

TRANSFORMING SOCIAL STUDIES LEARNING TO STRENGTHEN STUDENTS' NATIONALIST CHARACTER IN THE BORDER AREA OF BELU REGENCY

Asti Yunita Benu^{1a*}, Erlina Wiyanarti^{2b}, Sapriya^{3c}, Mamat Ruhimat^{4d}

¹²³⁴Social Studies Education Study Program, Faculty of Social Sciences Education, Universitas Pendidikan Indonesia

^aE-mail: astiyunitabenu@upi.edu

^bE-mail: erlina_w@upi.edu

^cE-mail: sapriya@upi.edu

^dE-mail: mamat_ruh@upi.edu

(*) Corresponding Author

astiyunitabenu@upi.edu

ARTICLE HISTORY

Received : 19-07-2026

Revised : 16-10-2026

Accepted : 20-10-2026

KEYWORDS

Lorem Ipsum

ABSTRACT

Social studies learning in Indonesia–Timor-Leste border regions needs to address students' lived socio-cultural experiences to strengthen their nationalist character. However, classroom practices often emphasize content mastery and insufficiently integrate local contexts. This study aims to examine the transformation of social studies learning in strengthening students' nationalist character in Belu Regency, East Nusa Tenggara. A qualitative case study was conducted at SMP Negeri 3 Atambua. Data were collected through interviews, classroom observations, and document analysis and analyzed thematically using Miles et al.'s interactive model, comprising data reduction, data display, and conclusion drawing, supported by source triangulation. The findings reveal a shift from predominantly textual instruction toward contextual learning that connects social studies content with border communities' socio-cultural realities, including cross-border interactions and local cultural ties. Contextual and reflective activities provide opportunities for students to relate national identity to their everyday experiences and social environment. However, this transformation remains dependent on individual teacher initiatives and is constrained by administrative demands, limited contextual learning models, inadequate teacher training, and curriculum pressures emphasizing cognitive achievement. The study concludes that contextual social studies learning has the potential to strengthen students' nationalist character in border regions. Sustained improvement requires structured pedagogical innovation, teacher capacity development, and institutional support to integrate local socio-cultural contexts into classroom practice.

This is an open access article under the CC–BY-SA license.



INTRODUCTION

Social Studies (IPS) plays a crucial role in shaping national character because its scope is directly related to the social life of society (Suardi, 2021). In the context of national education, IPS serves not only as a vehicle for mastering social concepts and facts but also as a medium for internalizing values, attitudes, national identity, and citizenship competencies relevant to the dynamics of community life (Sapriya, 2017). Correspondingly, IPS learning also plays a strategic role in developing the affective dimension of citizenship, including identity awareness, social concern, and student involvement in democratic life (Keegan, 2021). However, IPS learning practices in schools are often teacher-centered, lack contextual learning experiences, and fail to connect learning materials to the social realities students face in their daily lives. This condition results in the process of internalizing nationalist and citizenship values not being optimal (Andriani Ana & Agung Nugroho, 2023; Sudarmiani, 2022; Susanto, 2014). Therefore, a transformation of social studies learning is needed to make it more contextual, participatory, and relevant to students' social circumstances. This approach is especially important for students living in border areas, as they face complex social, cultural, and national identity dynamics. Learning that connects citizenship issues to students' real-life experiences has been shown to strengthen their understanding of identity, civic participation, and social engagement in a more meaningful way (Howell, J. B., & Maddox, 2024).

Border areas have distinct social characteristics compared to other regions due to high levels of cross-border interaction and population mobility, which influence the formation of community social identities (Martono, 2022; Ruhimat, 2010). These conditions also have implications for the dynamic process of national identity formation and nationalism within border communities, which occurs through social interaction, culture, and community participation (Bria & Lam, 2022; Martono et al., 2022). In addition, the nationalism of border communities is influenced by cross-border interactions, trade, and marriage. State nationalism needs to be adapted to local social and cultural realities (Pamungkas C, 2016). Belu Regency, as a region directly bordering the Democratic Republic of Timor Leste, presents a unique social reality, characterized by cultural closeness, the intensity of cross-border interactions, and the ever-evolving socio-economic dynamics of society. These conditions have implications for the construction of identity and nationalism of students who grow in border social spaces. In this context, schools and social studies learning play an important role as agents of national value socialization that are able to strengthen a sense of belonging to the country while managing diversity and cross-cultural closeness constructively. Because national character can only be formed through educational programs or learning processes in the classroom (Trisiana Anita, 2020).

