

Internalization of Nationalistic Insights for Indonesian Muslim Youth Abroad Through Strengthening the Role of Embassies and Student Organizations

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The aims of this study were first, to find out the role of the Indonesian Embassy in strengthening and strengthening the national insight of Muslim students in Malaysia and the Philippines; second, to find out the role of the Indonesian Student Association in enhancing and maintaining the national insight of Muslim students in Malaysia and the Philippines, and third, to find out the efforts the personality of Indonesian Muslim students in Malaysia and the Philippines in increasing national insight. The research method used is the descriptive qualitative research method. The research results show that the Indonesian Embassy in Malaysia and the Indonesian Embassy in the Philippines have carried out various activities ranging from commemorating national and religious holidays, seminars, FGDs, workshops, and lectures to strengthen and strengthen nationalism. This program is included in the routine activities of the Indonesian Embassy in Malaysia and the Indonesian Embassy in the Philippines, as well as programs and activities to build a positive image of Indonesia in the accredited countries of the Indonesian Embassy in Kuala Lumpur and Manila. The role of PPI in Malaysia and the Philippines is to conduct seminars, lectures, training, and public discussions, introduce Indonesian culture, and commemorate national and religious holidays. At the same time, the personal activities of Indonesian Muslim students in Malaysia and the Philippines include online discussions, religious studies, and seminars on the theme of national strengthening in Malaysia, the Philippines, and Indonesia.

Keywords: National Insight; Indonesian Muslim Youth; The Embassy; The Indonesian Student Association; Management.

1. Introduction

Population mobility, internal and international, is a population phenomenon that occurs throughout the ages. In the regional context, recently, there has been an increase in global migration flows, such as in the Southeast Asia (ASEAN) region. The economic crisis

influenced this in the countries of origin of migrants. Theoretically, the high per capita economic burden disproportionate to the low-income level in the country of origin causes migrants to act rationally and choose to go to countries with relatively better economic conditions. In addition, the development of information and communication technology and easy access to transportation has also contributed to an increasingly massive flow of international migration (Chan & Zhang, 1998). According to Testaverde et al. (2017), in the last 20 years (from 1995 to 2015), there has been an increasing trend of job-seeking migrants in ASEAN. Countries such as Malaysia, Singapore, and Thailand are the hubs of migration destinations in the region, accepting around 6.5 million migrants, or 96% of the total migrant workers in ASEAN. This data shows that economic reasons are the main factor causing international migration in the region.

Indonesia significantly contributes to the increasing number of migrants looking for work abroad. BNP2TKI (National Agency for Placement and Protection of Indonesian Migrant Workers) noted that as many as 2.5 million Indonesian workers (TKI) worked abroad in the 2011-2016 range 1. The number of TKI abroad is estimated to be greater than this number, considering that many go abroad without documents and are not officially registered at BNP2TKI. Their numbers are spread across Southeast and East Asia (Malaysia, Singapore, Hong Kong, Taiwan) and the Middle East (Saudi Arabia, Kuwait, and the United Arab Emirates). Among these countries, Malaysia is the most favourite destination for Indonesian migrant workers. Apart from economic reasons, international migration is also driven by other factors, such as educational purposes, especially continuing studies to a higher level. However, obtaining official statistical data on the number and distribution of Indonesian citizens studying abroad is quite tricky. This is because studies on migration for educational purposes are still rarely carried out in Indonesia (Malamassam et al., 2017).

University of Indonesia terrorism observer Ridlwan Habib said students were very vulnerable to exposure to radicalism or radical understanding. However, this understanding also has the potential to infect all groups. This happened, said Ridlwan, because the average student is still seeking a new paradigm in understanding religion. At the same time, the curriculum at tertiary institutions, especially state universities, is insufficient to satisfy their curiosity. Ideally, Indonesian students abroad should not only do study activities. They are also expected to be sensitive to social and humanitarian issues that are happening around them, especially those concerning Indonesian citizens who are vulnerable to discrimination and exploitation. Students and TKI are groups that are vulnerable to various violations and discrimination.

