



The comparison of nationalism and civic education value between Indonesian and Malaysian elementary school textbook

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Abstract. This research aim is to know how the values of nationalism and civic education lesson are taught and to know in what ways the similarities and the differences in the form or pattern of presentation of the values of nationalism and civic education lesson in the elementary school textbooks in Indonesia and Malaysia. This research is a type of qualitative research using the content analysis method. The sample in this study were two elementary school textbooks in the third and fourth grades of the official ministry of education in Indonesia and Malaysia. The research result reveals that the way to present the value of nationalism and the civics lesson is through a story, narrative text, song/ poetry/ letter, classroom activities, images/ symbol/ pictures, and factual news. The second result reveals that there were similarities and differences in the insertion of the values of nationalism and civic lessons in both textbooks from Indonesia and Malaysia.

Keywords: Nationalism value, civic lesson, textbook analysis

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INTRODUCTION

In this globalization era, the spread of information from various other parts of the world is so fast through multimedia, and it can be accessed easily by anyone, including elementary school students. The presence of globalization positively contributes to a shift in mindset, diverse lifestyles, and cultures. One of the problems that need to be watched out for the influence of globalization presence is about the issue of peace and the unity of elements between nations. This element is essential because the world consists of various nationalities, religions, and cultures. Indonesia and Malaysia are two countries that are directly adjacent to each other. Indonesia and Malaysia, which occupy the same archipelago, and have overlapping history and language, have fiercely integrated ownership of the archipelago culture (Kremer, 2011). Historically, Indonesia and Malaysia were initially in a Malay family. Even though the two countries share the same cultural roots, but each party seems to tend to hate each other whenever the subject of ownership of the culture is brought. Both country claims for the same cultural rights (Lilik Adelina, 2012).

Differences that exist in the Indonesian and Malaysian nations are indeed like a repertoire in cultural wealth between nations if it can be adequately managed. However, this is not the case if the differences in the body of the nation are used by some people to increase the existing differences. The issues that developed between the relationship between Indonesia and Malaysia such as border conflicts, cyber conflicts, struggles and claims of cultural product, the issue of illegal immigrants, intolerance/hate speech movements, need to be sincerely followed up. Although bilateral relations between the two countries that had experienced a period of confrontation before the 1965 era have undergone improvements, efforts to maintain peace between the two still need to be pursued. This issue is important because currently, the relations between the two countries between Indonesia and Malaysia are experiencing a phase of fluctuations. Bilateral relations between Indonesia and Malaysia have been marked by ups and downs (Baiq LS Wardhani, 2008).

The effort to maintain peace between nations is one of them starting from the world of education. The world of education as the spearhead of planting the character of citizens needs to get more attention to be able to overcome the emergence of movements or thoughts that can damage the peace between nations. Education can help the students to develop not only personal identity but also social and national identity (which essentially means a set of value perspectives and world views, linked to one cultural tradition). Education cannot be said to have fulfilled its essential role (Geeta Bawa, 2016). One form of the Government's efforts through education to form good citizens is by providing references to textbooks with good nationalism and citizenship content. Both the Indonesian and Malaysian governments through the Ministry of Education have developed textbooks that are used at all levels of schooling, including an elementary school. Textbooks are de facto curricula that implicitly or explicitly represent precise specific reasoning about what education is (McGrath, 2002). The national curriculum textbook is expected to be able to play a role in overcoming the problems of conflict between nations, as mentioned above by instilling ethical values of nationalism and civic education. Nationalism has stronger links with foreign policy preferences than patriotism (Elina, 2013). Because of the vital nationalism concept so textbooks in elementary school should be designed with adding nationalism and civic education value. This fact is irrefutable because textbooks are books that are used and studied by students who will someday become the next generation and hold the nation's progress. The textbook can provide five significant aspects of national identity, forming part of the social and cultural knowledge for students. The five significant aspects are (1) common homeland; (2) common myths; (3) common culture; (4) universal legal rights and duties; (5) typical economy (Danping Wang, 2016).

The importance of textbooks as a learning tool is reflected in slogans such as books are teachers who have never been tired, books are world information windows, and books are the primary means to store and disseminate the knowledge of science, information technology, and art. Through the analysis of this textbook will reveal how the pattern of presentation of nationalism and citizenship ideas that be applied in each country. The results of this cross-cultural study will later produce a process of the mutual understanding of differences. Crosscultural comparison of textbooks is an opportunity to make visible the taken-for-granted or assumed practice within a culture and to challenge such approaches with alternatives in order to optimize the textbook design for learning as well as for cultural appropriateness (Ge, 2017).

However, unfortunately, there has not been plenty of research on the analysis of the presentation of nationalism and civic education lesson content in the national curriculum textbook, especially for elementary school children in Indonesia and Malaysia. This research is critical to do in order to get a detailed picture of the nationalism and civic education value in the Indonesian and Malaysian primary school textbook. This research tries to uncover the content of nationalism values contained in the textbooks of each country and analyze if there are deficiencies in the expected concept of nationalism.