Based on the synthesis of literature studies and initial observations conducted by researchers, the apparent reality is that the process of learning social sciences in border areas still faces various challenges. Learning tends to be oriented towards mastery of material in a textual and normative manner, with a stronger emphasis on cognitive aspects than affective and conative aspects. Social science material is often presented without adequate connection to the social reality experienced by students, so that the nationalist values taught become abstract and less internalized in everyday attitudes and behavior. This gap between the ideals of social science learning and actual practice has the potential to weaken the function of social sciences as a vehicle for developing national character, especially in border areas, which strategically require strengthening national awareness. Meanwhile, (Susanti & Henni, 2018) define citizenship transmission as a social studies learning tradition that emphasizes the transmission of values to students so that they have guidelines for behaving and becoming good citizens.

Several previous studies have shown that strengthening national character through social studies learning requires a contextual and adaptive approach to the socio-cultural conditions of students. Among them (Marsini, 2023), interdisciplinary, contextual, and participatory social studies learning aligns with the Pancasila Student Profile and is effective in shaping character, critical thinking, and civic behavior. Research shows that social studies learning can shape national character through habituation activities, reinforcement of values in the material, and extracurricular activities (Pujilestari et al., 2025). However, research specifically examining how the transformation of social studies learning occurs in border regions is still relatively limited, especially those that prioritize learning practices as the primary focus of analysis. Most studies emphasize conceptual or policy aspects, while the dynamics of classroom learning and its interaction with the social context of the border have not been explored in depth. This makes it difficult for national values to be deeply internalized (Andriani Ana & Agung Nugroho, 2023).

Based on these conditions, this study examines the transformation of social studies learning in strengthening students' nationalistic character in the border region of Belu Regency through a qualitative approach. The novelty of this study lies in the contextual analysis of social studies learning practices as a social process that takes place in a unique border space, with its own dynamics, challenges, and potential in shaping students' nationalistic character. The urgency of this research is not only academic in enriching social studies studies based on the border context but also practical in serving as an empirical basis for the transformation of social studies learning that is more relevant, adaptive, and oriented towards strengthening nationalistic character in the country's strategic areas. Specifically, this study aims to analyze how social studies learning is implemented in the socio-cultural context of the border, how students' nationalistic character is reflected and built through the learning process, and the factors that influence the transformation of social studies learning in strengthening students' nationalistic character in the border region.

METHOD

This study uses a qualitative approach with a descriptive-analytical design to deeply understand the transformation of social studies learning in strengthening the nationalist character of students in the border area of Belu Regency. Belu Regency is one of the regencies directly bordering Timor Leste and one of the country's strategic border areas with social, cultural, and economic characteristics. These conditions make this region have different dynamics compared to non-border areas, making it important to study it in the context of education and strengthening national character (BPS, 2024). Previous research shows that students in border areas face challenges in strengthening nationalist character due to the intensity of cross-border social and cultural interactions, so schools have an important role in instilling national identity and character (Fransiskus Keraf & Kokom Komalasari, 2019). This study was conducted at one school, SMP 3 Atambua City, Belu Regency, East Nusa Tenggara. This school was selected purposively because it is located in Belu Regency, which directly borders Timor-Leste and is one of Indonesia's frontier regions. The characteristics of a community with cross-border social, cultural, and economic interactions make this school a representative place to study the strengthening of nationalist character through social studies learning in the educational context of border areas. The research subjects included two social studies teachers and 37 eighth-grade students, while the research object focused on social studies learning practices and the process of strengthening nationalist character in the learning context. Both teachers who were the subjects of the research are history education graduates who have served for approximately 30 years. The research data sources consist of primary and secondary data. Primary data were obtained through observation of the learning process and in-depth interviews while secondary data came from learning tools, curriculum documents (teaching modules, eighth-grade social studies textbooks, CP) and relevant educational policies.