Associations of Indonesian citizens abroad, such as Indonesian students who organize themselves in the Indonesian Student Association (PPI), are expected to become "another element representing the state of Indonesia" abroad. Regarding organizational capability, PPI has a moral responsibility as an agent of change. The PPI movement, in the course of its history, was also later expanded to activities on social and humanitarian issues, strengthening nationalism. This paper aims to describe PPI's role in protecting migrant workers in the post-reform era. The large number of Indonesian children studying abroad is undoubtedly a source of pride for them in this nation. Still, all citizens of the country and the government also need to be careful of the reduced national insight and love for the motherland due to the increased understanding of radicalism (Zulfadli et al., 2019).

The danger of radicalism creates stability, and the peace of a country can be threatened. Radicalism is synonymous with the fanaticism of things that can be said to be too exaggerated so that certain groups consider something the most correct without looking at it from another point of view (Widodo & Karnawati, 2019). Radicalism is the embryo of the birth of terrorism, which, of course, erodes national insight on Muslim students. Today, there are so many radical groups affiliated support ISIS, such as Jamaah Ansharut Tauhid, Jamaah Islamiyah, Awhid wal Jihad, IS Melayu Katibah Liddaulah, the Abu Sayyaf Network, which also has a network not only in Indonesia but also in Malaysia and the Philippines (National Agency for Terrorism (BNPT), 2016). Even Malaysian and Filipino citizens who were recruited became followers of ISIS continue to increase (Mandaville & Hamid, 2018).

The facts also show that Malaysia is an "exporting" country of figures such as Noordin Moh. Top and Azahari Husin. The coaches found in terrorist camps in the Philippines, many of whom came from Malaysia (Jayakumar, 2019). Radicalism in eroding the national insight of Muslim students is something. This understanding thrives without sometimes being aware of its rapid impact. On the other hand, this movement grows so fast; it's so intense, and it takes advantage of space openness and lack of control in spreading this understanding in various ways. The research results show that people with radical views, on average, can be financially educated, and some even have a doctorate (Cahyono & Hamzah, 2019).

As Indonesia's representative abroad, the Embassy of the Republic of Indonesia (The Indonesian Embassy) is the nation's frontline in protecting all blood spilt by Indonesia who is abroad. Legally, the Indonesian Embassy's standing embodies the state's presence in protecting students, including efforts to spread an understanding of radicalism that eliminates nationalism. Likewise, the Indonesian Student Association (PPI) bridges students and people abroad in Indonesia (Saleh et al., 2020). This organization is expected to be the first line of defence for the nation in creating a sense of love for the motherland of students (Anam, 2021).

Apart from the presence of the Indonesian Embassy and the existence of the PPI, we are also a dividing line most vital for the destructive influence of radicalism that can eliminate insight nationality. It is also essential to fortify yourself from negative things that can eradicate national insight (I. Hasanah & Dzikrika, 2020). Based on the explanation above, researchers want to conduct follow-up research to what extent the efforts made by the Indonesian Embassy, PPI, and, Of course, from each student in Malaysia and the Philippines strengthening and strengthening national insight. Based on the background of the problem, which is a question in research: 1. What is the role of the Embassy of the Republic of Indonesia in strengthening and strengthening the national outlook of Muslim students in Malaysia and the Philippines? 2. What is the Indonesian Student Association's role in strengthening and stabilizing Muslim student nationalism in Malaysia and the Philippines? 3. What are the personal efforts of Indonesian Muslim students in Malaysia and the Philippines in increasing national insight?

2. LITERATURE REVIEW

Internalization of Nationalism

Internalization shows a process. The suffix-sasi has a process definition. So that internalization

can be interpreted as a process. Internalization can be construed as appreciation, deepening, and mastery in depth that goes through guidance, guidance, and so on (Kemendikbud, 2018). So, the technique of fostering nationalism is done through internalization, in-depth coaching, and living the values of nationalism combined with educational values as a whole, whose goal is integrated into the student's personality to become one character or character of the participants' education.