Nationalism is a political, social, and economic ideology and movement characterized by the promotion of the interests of a particular nation, especially intending to gain and maintain the nation's sovereignty (self-governance) over its homeland (Smith, 2010). It further aims to build and maintain a single national identity based on shared social characteristics such as culture, language, religion, politics, and belief in a shared singular history and to promote national unity or solidarity. Nationalism, therefore, seeks to preserve and foster a nation's traditional culture, and cultural revivals have been associated with nationalist movements. Furthermore, Nairn (2005) explains that nationalism also encourages pride in national achievements and is closely linked to Patriotism. From that definition we can conclude that nationalism in this research is the ideology lesson in terms of the way to build and maintain a single national identity based on a shared social characteristic of a country. In an education

environment, Mela (2017) stated that the nationalism of today's young generation is even more apprehensive. The impact of globalization affects the nation's moral. The anarchism phenomenon among youth, the fading sense of love for the nation's culture, and concern for the community becomes a big challenge for the nation. It takes steps to anticipate the harmful effects of globalization on the nationalism.

The second term in this research is a civics lesson that is connected to nationalism. According to Nash (2001), civic nationalism defines the nation as an association of people who identify themselves as belonging to the nation, who have equal and shared political rights, and allegiance to similar political procedures. Civic nationalism is correlated with long-established states whose dynastic rulers had gradually acquired multiple distinct territories, with little change to boundaries, but which contained historical populations of multiple linguistic and confessional backgrounds. Since individuals resident within different parts of the state territory might have little apparent common ground. Civic nationalism developed as a way for rulers to both explain a contemporary reason for such heterogeneity and to provide a common purpose (Singley, 2003). In this research, the civics lesson as a way to build good citizens with good loyalty to the country, containing an aspect of freedom of responsibility, heroism and appreciation, democracy, civic consciousness, interdependence, and global peace.

Drawing on a theoretical framework from social semiotics and cognitive science is mainly concerned with the nationalism and civic lesson thought implicit in Indonesian and Malaysian elementary school textbook grade IV and III. The dualistic theoretical framework was thus developed to identify and analyze ways of nationalism and civic education values and their function in the elementary school textbook. The application of this framework to content and image analysis is a form of content analysis (Babbie, 2001). It is based on the coding scheme derived from the design of Nationalism and Civic Lesson. The results of this study are useful for elementary school curriculum developers, especially for textbook authors and textbook designers in incorporating the values of nationalism and citizenship in future textbooks. Some research shows the importance of the value in textbook images that some time is neglected by the author or textbook designer. Benwell (2014) said that one environment in which nationalism is necessarily and overtly signposted is the school classroom, where teachers, textbooks, and other teaching aids are influential in shaping how nationhood is learned. From that opinion, it can be concluded that the content and design of a textbook is essential in instilling educational values, but sometimes overlooked. According to some examination in the textbook reveal that some science images are not functioning effectively with the text (Pinto' and Ametller 2002; Stylianidou and Ogborn 2002). Furthermore, even though the quantity of images has increased in recent years, but the instructional function of images has been neglected (Lee, 2010). The results of this study provide suggestions to elementary school level textbook developers on the importance of the content of nationalism values and civic education both explicitly and implicitly in textbooks. The formulation of the problem in this study are:

1. How are the values of nationalism and the civic lesson taught in elementary school textbooks in Indonesia and Malaysia?
2. In what ways the similarities and the differences in the form or pattern of presentation of the values of nationalism and civic education is taught in elementary school textbooks in Indonesia and Malaysia?

METHOD

This research is using a content analysis method to analyze the value of nationalism and civic education from the sample elementary school textbook from Indonesia and Malaysia for years 3 and 4. The sample chapters from both countries contain similar contents in nationalism and civic education value. The criterion for the textbook analyzed in this research is a book that has any related content with the focus theme (nationalism and civic lesson). There are two elementary school textbooks from Indonesia and also two elementary school textbooks from

Malaysia. The Indonesia textbook is “Indahnya Kebersamaan, Buku Tematik Terpadu Kurikulum 2013 Tema 1” (Angi, Afriki, Dara, 2017) for years 4, “Pahlawanku; Buku Tematik Terpadu Kurikulum 2013” (Anggi St Anggraini et al., 2017).

Moreover, for Malaysian textbooks are “Bahasa Malaysia, Sekolah Kebangsaan Tahun 4” (Siti Hajar, Siti Sarah, Rahmat, 2013), “Bahasa Malaysia Tahun 3 Sekolah Kebangsaan Buku Teks” (Kamarudin bin Jeon, 2012). The way to take the book sample is purposive sampling. For the Indonesian textbook, the sample is a book that has a related theme with nationalism and civic. This method is taken because, for Indonesia, there is no separated subject matter in Elementary School grade. Also, for Malaysia, the sample is taken in a book of Malaysian language. The selection of textbooks and data collection in this study has considered the research ethics by using open-access textbooks, available in pdf format and can be downloaded free from the official website of the education departments of each country, both Indonesia and Malaysia. The website address can be accessed and downloaded freely by the public, namely <http://buku.kemdikbud.go.id> for Indonesian textbooks and www.moe.gov.my/dasar for textbooks from Malaysia.