Data analysis used the interactive analysis model of Miles et al. (2014) which was conducted simultaneously from the data collection process until the research was completed. All interview data were transcribed, then observation data (three observations) and documentation were organized for analysis. In the data reduction stage, the researcher coded the interview results, observation results, and documents to identify the main meanings related to the transformation of social studies learning and strengthening students' nationalist character. Codes with similar meanings were then grouped into main categories and themes, namely social studies learning strategies, integration of nationalist values, contextual learning activities, and forms of nationalist character demonstrated by students. The data were then presented in the form of a thematic matrix and narrative description to facilitate the identification of patterns, relationships, and trends between themes. The conclusion-drawing stage was carried out repeatedly through a verification process by comparing findings from interviews, observations, and documentation. To ensure the credibility and validity of the data, this study applied source triangulation by comparing information obtained from teachers, students, classroom observations, and school documents, as well as conducting member checking with key informants to ensure the researcher's interpretations matched the actual conditions.

RESULT AND DISCUSSION

Transformation of Social Studies Learning in Strengthening Students' Nationalistic Character in Border Areas

This research was conducted at a public junior high school in Atambua City, involving two social studies teachers and seventh-grade students. This section presents the results and discussion of the research in an integrative manner to highlight the main findings related to the transformation of social studies learning in strengthening students' nationalistic character in border areas. The following table presents a synthesis of research findings regarding the transformation of social studies learning in strengthening students' nationalistic character in border areas. The presentation of findings focuses on learning aspects, ongoing practices in the field, and the resulting analytical meaning, thus demonstrating the transformation of social studies learning from a normative approach to more contextual and reflective practices.

Table 1. Transformation of Social Studies Learning in Strengthening Students' Nationalistic Character

Learning Aspect	Social Studies (IPS) Learning Practices (Field Findings)	Meaning of Findings
Learning Orientation	Primarily based on textbooks and curriculum demands, with initial efforts to connect the material to the border area context	Indicates a shift from normative learning toward contextual learning, although not yet systematic
Learning Strategy	Teachers relate Social Studies content to students' social experiences as members of border communities	Nationalism is formed through the interpretation of social experiences rather than through value indoctrination
Teacher's Role	Contextual initiatives depend on the individual teacher's awareness and experience	The transformation of Social Studies learning remains personal and is not yet structurally supported
Impact on Students	Increased national awareness, pride as citizens, and understanding of the border region's position	Social Studies has the potential to become an effective medium for strengthening nationalist character reflectively
Position of Social Studies	Viewed as a subject closely related to national issues, but not yet designed as a pedagogical space for character development	A transformation of Social Studies is needed so that it can function strategically in strengthening nationalism in border areas

Source: Authors' analysis of interview data, classroom observations, and document analysis at SMP Negeri 3 Atambua.

Shifting Social Studies Learning Practices from Textual to Contextual

Research results indicate that social studies learning in junior high schools, particularly in eighth-grade students at SMPN 3 Atambua in the border area of Belu Regency, has begun to shift from a textual approach to more contextual learning. Teachers strive to connect social studies material to social realities in border areas, such as cross-border activities, cultural proximity, and the social life of the local community. An interview with one social studies teacher stated, "If I only follow monotonous material in a textbook, the students lose focus because they feel less connected. So sometimes I relate the material to their lives on the border to make it more focused and easier to understand." This interview was supported by an interview with another teacher who stated, "When teaching about national identity or social interaction, I often ask students to share their experiences interacting with people from Timor Leste. This activity makes it easier for students to understand the material because it aligns with what they see and experience." By linking the material to the realities of life in border communities, students are able to build a more meaningful understanding of national identity. This finding is in line with (Wiyanti & Holilah, 2023) who emphasized that social studies learning needs to provide learning experiences that allow students to reflect on national values so that national identity is not only understood cognitively but also internalized in everyday life. However, the implementation of contextual learning has not been systematic and still relies on individual teacher initiative.

This is highly relevant to current trends in social studies education studies that emphasize the importance of contextual learning as a response to the limitations of textual approaches in building meaningful understanding. This phenomenon is in line with the research of (Dwi Jayanti, 2026) which shows that the application of CTL in Social Studies learning significantly develops students' social attitudes such as cooperation, responsibility, tolerance, empathy, and self-confidence through learning activities that are directly related to the context of students' real lives so that learning becomes more meaningful compared to the mere textual method that only conveys facts without the context of students' lives. This finding is also in line with (Dimas & Mahardika, 2021) who stated that social studies learning plays an important role in strengthening nationalism by linking material to students' social realities.