Internalization is an effort that must be carried out gradually, in stages, and iqamah (Z. Setiawan, 2014). Planting, directing, teaching, and mentoring are planned, systematic, and structured using patterns and specific systems (Wibowo et al., 2015). So, in general, internalization in education is to convey actual knowledge, understanding, understanding, responsibility, and planting trust in children that someone needs in their life guidance and good attitude. The internalization process is associated with fostering students or foster children. Three stages represent the process or stage of internalization (Humannira, 2020): (a) The value transformation stage is a process carried out by educators to inform excellent and bad values. This stage fosters verbal communication between educators and students or children. (b) The value transaction stage is a stage of value education through two-way communication between students and educators, which is mutual interaction. (c) The transternalization stage is much deeper than the first stage transaction. This stage is done with verbal communication, mental attitude, and personality. So, at this stage, personality communication plays a significant role (Humannira, 2020).

The Urgency of National Insight for Muslim Students Abroad

Nationalism for the Indonesian people is a unifying ideology of various ethnic groups and foreign national ancestry within the Unitary State of Indonesia. This concept means the goal is formal, namely unity in the sense of unity people who are Indonesian citizens with Pancasila, then Indonesian nationalism, Also known as Pancasila nationalism, namely nationalism based on values Pancasila (Suranto, 2018). In national insight, two words must be used to explain insight nationality: insight and nationality. The General Indonesian Dictionary explains that insight comes from the word "mawas", which means researching, reviewing, observing or looking. Insight can also mean a view or purpose. Meanwhile, nationality is the characteristics or identity that mark the origin of the nation or group of a country (Widiuseno & Sudarsih, 2019). National spirit and vision become essential to be developed because the sense of nationality as a manifestation of a sense of love for the motherland raises our awareness of the meaning of expensive and the value of the sense of unity and integrity of this nation (Suhardin, 2019).

National insight includes inward and outward insight. Looking inside means looking at the Indonesian nation, which has the motherland area territory, a large population, and cultural diversity, which must be placed in one view based on shared interests as a nation. Look outside, namely at the environment around neighboring countries and the world internationally. The Indonesian nation must have strong integrity and credibility to be sovereign and dignified in the international world. Thus, national insight becomes essential to be instilled in every nation's Indonesian citizens, so this national insight must be genuinely realized in real everyday life. Hasanah et al. (2020: 52) argue that the essence of national insight is national integrity, in the sense of perspective that is always intact comprehensively within the

archipelago and in the national interest.

The Role of the State in Strengthening National Insight

Role theory is a combination of various theories, orientations, and disciplines of science used in the world of sociology; the role is the usual term used in the world of theatre where an actor must play as a particular character and bring a specific behavior, in this case, the position of an actor equated with the position of a community and both have the same position (Puji Lestari, 2018). According to Merton in Arif Hidayat (2017), a role is defined as a pattern of behaviour expected by society from someone who occupies a certain status; it is also related to the relationship based on the role that someone has occupied a certain social status. The role is a dynamic process of a position; when a person carries out his rights and obligations based on the position he has had, it is said to have carried out its role.

Purnomo (2012) argues that role theory is a picture of social interaction in terms of actors who play according to what has been determined based on. With this theory, the expectations of the role become a shared understanding that guides the individual to behave in everyday life, someone who has a specific role for example as teachers, doctors, students, parents, men, and women, someone is expected. Those who have the role behave according to their roles.

