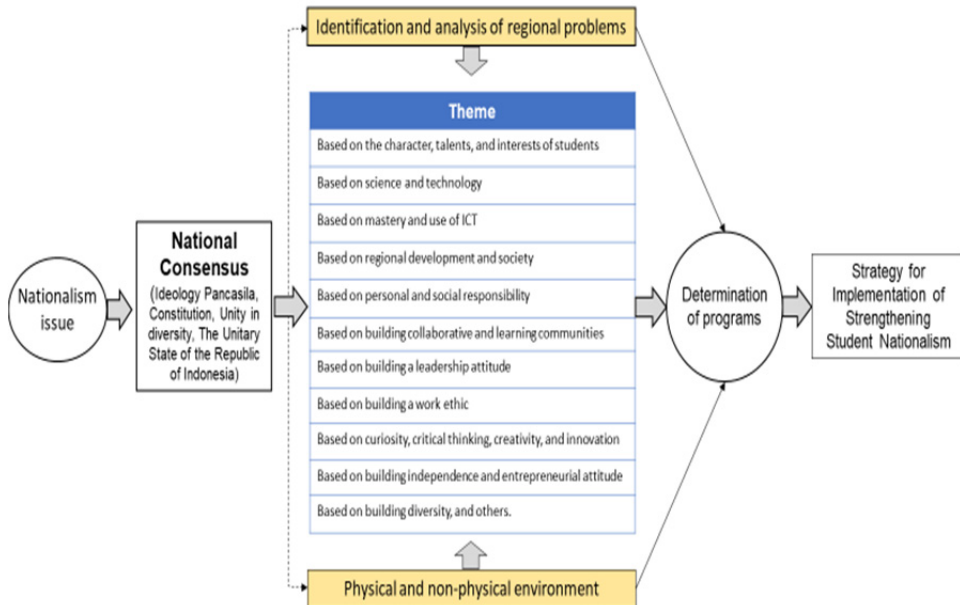**Chart 1: MODEL OF STRENGTHENING NATIONALISM**

Figure 2. Model of strengthening nationalism

Example program:

❑ Increased role of the community in building youth nationalism in the border area.
❑ Tourism development in the border area.
❑ Countermeasures for students in preventing acts of illegal logging and human trafficking in border areas.
❑ The active role of students in overcoming narcotics smuggling and other prohibited objects.
❑ Increased use of domestic products by students in border areas.
❑ Development of Small and Medium Enterprise Entrepreneurship in border areas as an effort to improve welfare, and awareness of nationalism.
❑ Increased tolerance and harmony in religious life.
❑ Increased skills and employment in the fishing industry sector.
❑ Overcoming student delinquency in the border area.

In line with the implementation of the model, strategies that can be implemented in strengthening nationalism are shown in the following figure.
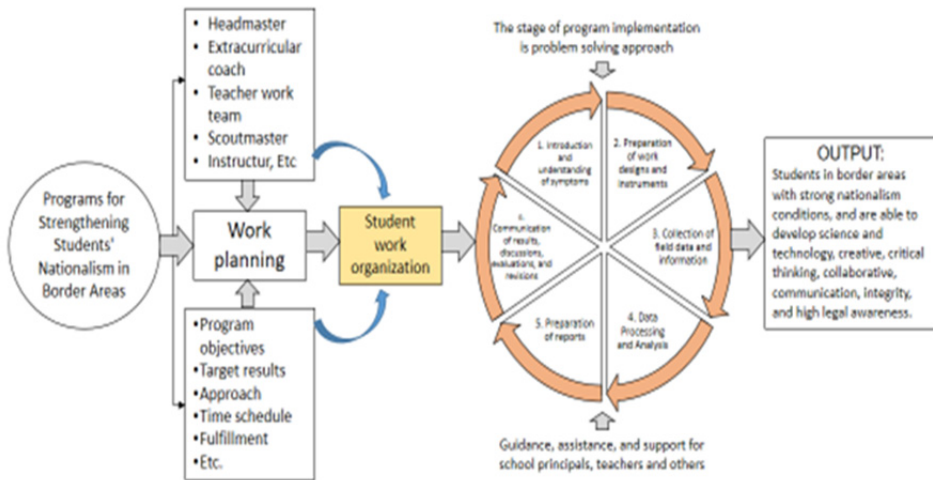
Figure 3. Strategies of strengthening student nationalism

- The work team strengthening nationalism (principals, teachers, and others) prepares a work plan, which contains the determination of the form and purpose of the program, the targets to be achieved, the approach used, the timetable, and the identification and resolution of needs related to program implementation.
- After the work plan is designed, the work organization of students is determined to apply (one class can consist of 4-5 groups / organizations that work students with each topic of activities given).
- Each group of students manages a program with a flow of work mechanisms, begins to recognize and understand symptoms, systematically regulates designs and work instruments, collects field data from a number of relevant parties, processes and analyzes data, compiles reports, and communicates and discusses reports, improves reports and reports recommendation.
- The teacher acts as a motivator, mentor, assistance, and facilitator in supporting the implementation of program work by students, starting from the introduction, design preparation and instruments, collecting data and information, preparing reports, and communicating and discussing the results of activities.
- The school supports administration and facilities needed in implementing programs by students.

7. Conclusion

The border region between Indonesia and other countries, contains various vulnerabilities to crime, and stimulates young people to work in the formal, plantation and non-formal sectors in neighboring countries. Many students drop out of school at low education levels, because they are interested in earning a living in a neighboring country, even being used in the face of cross-border confrontation between countries. All of this clearly requires attention from the government, especially considering the country's border areas have strategic significance for Indonesia, especially in terms of defense, security, economy-trade and socio-culture (Sudiar, 2015). The adjacent position allows interaction and activity across national borders between communities in the region the land border. The border area in Indonesia has enormous potential to be developed, so that appropriate policies and management are needed so that the expectations of the government and society to make the border area as a center for new economic growth can be realized (Sudiar, 2015).

In the education sector, efforts to shape the conditions of student nationalism have been

implemented for a long time. The facts show that students' nationalism conditions tend to be worrying and easily influenced by negative external stimuli. Therefore a breakthrough in thinking is needed to strengthen student nationalism, one of which is through the models and strategies put forward in this paper by trying to involve student participation in solving problems in their area. Active participation of students is expected to provide understanding of problems in the border region, so as to increase awareness and attitudes of high nationalism.

Examples of programs mentioned above are problems that are considered by schools to be faced by the border areas around them. The tourism development's program, for example, was stated by the Sambas border area - West Kalimantan, which saw the coastal potential of its region as very beautiful. The program to increase youth participation to prevent criminal acts in the form of illegal logging, human trafficking, narcotics smuggling, and others, was stated by the border areas of Sambas, Sanggau, and Putussibau - West Kalimantan province, Nunukan - North Kalimantan province, and Bitung - North Sulawesi province. The small and medium enterprise development program was launched by the border area in the province of West Kalimantan and the province of North Kalimantan to minimize parents seeking employment in other countries which resulted in many border children dropping out of school.

But the models and strategies put forward are still in the form of conceptual thinking, not yet tested in the field. The local government and schools need to implement models and strategies with a set of improvements needed. The dual function model, on the one hand is the learning effort of students to participate in completing programs in their regions, on the other hand as an effort to increase nationalism. The effectiveness of implementing models and strategies will bring feasibility for further dissemination.

8. Acknowledgment

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