This finding is related to the research results of (Zakiah U, 2023) who showed that the application of contextual learning with the Learning Together model improved students' understanding of the material on efforts to maintain Indonesian independence in social studies subjects. Furthermore, (Hidayat H, 2025) explained a social studies learning strategy that combines contextual learning resources and interactive media to increase student engagement and learning experiences. (Lubis, F. U., Ramadani, E., Rahmi, R., Harahap, Z. A., 2025) emphasized that social studies learning that combines contextual learning and a constructivist approach increases student engagement, motivation, and critical thinking skills by linking learning materials to real-life experiences, local culture, and digital media. This approach allows students to construct meaning from their own experiences, going far beyond traditional textual learning. Therefore, from a state-of-the-art perspective, social studies learning is considered effective when it connects social concepts to the realities of students' lives, particularly in the context of border regions rife with social dynamics. The reliance on teacher initiative demonstrates the need for systemic reinforcement so that learning transformation is not sporadic but rather planned and sustainable.

Contextual social studies learning has been proven to be more effective than textual approaches in building meaningful understanding in students. (Br Sembiring, A., & Yusnaldi, 2025) through quasi-experimental research showed that the application of Contextual Teaching and Learning (CTL) to the My Region My Pride material significantly improved students' cognitive abilities because the material was directly linked to the local context and their real experiences, so that abstract social concepts became more concrete and easier to understand. This finding is reinforced by (Hidayat H, 2025) who emphasized that the integration of contextual learning resources and interactive media in social studies learning can increase student engagement, motivation, and the quality of learning experiences through collaborative and reflective activities. Both studies indicate that social studies learning that connects concepts to the realities of students' lives is a pedagogical response to the limitations of the textual approach which tends to position students as passive recipients of information, making it less effective in building deep and sustainable understanding..

Nationalism is Formed Through Reflective Learning Experiences

Research findings indicate that students' nationalistic character develops better when social studies learning provides space for reflection on their lived experiences as part of a border community. Students demonstrate an understanding of their national identity and the position of border regions as a strategic part of the Unitary State of the Republic of Indonesia. An interview with one student revealed, "We live near Timor-Leste, and many of our families are in Timor-Leste, but we are still Indonesian, and that is an important identity for us." Furthermore, another student stated, "Through studying social studies, I understand that even though I come from a Timorese exodus family who frequently interacts with the Timorese community or family who visits Atambua, I still have a responsibility to maintain my identity and love Indonesia as my country." This confirms that nationalism does not develop through memorization but through meaningful and contextual learning experiences. These findings reinforce contemporary views that position nationalism as a social construct formed through experience, interaction, and critical reflection. (Trabajo-Rite, M., & Cuenca-López, 2020) research shows that heritage-based education involving students' active participation in real-life cultural experiences can increase reflective awareness of national identity and patriotism, as national values are understood through direct involvement and contextual interpretation, rather than simply the transmission of textual information. Similarly, (Shimauchi, 2025) asserts that cross-cultural learning experiences through study abroad programs shape a more critical and transformative understanding of national identity, as students experience real social interactions and reflect on their position in a global context. Both studies reinforce the view that nationalism is a social construct formed through experience, interaction, and critical reflection, making contextual and participatory learning more effective than rote learning in building meaningful national awareness.

Furthermore, in the character education compass, nationalism is understood as not only being taught normatively but also needs to be experienced and interpreted by students in the context of their lives. In line with the research results of (Mustoip, S., & Fadhlullah, 2025), which show that the integration of cultural elements in learning that emphasizes experience, observation, teacher-student dialogue and reflection can contribute to the formation of national identity and patriotic values of students in terms of contextual learning experiences rather than simply memorizing historical facts. On the other hand, (Afriзал, M. T. T., & Priyadi, 2024), the results of their research show that nationalism grows through student activeness in learning experiences rather than just memorizing material. Furthermore, (Widiana I.W, 2020) quasi-experimental research showed that the use of project assessments with a nationalist perspective in social studies learning not only improved student learning outcomes but also significantly impacted nationalist attitudes. The project-based learning approach is a form of contextual learning that activates students' experiences, providing them with a space to understand national values through real-life assignments and collaboration. Therefore, reflective and contextual social studies learning has a significant contribution to building students' nationalism in a deeper and more sustainable way.