The Role of Indonesian Embassies Abroad

The Indonesian government has the responsibility and authority to protect Indonesian students outside their territory. This authority is connected with one of the diplomatic missions, following the authority contained in The 1963 Vienna Convention on Consular Relations, which the government of Indonesia has ratified. Article 5 of the 1963 Vienna Convention explains that permanent representatives have the authority to carry out protection efforts for interests and citizens as individuals and legal entities with limited limits governed by international law (Dammen, 2005). Protection is carried out against students, one of which is protection against threats of non-natural disasters such as radicalism, the COVID-19 pandemic, and others (Marsyaf & Subekti, 2021). The efforts made by the Indonesian government to protect students abroad refer to the legal instruments in protecting Indonesian citizen migrants abroad. Hence, protection for students carried out by the Indonesian government can be somewhat the same as what the Indonesian government is doing to other Indonesian citizens.

3. RESEARCH METHODS

This research was conducted in Malaysia and the Philippines. The object of observation is the efforts made by the Embassy of the Republic of Indonesia in Malaysia and the Philippines and the Indonesian Student Association (PPI) to strengthen the national insight of Indonesian Muslim students there. This research uses a qualitative method. Data collection was conducted in three steps, as follows:

Step 1: Interview: this interview activity was conducted with officials or personnel delegated by the Indonesian Embassy in Malaysia (2 people) and the Indonesian Embassy in the Philippines (2 people) to be interviewed, PPI administrators in Malaysia (3 people) and the Philippines (3 people) and 5 students who were considered capable of explaining the activities

they carried out personally. At this stage, interviews were conducted to identify, analyze, and describe the themes that are patterned in a phenomenon in sequence regarding the research theme, namely the efforts made by the Indonesian Embassy and PPI administrators, as well as students' efforts in improving national insight.

Dunn (2004) states that in public policy analysis, interviewees range from 10 to 30 people, depending on the policy issue's complexity and the problem's nature.

The criteria for selecting research subjects are as follows: (1). people who understand and master the problem to be researched through the process of enculturation; (2) people who not only know but can also live; (3) those who are used as research subjects are still active or involved in the activities being researched; (4) have sufficient time to explore information; (5) convey information by reality, not just information that is the result of their own "packaging"; and (6) sources of information that were initially "somewhat unfamiliar" to the research team, then willing to become teachers or resource persons in this study.

Step 2: Visits to the Indonesian Embassies and PPIs in Malaysia and the Philippines by selecting target group areas using purposive sampling to obtain an overview of policy implementation, as well as problems and obstacles in the implementation of programs to strengthen and consolidate national insight conducted by the Indonesian Embassies, PPIs and Muslim students in Malaysia and the Philippines. The research tools in Steps 1 and 2 utilized semi-structured interviews, which offered flexibility in questionnaires, data collection, and observation. This research study uses content analysis and document analysis.

Step 3: Conduct focus group discussions to strengthen or discover new things that did not appear in the interviews conducted with the research subjects in stages 1 and 2 that have been submitted previously. So that this research produces complete findings, this focus group discussion was conducted with systematic stages starting from the presence of a moderator, the presence of minutes taking notes and the presence of participants who are not more than 10 people with the hope that everyone has a vast opportunity to provide input and experience. There is a moderator experienced in animating the atmosphere of the discussion.

Can describe the working diagram as follows:

CIPP Evaluasi Model					
	C: Context	I: Input	P: Proses	P: Product	
The Honing Model (3P)					The Honing Model (3P)
	P: Policy (Design and Planning)				
	P: People (Implementers and Stakeholders)				
	P: Place (KBRI and PPI) in Malaysia and Philippines				
	Public policy design-making and choices.				
Result	The Role of the Embassy of the Republic of Indonesia in Malaysia and the Philippines				Choice