In order to compare the value of nationalism and civic education, the content was mapped before coding. Different value content excludes from further analysis. Only the text and images which are related to nationalism and civic education value were analyzed. In Table 1, we can see that the price for Malaysian textbooks is higher than the Indonesian textbook, but the size is smaller. For the number of pages, the Indonesian textbook is more than the Malaysian textbook, but the number of images in Malaysian textbooks is more.

Table 1. Overview of selected textbooks

Publisher	Indonesian textbooks		Malaysian textbooks	
	Pusat kurikulum dan perbukuan, balitbang, kemendikbud.	Pusat kurikulum dan perbukuan, balitbang, kemendikbud.	Dewan bahasa dan pustaka kualalumpur	Dewan bahasa dan pustaka kualalumpur
Copyright	2017	2017	2013	2012
Size (mm)	210 x 297 mm	210 x 297 mm	127 x 162 mm	103 x 138 mm
Weight (g)	510 g	520 g	430 g	411 g
Price (\$)	\$ 1.41	\$ 1.22	\$ 3.15	\$ 2.23
Total pages	208	168	194	162
Total Images	104	108	310	292
Images/ page	0.50	0.64	1.59	1.81
ISBN	978-602-282-894-5	978-602-282-902-7	978-983-46-1293-1	978-983-461036-4

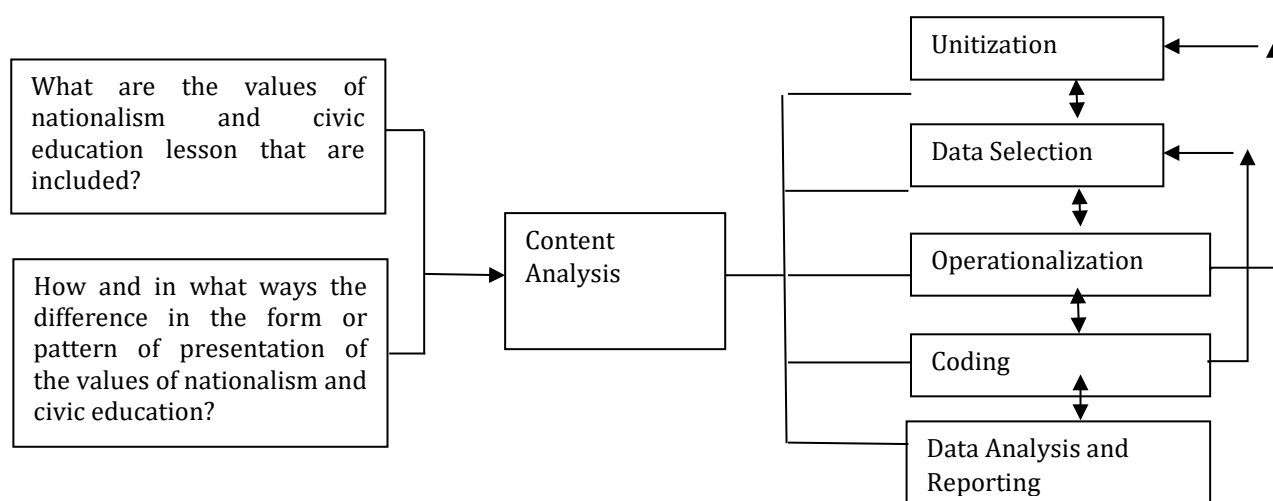
In table 2, bellow is the list of nationalism and civic lesson’s element explanation, which is become the main focus in the textbook analysis research. There are ten components represent nationalism and civic lesson namely love country, heroism and appreciate it, democracy, freedom and responsibility, civic consciousness and active, national unity, international understanding, interdependence, global peace, and cultural freedom. Moreover, the part which will be analyzed in the textbook is the story, classroom activity (observation, discussion, etc.), narrative text, song/ poetry/ letter, picture/ images/ symbols.

This research is using a content analysis method to analyze the data. Content analysis is a research method for studying documents and communication artifacts, which might be texts of various formats, pictures, audio, or video. Social scientists use content analysis to examine patterns in communication in a replicable and systematic manner (Alan, 2011). Content analysis is best understood as a broad family of techniques. According to Krippendorff (2004), competent researchers choose techniques that best help them answer their substantive questions. Six questions must be addressed in every content analysis: Which data are analyzed? How are the data defined? From what population is data drawn? What is the relevant context? What are the boundaries of the analysis? What is to be measured?

Table 2. *The key concept of nationalism and civic lesson*

Nationalism and civic lesson	Explaining
Love of Country	The attitude to love the country is indicated by symbols, images, reviews or other arts.
Heroism and Appreciate it	The attitude to defend the country and appreciate the results of the struggle of the founding fathers and the history of the nation's struggle.
Democracy	The concept of equality and freedom of opinion, assembly, organization of the people by the people for the people
Freedom and Responsibility	The concept of freedom and awareness of the responsibility of citizens in protecting the country's environment.
Civic Consciousness and Active	Attitude to be involved and actively participate in advancing and maintaining the integrity of the country
National Unity	The concept of unity in the scope of state life with fellow citizens.
International Understanding	The concept of mutual understanding and mutual respect between citizens of one country and other citizens.
Interdependence	The concept of life is interdependent and helps one another.
Global Peace	The concept of being committed to maintaining world peace
Cultural Freedom	The concept of freedom in expression and culture is in accordance with the cultural richness of their respective regions.