Supporting and Inhibiting Factors for the Transformation of Social Studies Learning

The research results show that the transformation of social studies learning is influenced by various interrelated factors. Several supporting factors include teachers' understanding of the socio-cultural context of the border region and their relational closeness with students. This means that teachers are able to understand the social and cultural backgrounds and dynamics of local community life while simultaneously building warm and empathetic relationships with students, making the learning process more relevant, meaningful, and able to instill values more effectively. This is despite some students being more individualistic. Conversely, inhibiting factors include the limited development of contextual learning tools, minimal teacher training, and curriculum pressures that emphasize cognitive achievement. A teacher said, "We teachers want to develop learning that is appropriate to border conditions, but there are not many examples, a lack of lesson time because we have to focus on administration as well and a lack of training or standard models that can be used as a reference." A school-based curriculum model that integrates local culture and national character should be considered suitable for implementation in border schools with authentic assessment and collaboration between teachers and the community (Witarsa, 2016). The following table shows that the transformation of social studies learning does not only depend on the individual capacity of teachers, but is also influenced by structural support, readiness of learning tools, curriculum policies, and the social conditions of education in border areas.

Table 2. Supporting and Inhibiting Factors for the Transformation of Social Studies Learning in Border Areas

Supporting Factors	Inhibiting Factors
Teachers' understanding of the socio-cultural context of border areas	Limited development of contextual learning materials and instructional tools
Close relational bonds between teachers and students (empathetic and communicative relationships)	Limited teacher training and professional development
Potential integration of local culture and national character within the school curriculum	Curriculum pressure oriented toward cognitive achievement outcomes
Opportunities to implement authentic assessment and collaborate with the community	Limited facilities, infrastructure, and educational system support
Students lived experiences in border areas as sources of contextual learning	Dependence on individual teacher initiative

Source: Authors' analysis of interview data, classroom observations, and document analysis at SMP Negeri 3 Atambua

These findings reflect the classic gap between the ideals of education policy and the reality of implementation on the ground, as widely discussed in recent social studies literature. These findings align with the research of (Suciati, S., & Ariningsih, 2016) that found that border regions have limited infrastructure and educational services. The National School model is capable of fostering nationalism, but its implementation still faces obstacles in terms of facilities and educational

system support. In reality, learning transformation requires structural support, including teacher professional development and the provision of learning tools relevant to the local context. Without such support, transformation efforts tend to be individualistic and difficult to sustain.

Research results through observation, interviews, and documentation reveal that social studies learning has strategic potential in strengthening the nationalistic character of students in border areas, although this potential has not been optimally utilized. The potential of social studies is evident in the learning materials and socio-cultural contexts, which are then designed with various methods capable of achieving the ultimate goal of social studies itself. This hope will be equivalent to the curriculum and objectives of social studies itself, according to (Supriatna Nana dan Neni Maulidah, 2020), which is aimed at helping students develop their knowledge, skills, and attitudes so they can participate and become good citizens in a multicultural environment and an interconnected world. Strengthening nationalism will be more effective if the local context is continuously integrated into learning planning and implementation. This is in line with the research findings of (Benu, 2023), who stated that the use of interactive media based on local wisdom in social studies learning in elementary schools is a more contextual and meaningful form of learning for students, resulting in more effective and participatory learning. The focus is aligned with strengthening social studies learning that is relevant to students' lives. These findings indicate that the transformation of social studies learning requires pedagogical and structural support so that nationalist values can be deeply internalized in each student. This is because schools are expected to teach not only intellectual knowledge but also the values of human life that are considered necessary (Andriani Ana & Agung Nugroho, 2023).

CONCLUSION

This study concludes that social studies learning in the border region of Belu Regency, East Nusa Tenggara, has begun to adopt more contextual and reflective approaches, although their implementation remains inconsistent and largely dependent on individual teachers' initiatives. The findings highlight the strategic role of social studies in strengthening students' nationalistic character when learning materials and pedagogical strategies are connected to the social, cultural, and historical realities of border communities. In this context, nationalism can be understood not merely as normative knowledge but as a lived experience shaped by students' interactions with their local environment. In particular, *Likurai* cultural values offer a meaningful local resource for integrating cultural identity, social cohesion, and conflict resolution into social studies learning. However, the potential of this approach has not been fully realized because of limitations in systematic pedagogical planning, teacher preparedness, and institutional support.