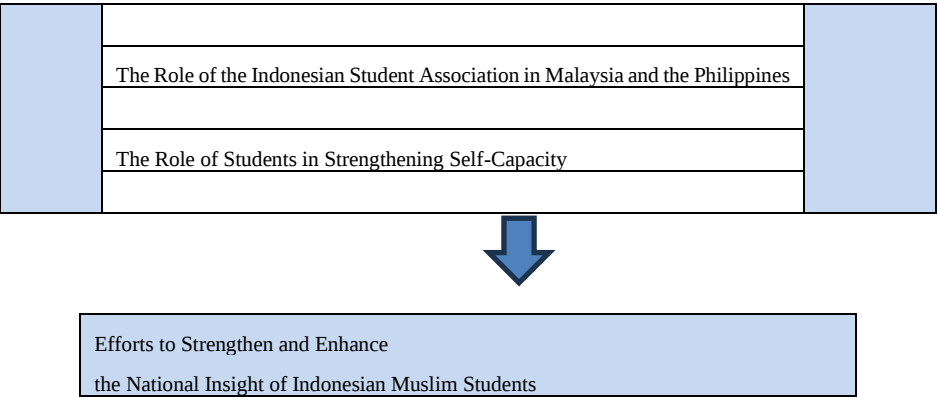


Figure 1. Conceptual framework

4. RESULTS AND DISCUSSION

From several groups of international migrants (migrant workers, migrant families, and refugees), international student migration is a group that has multiplied since the beginning of the 21st century. Nevertheless, research on international students is rarely conducted within the scope of international migration studies. Studies related to international students that have been performed still focus on identifying the reasons that motivate them to go abroad to obtain higher education degrees and learning experiences, as well as survival strategies while abroad (Riaño & Piguet, 2016).

Only recently have several studies seriously considered international student groups as potential resources. Apart from the increasing number of highly educated international students, they are agents of change in a country. This is because this group receives knowledge and technology from developed countries that can help the development process in their home country (Haris, 2005; Wahyuni, 2013). International students not only move physically but also create new spaces in academic knowledge and configure constitutions and powers globally (Raghuram, 2013; Madge et al., 2014).

In practice, the activities of international students do not merely carry out learning activities but are also involved in social and political movement activities. The high mobility of this group makes it easier for them to interact with fellow students, academics, practitioners, activists, officials, and various other parties, not only in the context of interstates at the regional level but also internationally. This situation gives this group more opportunities to influence other migrant groups, for example, by pushing for change or rejecting a regulation.

In the literature on migration and development in the 1970s, international students often raised concerns about brain drain or leakage of high-skilled human resources for their countries of origin. At first, they leave their country to study; after graduation, they choose a career as a professional abroad. Brain drain is both famous and frightening, especially for developing countries, considering that qualified human resources (HR) choose a job abroad, even though they need it to establish their own country.

On the other hand, there is also a situation that supports brain drain, namely brain gain. Brain

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gain is the effort of a country (especially developed countries) in various ways to get emigrants from multiple countries, of course, those who have professional knowledge and experience (best practices) to help develop the country (Aditama, 2015)—the phenomenon of brain drain – brain gain developed until the late 1990s. The concern about this phenomenon is no longer valid because they are active actors in brain circulation or the circulation of reliable human resources (Rizvi, 2005). According to Mahroum (1999), brain circulation brings two-way mutual benefits to both the country of origin and the recipient country.

The Role of the Embassy of the Republic of Indonesia (KBRI) in Malaysia and the Indonesian Embassy in Manila in Strengthening and Consolidating the Nationalism of Muslim Students

Based on the results of the research that has been submitted, it shows the role of KB RI in Malaysia and the Indonesian Embassy in Manila in strengthening and strengthening nationalism of Muslim students are carried out with 3 central policies, namely: enforcement of state sovereignty and enforcement of Indonesian identity; protection of Indonesian citizens in Malaysia and the Philippines and services prime public; and integration and building a positive image of Indonesia. Even though the policies of The Indonesian Embassies in Kuala Lumpur and Manila are the same, there are some similarities and differences in achievements and strategies implemented, this can be seen in the table below:

Table 1. Similarities and Differences A policy of the Indonesian Embassy in Malaysia and in the Philippines