The way to analyze the textbook is starting by look for any images, narrative text, classroom activity instruction, statement letter in all pages of the book, including a cover which is related by ten elements of nationalism and civic lesson explained above (Unitization). After finding all the pages which are related to the focus theme, then they were classified one by one according to the most related elements (Data selection). After finding the source and classifying, the next step is by explaining the images or statements in English, and its connection with the concept of nationalism and civic lesson (operationalize). Moreover, then author found the keyword from the explanation which has a similar theme; for example, the concept of a love country is thought in the textbook by a symbol of the national flag then give it code "symbol" (coding). The way to give code is by blocking color for every keyword, yellow color for nationalism value taught by a story, red for a classroom activity, blue for narrative text, green for poetry/ song/ letter, and dark yellow for images/ symbol/ picture. The last step is reporting the data into another format like a table, chart/ graph. This scheme explains nationalism and civic education value, which were analyzed on the textbook content.



(Krippendorf, 2004)

FIGURE 1. *The procedures of data coding and analysis*

RESULTS

Based on table 3 below, it shows that the elements of nationalism and civic lessons that most appear in both Indonesian and Malaysian textbooks are the aspects of the love of country and cultural freedom. On the contrary, for elements of international understanding, democracy, and global peace, that three elements are the least displayed in textbooks from both countries. Even for the element of international understanding, the four books did not contain at all or 0%. It means that the content of love for the state and cultural freedom concept is more discussed and inserted into the four books of both countries, compared to elements of democracy, global peace, and international understanding. The most common aspect in Indonesian textbooks (I2) is the Heroism and Appreciation aspect which reached 71.4% or as many as 25 times appeared in book exposures. It is in contrast to the Malaysian textbook (M1); the most common aspect is Love Country, which is as much as 27.9% or appears in the book 12 times.

Table 3. *The percentage of Nationalism and Civic Lesson Elements in Indonesian and Malaysian Textbooks*

No	Aspect	Indonesian textbooks		Malaysian textbooks	
		I1	I2	M1	M2
1	Love of country	17.1% (7)	2.8% (1)	27.9% (12)	18.9% (11)
2	Heroism and appreciation	0.0% (0)	71.4% (25)	23.2% (10)	8.6% (5)
3	Democracy	0.0% (0)	0.0% (0)	0.0% (0)	5.1% (3)
4	Freedom and responsibility	7.3% (3)	8.5% (3)	16.2% (7)	12.1% (7)
5	Civic consciousness and active	0.0% (0)	8.5% (3)	6.9% (3)	5.1% (3)
6	National unity	26.8% (11)	0.0% (0)	4.6% (2)	15.1% (8)
7	International understanding	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
8	Interdependence	4.8% (2)	8.5% (3)	0.0% (0)	13.7% (8)
9	Global peace	2.4% (1)	0.0% (0)	0.0% (0)	0.0% (0)
10	Cultural freedom	41.4% (17)	0.0% (0)	20.9% (9)	22.4% (13)

In Figure 2 below explains about the graphs per item aspects in nationalism and civic lessons contained in elementary school textbooks between Indonesia and Malaysia. It can be seen in figure 2 that there are very striking differences from Indonesian and Malaysian elementary school textbooks in inserting the values of nationalism and civic concepts. The most visible difference between the two textbooks is that the aspect of love country in Indonesian textbooks is only contained eight times, while in Malaysian textbooks, it is up to 23 times. However, even so, Indonesian textbooks inserted 25 times the value of heroism and appreciation, and that was more than Malaysian textbooks which were only 15 times. The similarities of the two textbooks are very minimal in inserting aspects of democracy, international understanding, and global peace. It can be seen in figure 2 that the aspects of democracy in Indonesian textbooks do not appear at all or 0 times, whereas in Malaysian textbooks, they only appear three times. The same thing in the aspect of global peace, in the Indonesian textbook only appeared once, while in the Malaysian textbook did not appear at all. What is even more surprising is that there is no aspect of international understanding in both textbooks, both Indonesian and Malaysian textbook.