These findings have practical implications for curriculum development, teacher professional development, and educational policymaking in border regions. Social studies learning should be strengthened through systematic lesson planning and instructional strategies that integrate local social and cultural contexts, particularly *Likurai* values, as relevant learning resources. Schools and educational policymakers should facilitate the development of contextual teaching materials, strengthen teachers' pedagogical competencies, and formulate educational policies that respond to the distinctive characteristics of border communities. Such support is essential to ensure that context-based social studies learning can be implemented consistently and sustainably to strengthen students' nationalistic character.

Further research should focus on developing and empirically testing a *Likurai*-based social studies learning model that integrates conflict resolution and the strengthening of nationalistic character, particularly at the junior high school level. Comparative studies across different border regions in Indonesia are also recommended to examine the applicability of this model and identify effective approaches across diverse social and cultural contexts. In addition, longitudinal research is needed to assess the sustainability of changes in students' nationalistic character and to explore how context-based social studies learning contributes to these changes over time. These research directions may provide a stronger empirical foundation for developing culturally responsive and sustainable social studies learning approaches in Indonesia's border regions.

ACKNOWLEDGMENT

During the preparation of this work the authors used AI (Artificial Intelligence) in order to improve the language and readability of the manuscript. After using this tool, the authors reviewed and edited the content as needed and take full responsibility for the content of the publication.

REFERENCES

- Afrizal, M. T. T., & Priyadi, M. S. (2024). Penanaman Sikap Nasionalisme Melalui Mata Pelajaran Ilmu Pengetahuan Sosial Pada Siswa Kelas V Sekolah Dasar Negeri 06 Kelapa Tujuh Tahun Ajaran 2023/2024. *Griya Cendikia*, 9(2). <https://doi.org/https://doi.org/10.47637/griyacendikia.v9i2.1615>
- Andriani Ana & Agung Nugroho. (2023). *Pendidikan Kewarganegaraan dan IPS dalam Dimensi Citizenship Transmission*. Amerta Media.
- Benu, A. Y. (2023). Aktualisasi media interaktif berbasis kearifan lokal pada pembelajaran IPS di SD Tatelek Desa Manusak. *Journal on Education*, 5(4).
- BPS. (2024). *Kabupaten Belu Dalam Angka 2024*.
- Br Sembiring, A., & Yusnaldi, E. (2025). The impact of contextual teaching and learning on students' cognitive abilities in material "My Region My Pride." *Journal of Social Work and Science Education*, 6(3). <https://doi.org/https://doi.org/10.52690/jswse.v6i3.1250>
- Dimas, M., & Mahardika, G. (2021). Pembelajaran IPS sebagai penguat nasionalisme dalam menghadapi tantangan di era globalisasi. *Jurnal Teori Dan Praksis Pembelajaran IPS*, 6(2), 78–91. <https://doi.org/http://dx.doi.org/10.17977/um022v6i22021p78>
- Dwi Jayanti et al. (2026). The implementation of Contextual Teaching and Learning (CTL) to foster students' social attitudes in Social Studies learning at SMPN 1 Gedangan. *International Journal of Education, Social Studies, and Management*, 6(1).
- Fransiskus Keraf & Kokom Komalasari. (2019). Habituaasi untuk Memperkuat Karakter Nasionalisme Peserta Didik Wilayah Perbatasan pada Abad 21. *Jurnal Moral Kemasyarakatan*, 4(1), 15–25.
- Hidayat H. (2025). Fostering contextual and collaborative learning: Integrating learning resources and interactive media in social studies classrooms. *Perspektif Pendidikan Dan Keguruan*, 16(2).
- Howell, J. B., & Maddox, L. E. (2024). Geographic inquiry for citizenship: Identifying barriers to improving teachers' practice. *The Journal of Social Studies Research*, 48(1), 17–36.
- Keegan. (2021). Critical affective civic literacy: A framework for attending to political emotion in the social studies classroom. *The Journal of Social Studies Research*, 45(1), 15–24.
- Lubis, F. U., Ramadani, E., Rahmi, R., Harahap, Z. A., & Khairunnisa. (2025). The constructivist approach in social studies learning to develop social literacy in elementary school students. *International Journal Of Education, Social Studies, And Management (IJESSM)*, 5(3). <https://doi.org/https://doi.org/10.52121/ijessm.v5i3.883>
- Marsini. (2023). The role of social sciences in character education based on Pancasila student profiles. *Multidisciplinary Output Research for Actual and International Issue*, 2(4).
- Martono, D. (2022). The national identity on the border: Indonesian language awareness and attitudes through multi-ethnic community involvement. *Journal of Community Psychology*, 50(1), 111–125.
- Mustoip, S., & Fadhlullah, M. Z. F. (2025). Building the spirit of nationalism through culture-based learning in elementary schools: A comparative study of Indonesia and Türkiye. *EduBase: Journal of Basic Education*. <https://doi.org/https://doi.org/10.47453/edubase.v6i1.3104>
- Pamungkas C. (2016). Nasionalisme masyarakat di perbatasan laut: Studi kasus masyarakat Melayu Karimun. *Jurnal Masyarakat Indonesia*, 41(2).
- Pujilestari, W., Hendrawan, J. H., & Halimah, L. (2025). Peran Guru IPS dalam Menumbuhkan Semangat Kebangsaan Peserta Didik di SMP Negeri 15 Cimahi The Role of Social Studies Teachers in Fostering Nationalism Among Students at SMP Negeri 15 Cimahi. 18, 270–280.
- Ruhimat, M. (2010). *Geografi Penduduk*. Ombak.
- Sapriya. (2017). *Pendidikan IPS: Konsep dan Pembelajaran*. Remaja Rosdakarya.