No	Name of Policy	Equality	Difference	
		The Indonesian Embassy in Malaysia and the Indonesian Embassy in the Philippines	The Indonesian Embassy in Malaysia	The Indonesian Embassy in the Philippines
1	Upholding state sovereignty and upholding Indonesian identity	Establish cooperation with neighboring countries	Cooperation between the two countries Indonesia and Malaysia	Cooperation is carried out with three countries, Indonesia-Philippines and the Republic of Palau. The existence of a Joint Commission on Bilateral Cooperation (JCBC)
2	Protection of Indonesian citizens and excellent public services	Protection of Indonesian citizens is carried out by coordination between institutions of the two countries	The protection of Indonesian citizens is mostly handled by cases of migrant workers with all kinds of problems (salary, coming illegally to Malaysia, disputes at work etc)	Protection for victims of human trafficking, kidnapping, and Abu Sayyaf terrorists
3	Integration and building a positive image of Indonesia	Using Main Performance Indicators with assessments on 3 (three) dimensions, namely tourism and socio-culture, economy, and government and law enforcement. Furthermore, the Indonesian Embassies in Malaysia and the		

		Philippines utilized online media owned by the Indonesian Embassy portal and increased coaching content on social media and interactive communication.		
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Source: Data analyzed (2022)

The table above shows one exciting thing from the policies of the Indonesian Embassies in the Philippines and Malaysia, namely the policies implemented according to the challenges faced by the Indonesian Embassies in the accredited countries of the Indonesian Embassies in Malaysia and the Philippines, primarily related to the protection of Indonesian citizens and building a positive image of Indonesia, for example, the Indonesian Embassy in Malaysia and The Philippines utilizes various online media owned by the Indonesian Embassy portal and increases coaching content and conducts online education, seminars and training that is adapted to current conditions after people are getting used to using Information Technology (IT) post-covid 19.

The policies of the Indonesian Embassies in Malaysia and the Philippines towards fostering Muslim students in the context of strengthening and strengthening nationalism are directly proportional to the theory, which shows that the contribution of education to educating the younger generation is very much needed to advance the nation so that it can further achieve true independence through quality resources. One way to do this is by implementing national values in the campus and community environment. Through national values, it is hoped that attitudes of nationalism and patriotism will continue to develop among the wider community, especially students and the younger generation. The feeling of love for the motherland that is getting deeper in their souls will encourage positive and constructive behavior in the form of various beneficial activities so that the ideals of independence can be achieved even in a foreign country.

Rugani (2017) says that national education is a process of fostering and developing students' national insights that are oriented toward the birth of citizens who have a national spirit and love for the country. National education is one of the efforts to foster the national insight of citizens. This national education has two main aspects, namely, the moral aspect and the intellectual aspect. The ethical element of national education refers to the commitment of a person or society to maintain the nation's existence and improve its quality of life. Meanwhile, the intellectual aspect of national education is an effort to increase the knowledge and skills of citizens to respond to their potential and face challenges that threaten the nation.

Increasing understanding and implementation of ethical and character values will significantly contribute to the practice of national education. Furthermore, teachers are expected to play an active role in efforts to instill and foster national values among students as the nation's next generation. The implementation of national insights can be guided by the four basic consensus of the state, namely Pancasila, the 1945 Constitution, Bhinneka Tunggal Ika, and the Republic of Indonesia (Saharia Hj. Ismail, 2017). The Pancasila student profile is one of the efforts to realize national insight and character building in the student environment. In their writings, Widiyanti et al. (2022) said that there are three purposes for realizing nationalism. First, national insight determines the nation's utilization of geographical, historical, sociocultural, economic, and political conditions and state defense and security in achieving

goals and guaranteeing national interests. Second, national insight determines the nation's position in the relationship system with fellow nations and in association with other countries worldwide. Third, national insight contains a spirit of unity to ensure the existence and improvement of the quality of national life and requires adequate knowledge about present and future challenges.