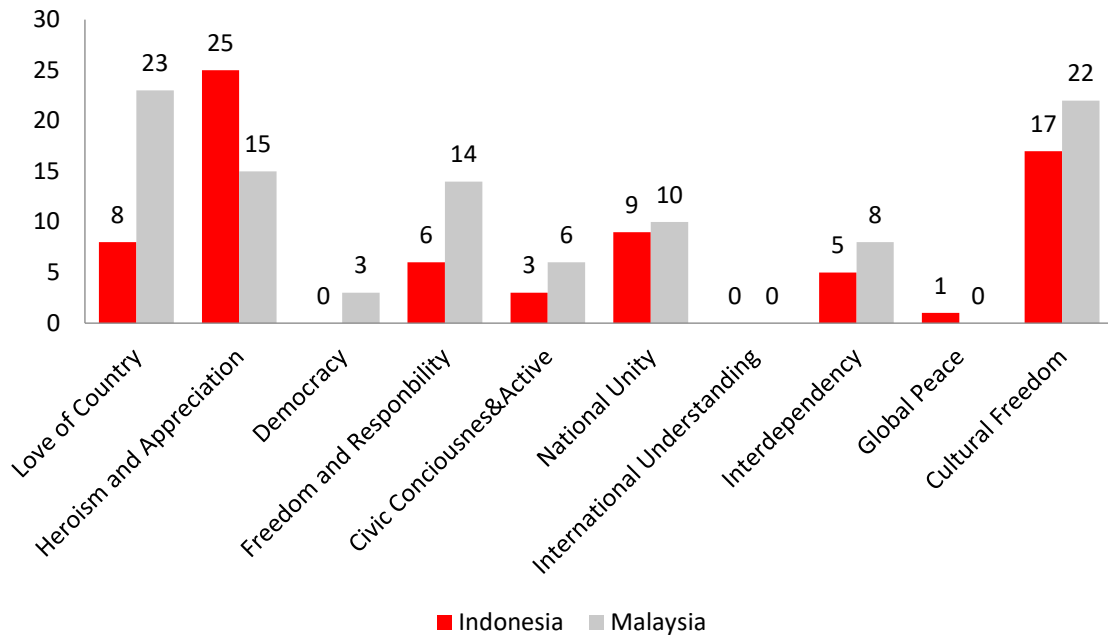


FIGURE 2. *The differences for each nationalism and civic aspects in both textbook, Indonesia and Malaysia*

In figure 2, it explains that for Indonesian textbooks, the most aspects of the value of nationalism and civic lesson showed is Heroism and Appreciation aspect with a recorded number of 25 items. In contrast, in Malaysian textbooks, most aspects are Love Country with 23 recorded items. The second most aspect of the Indonesian textbook is cultural freedom with 17 items, while in Malaysian textbooks is Cultural Freedom with 22 items. The striking difference between the two textbooks from Indonesia and Malaysia is the Love Country aspect, Indonesian textbooks only display eight items. In contrast, Malaysian textbooks show 23 items for Love Country aspects, almost three times that of Indonesian textbooks. However, even so, Indonesian textbooks are superior in displaying aspects of Heroism & Appreciation when compared to Malaysian textbooks, which are 25 items, while Malaysian textbooks are only 15 items.

The similarity of both textbooks is that the two textbooks in the same position are lacking in inserting aspects of international understanding, democracy, and global peace aspects in their textbooks. As seen in the graph of figure 2 above, Indonesian and Malaysian textbooks do not insert a universal understanding value at all. Moreover, the global peace aspect is only displayed once in Indonesian textbooks and zero in Malaysian textbooks. The aspects of democracy are only shown three items in Malaysian textbooks, while in Indonesian textbooks, there is an absolute no.

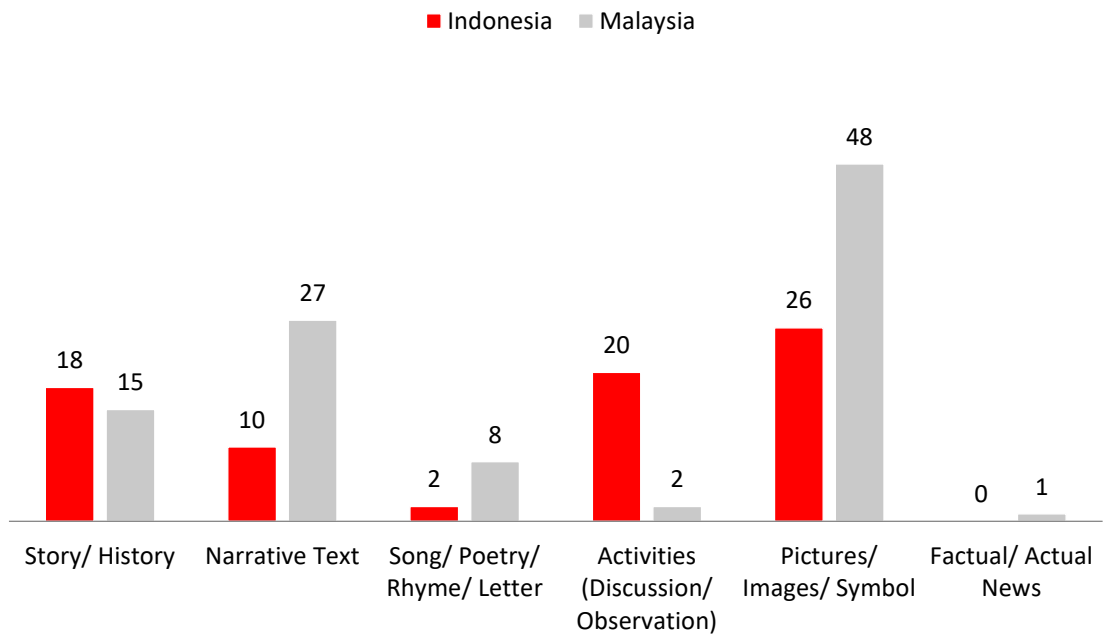


FIGURE 3. *The differences for each nationalism and civic aspects in both textbook, Indonesia and Malaysia*