- Shimauchi, S. (2025). Internationalization, diplomacy, and beyond: Considering studying abroad as a medium of learning through the lens of cultural studies and public pedagogy. *Education Sciences*, 15(5). <https://doi.org/https://doi.org/10.3390/educsci15050544>
- Suardi, et al. (2021). *Kajian Penelitian Pembelajaran IPS di Sekolah Dasar*. CV AA Rizky.
- Suciati, S., & Ariningsih, A. (2016). Pengembangan model pendidikan menengah “Sekolah Kebangsaan” di daerah terpencil, tertinggal, terluar dan perbatasan sebagai implementasi pembelajaran PKn. *Jurnal Moral Kemasyarakatan*, 1(1).
- Sudarmiani, et al. (2022). *Memperkuat Kepekaan dan Ketrampilan Sosial untuk Indonesia Tangguh*. CV. AE Media Grafika.
- Supriatna Nana dan Neni Maulidah. (2020). *Pedagogi Kreatif: Menumbuhkan Kreativitas dalam Pembelajaran Sejarah dan IPS*. PT Remaja Rosdakarya.
- Susanti & Henni. (2018). Konsep Dasar IPS. In CV. Widya Puspita.
- Susanto, A. (2014). *Pengembangan Pembelajaran IPS di SD*.
- Trabajo-Rite, M., & Cuenca-López, J. M. (2020). Student concepts after a didactic experiment in heritage education. *Sustainability*, 12(7). <https://doi.org/https://doi.org/10.3390/su12073046>
- Trisiana Anita, S. & R. (2020). *Pendidikan Karakter berbasis Nasionalisme*. UNISRI Press.
- Widiana I.W. (2020). Project assessment with nationalism insight at elementary schools and its impact towards students’ social science achievement and nationalism attitude. *Journal of Education Research and Evaluation*, 6(2). <https://doi.org/https://doi.org/10.23887/jere.v6i2.48472>
- Witarsa. (2016). The model of integrating culture and nation characters into the school-based curriculum at the remote areas in the border of Indonesia and Malaysia. In *Proceedings of the International Conference on Social and Education Sciences*.
- Wiyanarti, E., & Holilah, M. (2023). Narrative harmony: Empowering students through the national anthem in social studies education. *Jurnal Teori Dan Praksis Pembelajaran IPS*, 8(2), 87–94. <https://doi.org/https://doi.org/10.17977/um022v8i22023p87>
- Zakiah U. (2023). Peningkatan pemahaman materi IPS dengan menggunakan metode kontekstual model Learning Together. *Journal of Education Research*, 4(2).