The Role of the Indonesian Student Association in Strengthening and Consolidating the Nationalism of Muslim Students in Malaysia and the Philippines

Based on the research findings, FPI Malaysia and PPI Philippines have methods and strategies to improve and strengthen nationalism among students, especially Muslim students at the Indonesian Embassy in Malaysia and the Indonesian Embassy in the Philippines. This is in line with the theory of the role of youth organizations as a supporting component in the nation's defense and security system to strengthen the economy and state security. As a supporting component, youth organizations are one of the resources directed to enhancing supporting components within the National Defense, which aims to maintain national sovereignty and state integrity and protect the entire nation. Supporting Components are national resources that can increase the strength and capability of the primary and reserve components (Law No. 3 of 2002 concerning National Defence).

The same thing was also conveyed by Supriyanto at the Indonesian Embassy in Malaysia, who said that in this era of globalization, the institutional capacity of student and community organizations has not been optimal in empowering the community as a government partner to support government administration, government facilities are needed to optimize the empowerment of these organizations. Socialization and brainstorming are essential in enhancing the role and function of student organizations in development, giving the consequence of the importance of building an organizational management system that meets sound organizational principles to achieve national and state goals.

Student and youth organizations are relationship systems between people internally to achieve common goals and divide tasks and responsibilities (Susanti, 2020). So, cooperation between other organizations is needed to ensure a good environment and a healthy shared vision and mission. Fremont E. Kast and James E. Rosenzweig in Azidin et al. (2022) state that an organization must make 4 (four) main elements. The four main elements are a. Goals-oriented, which means an organization is always oriented towards achieving goals; b. Psychosocial system is the relationship between people in a workgroup. c. In structured activities, people work together in patterned relationships. And the last d. Technological system members of the organization use technology and knowledge in carrying out their activities.

Meanwhile, each organization is greatly influenced by the leader's ability to achieve and determine the goals to be achieved (Simarmata et al., 2021). So, leadership involves other people. The power (power) to use influence means the ability to change the attitudes and behavior of individuals in a group because it is very natural for these two organizations (PPI Malaysia and PPI Philippines) to carry out programs to strengthen and strengthen national insights to be carried out with a strategy different.

Personal Efforts of Indonesian Muslim Students in Malaysia and the Philippines in Improving Nationalism

Based on the findings of this study show that Indonesian Muslim students, both studying in Malaysia and the Philippines, have made efforts to strengthen and consolidate nationalism through four (4) methods, namely, participating in activities aimed at increasing and enhancing nationalism carried out by the Indonesian Embassies both in Malaysia and in Manila; participating in activities to strengthen and strengthen nationalism held by PPI Malaysia and PPI Philippines; carry out small group activities in improving and enhancing national insights such as informal discussions (one gang/group); and carry out personal activities in the context of increasing and strengthening national insights by reading, direct informal discussions with related parties.

The results of this study indicate conformity with the characteristics of the plural Indonesian nation and its territory in the form of islands located in Southeast Asia. The Indonesian national outlook is a philosophical and normative guide. Indonesian nationalism needs to be encouraged with the intention that citizens are aware of the importance of living together as a nation based on equal rights and obligations before the law. The national insight aims to revive the spirit of nationalism. It encourages the realization of a harmonious life, maintains the nation's integrity, and encourages the attainment of national goals. Love of the motherland is an affection and a feeling of love for the place of birth or the homeland. It can be said that the Unitary State of the Republic of Indonesia was born by a generation that has the idealism of loving the motherland and nation. It can be proven that other countries might still colonize the State of Indonesia without love for the homeland.

The strength and spirit of the fighters at that time arose from a sense of love for the motherland and nation. They work hand in hand in gathering strength; they are warriors without any strings attached. This love for the homeland can be instilled starting from home education by discussing parents' experiences with warrior figures, telling about how difficult the struggle for independence was, and how happy we are to have the State of Indonesia, with its diversity of cultures, religions and languages. This gratitude is instilled in oneself and the environment, including students always thinking positively of the State (S. U. Hasanah, 2019). Maybe I still have a sense of love for the motherland. Realizing the next generation who has a sense of love for the homeland is essentially a joint task of various parties; if each forming component synergizes with each other, this will likely be very easy to realize, but still, it returns to each person (Hanipasa et al., 2017).