In figure 3 above, we can see the differences in the methods of delivering nationalism and civic lessons to elementary textbooks from both countries, Indonesia, and Malaysia. It can be seen in the graph that the value of nationalism and the civics lesson is most represented and inserted in the textbook through pictures/images/symbols of statehood. Malaysia inserted the value of nationalism and civic lesson through images with a total of 48 items, while Indonesia has at most inserted its nationalism values through narrative text, which is as many as 27 times. On the other hand, the way to provide nationalism and civic lessons through factual / news is the least in textbooks in both countries. A striking difference can be seen in how to convey the value of nationalism through classroom activities. In a textbook from Indonesia, about 20 times classroom activities are used to instill student nationalism values, while Malaysian textbooks only have two times of classroom activities. The next difference that is quite interesting is how to insert nationalism values through narrative text. Malaysian textbooks have almost three times that of Indonesian textbooks in instilling nationalism through narrative text, where Indonesia only has ten items, while Malaysia has 27 items.

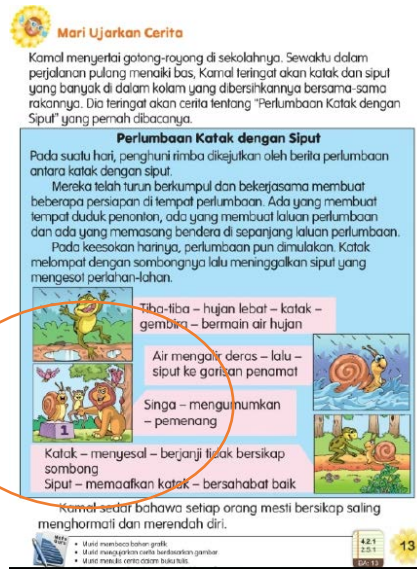
In figure 4, it can be seen that Malaysian textbooks mostly insert the value of love country nationalism through flag symbols/images. Besides, Malaysian textbooks also include many values of love country through national song, narrative text, and poetry. In figure 4, it can be seen that Malaysian textbooks insert Malaysian flags on the cover of the first chapter. As well as in picture b, there are so many Malaysian flag symbols in addition to the national song lyrics displayed. While in figures c and d, a compliment of poetry and narration is displayed to love the country of Malaysia. Besides inserting aspects of love country, Malaysian textbooks also insert other aspects as shown in the picture below:



FIGURE 4. Malaysian book, represent love country concept by flag/ symbol (a), by song and flag symbol; song is Malaysias national song (b), by poetry; poetry is express about proud to be Malaysia and brilliant Malaysia (c) and by narrative text; narrative text is explain and invite student to love country (d)



a



b



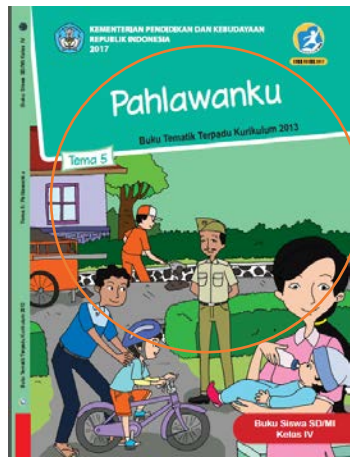
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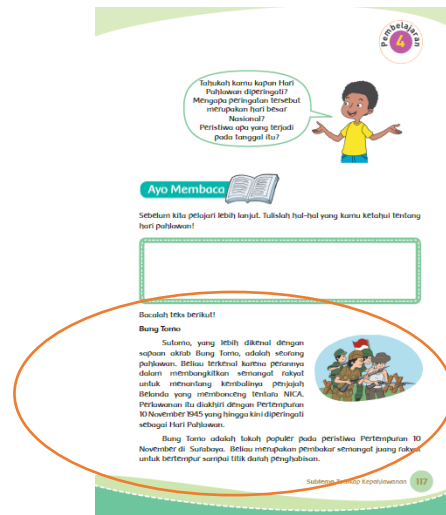
d

FIGURE 5. Others nationalism aspect in Malaysian textbook

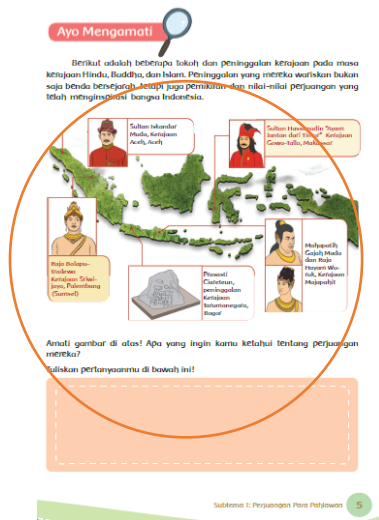
In figure 5, it can be seen that the Malaysian textbook inserts the value of nationalism in the form of democracy, national unity, civic consciousness and active, and interdependence. The concept of democracy is taught through images, and narrative texts about the selection of class leaders (figure a), the concept of national unity are inserted through the fabled story of animals (figure b). Meanwhile, other aspects in the form of civic consciousness & active were inserted through examples of forms of student participation in community service (picture c) and interdependence aspects inserted through song (picture d).



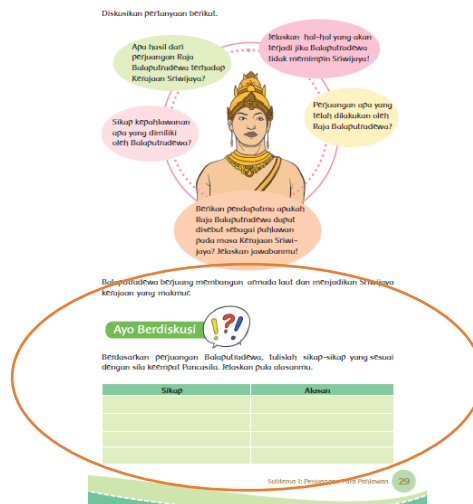
a



b



c



d

FIGURE 6. Indonesian book, represent heroism & appreciation concept by image and theme 'my hero' (a), by story and images; story about Bung Tomo, Indonesian independent war hero (b), by images and narrative text; images and text represent a hero from various province in Indonesia (c) and by classroom activity; the activity is discussion about the hero contribution to Indonesian independent (d)

In figure 6 above, it can be seen that Indonesian textbooks mostly insert aspects of heroism & appreciation. The types of ways of delivering aspects of heroism are at most through narrative text, which introduces and explains the figures of freedom fighters and their services for the Indonesian state (figures a and b). Also, aspects of heroism and appreciation are inserted through classroom activities in the form of discussions and observations (pictures c and d). Other aspects of the value of nationalism and civic lessons included in Indonesian textbooks are shown in the picture below:

Ayo Berkreas!

Berlatihlah kembali tari Bangong Jeumpa dengan formasi sendiri dan duduk. Jangan lupa gunakan iringan musik. Kamu akan tampil di depan kelas pada pertemuan ke 6. Pastikan bahwa kamu dan teman-teman kelompokmu telah berlatih.

Meskipun kita berbeda, kita harus bisa bekerja sama. Kerja sama dalam perbedaan itu akan semakin memperkaya kita.

Ayo Renungkan

- Apa yang kamu pelajari dari kegiatan hari ini?
- Apakah kamu merasakan manfaat kerja sama dalam perbedaan?

Kerja Sama dengan Orang Tua

Mintalah orangtuamu untuk menceritakan pengalamannya bekerja sama dalam perbedaan. Ceritakan hasilnya kepada gurumu.

144 Buku Siswa SD/MI Kelas IV

a

Tuliskan kembali gagasan-gagasan pendukung dari paragraf 3, 4, dan 5 di dalam kotak yang tersedia. Sampaikan hasilnya kepada gurumu.

Wah, budaya Indonesia sangat beragam. Apa yang membuat setiap budaya berbeda? Ayo, kita pelajari!

Subtema 1: Keberagaman Budaya Bangsaku 7

c

Ayo Berdiskusi

Indonesia terdiri atas berbagai agama. Perbedaan yang ada menimbulkan toleransi di antara pemeluknya.

Pahamilah teks berikut dan diskusikan isinya dengan temamu.

Belajar dari Cerita

Pak Burhan selalu memulai kegiatan di kelas dengan berbagi cerita. Bukan Pak Burhan yang bercerita, tetapi anak-anak di kelas yang bergantian bercerita. Berbagi cerita selalu dinantikan oleh anak-anak. Siswa ingin mengetahui pengalaman bercerita.

Pagi ini, Pak Burhan mengajak anak-anak berbagi cerita sepulau hari raya. "Setelah sebelum hari Natal, yaitu di tanggal 24 Desember, aku dan keluarga berkumpul di rumah 'Uyah' 'Uyah' 'Uyah'. Di hari itu, Onya pasti menyiapkan makanan spesial yang jarang dimasukkannya di hari lain. Papada juga menjadi makanan spesial yang terhidang di rumah Natal. Kami sekeluarga berkumpul hingga larut malam, dan menikmati makan dengan berisik. "Nah, kalau di hari Natal, pada tanggal 25 Desember, kami sekeluarga pergi beribadah Natal di gereja.

"Nah, ternyata hampir sama seperti hari raya Idul Fitri ya" ujar Siti.

"Kamu pun di hari Idul Fitri selalu berkumpul dan saling memohon maaf dengan kitabul dan saudara setelah ibadah di Masjid," tambahnya.

"Ya ya, sama seperti itu pada hari Natal, saat Idul Fitri juga selalu ada makanan spesial, yaitu ketupat dan opor ayam." Udin membalas komentar Siti.

"Di Bali, menjelang hari raya Galungan seluruh kampung selalu ramai dihiasi oleh peyag atau jamar yang tinggi. Kami sekeluarga telah sering

Subtema 2: Ketertarikan dan Keterampilan 83

b

Ayo Bernyanyi

Sekarang, saatnya kamu berkolaborasi dengan teman-temanmu untuk menyanyikan lagu "Maju Tak Gentur" dengan tempo sedang.