Degradation has had a significant impact on the crisis of unity; because of that, many conflicts with dimensions of religion, race, ethnicity, and others have threatened the territorial integrity of the Unitary State of the Republic of Indonesia. This happened because national insight was not used to build and advance the nation at this time. So, the crisis has not shown signs of when it will end (Faizah, 2020).

5. CONCLUSION

Based on the analysis and discussion of the data, the authors obtained the conclusions that can be drawn from this study.

1. The role of the Indonesian Embassy in Malaysia and the Indonesian Embassy in Manila in strengthening and strengthening the national outlook of Muslim students is carried out with

3 central policies, namely: upholding state sovereignty and upholding Indonesian identity; protection of Indonesian citizens in Malaysia and the Philippines and excellent public services; and integration and building a positive image of Indonesia.

2. PPI Malaysia's role in strengthening Muslim students is carried out by 5 (five) methods: holding national meeting activities, watching national news broadcasts, deepening the national culture, doing good deeds and caring for others, and attending an Education class or program. Meanwhile, the role of PPI Philippines is carried out using 5 methods as well, namely: Education and teaching, socialization, acculturation, Cooperation, and exemplary.

3. The findings of this study show that Indonesian Muslim students who study in Malaysia and the Philippines make efforts to strengthen and consolidate nationalism through four (4) methods, namely, participating in activities aimed at increasing and enhancing nationalism carried out by the Indonesian Embassy both in Malaysia nor in Manila; participating in activities to strengthen and strengthen nationalism held by PPI Malaysia and PPI Philippines; carry out small group activities in enhancing and strengthening national insights such as informal discussions (one gang/group); and carry out personal activities in the context of increasing and strengthening national insights by reading, direct informal discussions with related parties.

6. RECOMMENDATION

The suggestions and recommendations from the results of this study include

1. For the Indonesian Embassy in Malaysia and the Indonesian Embassy in the Philippines
 - a. Programs and activities to strengthen and consolidate nationalistic insight should be carried out regularly and scheduled like a syllabus in learning with measurable topics and clear goals.
 - b. The Indonesian Embassy in Malaysia and the Indonesian Embassy in the Philippines need to involve Indonesian citizens (not only students) in Malaysia and the Philippines, considering the role of Indonesian citizens for students is important in shaping role models.
 - c. The Indonesian Embassy in Malaysia and the Indonesian Embassy in the Philippines should have a booklet containing the strengthening and consolidation of nationalistic insights that are given to Indonesian citizens and students studying in the country and conduct periodic CBT exams related to national insight for Indonesian citizens who will extend their residence permit and or will return to Indonesia.
2. For PPI Malaysia and PPI Philippines
 - a. PPI Malaysia and PPI Philippines should have mandatory programs and activities in order to strengthen and consolidate national insight which are carried out regularly and scheduled starting from the training system, seminars, workshops and others.
 - b. PPI Malaysia and PPI Philippines should make knowledge and character that values national insight and love for the country as a requirement in electing PPI administrators and in receiving reports on the accountability of the old administrators.

c. PPI Malaysia and PPI Philippines should have a sound control system for administrators and members (students studying in Malaysia and the Philippines) related to the values of hubbul-wathan and moral decadence that occurs in PPI members both as administrators and not administrators but registered as students in the country.

3. For students studying in Malaysia and the Philippines

a. Students must be active in activities conducted by the Indonesian Embassy and PPI to improve and strengthen their nationalistic insight.

b. Students as individuals must have an orientation as coaches. Coaching is defined as assistance from a person or group aimed at another person or group through coaching material to develop abilities as expected.

c. The role of individual students as a supporting component in strengthening national insight and fostering the values of love for the country. As a supporting component, each overseas student should be the best example and become a role model among other students in the country.

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CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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