Tambahkan tepuk tangan atau ketukan untuk mengiringi kamu bernyanyi. Bernyanyilah dalam kelompok. Manfaatkan pendapat temanmu. Apakah saat kamu bernyanyi, Bangi merasa sudah sudah? Apakah tempo sudah sesuai? atau ketukan?

Minta temanmu membalikan pendapatnya di kotak berikut!

Selain menghimpun vibrato yang kuat untuk menghimpun ketertarikan, para pebalasan juga menghimpun rasa ketertarikan sebagai bangsa Indonesia. Minta temanmu-memu melakukan penjiwaan.

Amatilah barisan para pejuang berikut!

Subtema 2: Perjuangan Ketanggungan 65

d

FIGURE 7. Others nationalism aspect in Malaysian textbook

In figure 7 above, it can be seen that Indonesian textbooks also insert other aspects of the value of nationalism & civic lessons in a variety of different ways. It is seen in the picture teaching of the value of national unity through images that depict various traditional clothing of different regions. While in Figure b, the aspect of global peace is inserted through discussion activities on the issues of religious peace and stories to keep each other in peace with differences. The cultural freedom aspect is taught through writing activity (image c), and the aspects of consciousness & active are taught through activities outside the classroom movement activity (picture d).

DISCUSSION and CONCLUSION

Results show that aspects of nationalism and civic lessons from both books from Indonesia and Malaysia contained the most aspects of love country, heroism, and cultural freedom. It can be concluded that for the elementary school level, the concept of nationalism most easily taught is the aspect of love country, heroism, and cultural freedom. It was because that concept is closer and more comfortable to introduce to children through pictures, classroom activities, and singing. This fact is in line with the theory at the beginning delivered by Smith (2010), which

explains that nationalism is a political, social, and economic ideology and movement characterized by the promotion of the interests of a particular nation. Following the theory above, the easiest way to promote students' interest in loving their country is by introducing unique characteristics of their respective countries such as the symbol of the country, heroes, and the superiority of the country's cultural results. Also, as explained by Gellner (2005) that National symbols and flags, national anthems, national languages, national myths, and other symbols of national identity are highly important in nationalism. Both Indonesian and Malaysian textbooks try to introduce these three things. It is evident in this study that they are recorded as the concept of nationalism, which most often appears in textbooks.

The other essential conclusions are that the insertion of the values of nationalism & civic lessons in Indonesian and Malaysian textbooks used more ways of providing information in the form of images/symbols. This finding is in line with the opinion of Hibbing & Rankin-Erickson (2003), who said that the visual design and arrangement of a textbook could give prominence to some elements in the textbook. The students visualize and next to understand the words during illustrations in the textbooks. Through the provision of images, students will more easily understand new abstract concepts that have not been known before. For example, is the concept of national unity or the concept of democracy.

Furthermore, the use of images/symbols in textbooks is crucial for elementary school students. According to Dimopoulos, Koulaidis, & Sklaveniti (2003), images and pictures represent part of our reality. Regularly these images, but to help students focus on experiences of essential parts of their lives. Pictures can motivate students to study the attached text; they can increase the number of verbal numbers and thus increase recovery potential for the picture text content (Peeck, 1993).

The result also found that the insertion of the values of nationalism and civic lessons is through the media of storytelling, both stories in daily life and stories in the form of animal fables. The use of story methods in textbooks to insert new values or concepts is very useful for improving students' understanding. This opinion is, as expressed by Miller & Pennycuff (2008), that the development of a sense of story is to increase comprehension, it is particularly critical to people of diverse cultures. The way cultures organize events around topics rather than a central idea. Other studies have also revealed that the group who hears stories about how to demonstrate their retelling of the stories (Rebecca Isbell, 2002). The authors report that storytelling is an effective strategy for developing listening skills and keeping students engaged.

After examining the results, it was concluded that there were similarities and differences in the insertion of nationalism and civic lessons value in both textbooks from Indonesia and Malaysia. The first equation is that the two types of textbooks equally insert the values of love country, heroism & appreciation, and cultural freedom in the textbook. The second equation is the way the presentation of the concept of nationalism in a textbook. It is relatively the same, namely using more ways of presenting images/symbols and using minimal fact/news presentation. The third equation is that in both textbooks, there are very few even inserts global peace values, international understanding, and democracy. While the difference lies in the presentation of the value of nationalism through the way, the activities in the class/discussion are very different. In contrast, Indonesian textbooks ask students to discuss/do activities more than Malaysian textbooks. The next difference is in the number of insertions of aspects of love country. Malaysia more inserting love country values than other aspects, while Indonesian textbooks show more aspects of heroism and appreciation in the book.

The implications of the results are the awareness of policymakers in the two countries, both Indonesia and Malaysia, to increase the portion of the insertion of global values of peace, international understanding, and democracy in textbooks in elementary schools. This suggestion is crucial to be done immediately, considering the results of the above findings that the concept is still very minimal in the textbook. By increasing the global concept of peace, international understanding, and democracy will make the generation of the two countries more aware of Indonesia and Malaysia to maintain peace and avoid hostility.

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