

# NATIONALISM EDITION INTERACTIVE TEXTBOOK: SOLUTION TO ENHANCE NATIONAL INSIGHT OF MIGRANT WORKER'S CHILDREN IN MALAYSIA

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## ABSTRACT

*The effort to preserve national identity has become an increasingly difficult challenge for Indonesian Migrant Worker children in Malaysia, who are often separated from Indonesian culture and educational systems. Growing up in a multicultural environment, these children require resources that can strengthen their sense of nationalism to prevent the erosion of Indonesian cultural identity. This study aims to address this need by developing an interactive textbook on nationalism to enhance the national awareness of Indonesian Migrant Worker children at ICC Muar, Johor. Using a Research and Development (R&D) approach with quantitative assessments through pretests and posttests, this study shows a significant improvement in students' national awareness, with a mean score difference of 29.0, a t-statistic value of 6.692 ( $p < 0.001$ ), and a Cohen's d of 2.116. These results indicate that the interactive textbook is effective in reinforcing national identity. This study recommends the use of interactive textbooks in non-formal education as an effort to safeguard national identity among IMW's children growing up in multicultural settings.*

## ABSTRAK

Upaya menjaga identitas nasional menjadi sebuah tantangan yang semakin sulit bagi anak-anak Pekerja Migran Indonesia (PMI) di Malaysia yang sering kali terpisah dari budaya dan sistem pendidikan Indonesia. Tumbuh di lingkungan multikultural, anak-anak tersebut membutuhkan sumber daya yang dapat memperkuat rasa nasionalisme mereka untuk mencegah terkikisnya budaya nusantara. Penelitian ini bertujuan untuk menjawab kebutuhan tersebut dengan mengembangkan buku ajar interaktif edisi nasionalisme guna meningkatkan wawasan kebangsaan anak-anak PMI di ICC Muar, Johor. Melalui pendekatan Penelitian dan Pengembangan (*Research and Development/R&D*) dengan asesmen kuantitatif melalui pre-test dan post-test, penelitian ini menunjukkan peningkatan signifikan pada wawasan kebangsaan siswa, dengan perbedaan skor rata-rata sebesar 29,0, nilai t-statistik 6,692 ( $p < 0,001$ ), dan nilai Cohen's d sebesar 2,116. Hasil ini menunjukkan bahwa buku ajar interaktif tersebut efektif dalam memperkuat identitas nasional. Penelitian ini merekomendasikan penggunaan buku ajar interaktif dalam pendidikan non-formal sebagai upaya menjaga identitas nasional di kalangan anak-anak PMI yang tumbuh di lingkungan multikultural.

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## INTRODUCTION

Education not only serves as a tool to acquire knowledge but also as a means to build a strong national character and identity (Qadariah, 2021). National insight is a deep understanding of a nation's identity, history, and values. In globalization, intercultural interaction intensifies, and national insight is becoming increasingly crucial, especially for the younger generation, including the children of Indonesian Migrant Workers (IMWs) living abroad. Globalization has positive and negative impacts and opens up cultural and knowledge exchange opportunities. However, it can also erode national identity if it is not balanced with a strong understanding of nationality.

IMWs children living abroad, particularly in Malaysia, often grapple with the challenge of preserving their national identity. They are constantly exposed to foreign cultures that may not align with the values they have been taught in Indonesia. Therefore, national insight is a crucial buffer that helps them understand and appreciate their origins and culture. Studies have found that globalization significantly changes people's mindsets, behaviours, and social identities, especially in the younger generation (Purnama et al., 2023). Therefore, efforts are needed so that children practice Indonesian cultural values more than values from the outside world.

A study reveals that the nationalism of migrant workers in Malaysia, including those in the Muar area, Johor, remains quite high (Maksum & Surwandono, 2018). This national pride needs to be preserved in the next generation, particularly among IMWs children in Malaysia. However, many IMWs families in Malaysia, on average, do not fall into the upper economic category, which limits their access to formal education. Therefore, institutions like the Indonesian Community Centre (ICC) Muar are crucial in providing migrant workers in the region with access to non-formal education (Lasmi, Marpuah, Rahman, & Hassan, 2022).

ICC Muar must be optimized as an educational facility that can maintain the identity of IMWs children as descendants of Indonesia through increasing national insight. This effort can be implemented using engaging learning media during the learning process at ICC Muar. Interactive textbooks support success in achieving learning objectives (Hanifah, 2014). According to previous studies, interactive textbooks can encourage students to understand the material better and more deeply (Aulia et al., 2024). Therefore, interactive textbooks are relevant to increasing the national insight of IMWs children at ICC Muar.

Non-formal education, a crucial component in providing learning opportunities for IMWs children who may be hampered by limited access to formal education, deserves our appreciation. Through the programs organized by ICC Muar, these children can acquire the knowledge and skills necessary to compete in the global world. Non-formal education is flexible in curriculum and methodology, focusing on students' needs and interests and developing social skills and attitudes of tolerance essential for their future (Zulkarnain, Amin, Cakranegara, & Rajab, 2022). It also requires civic involvement or university representatives to support positive growth in building communities (Maulana & Bakhrun, 2024). This is because institutions such as ICC Muar also need university support, such as helping teachers, providing motivation, material assistance, etc.

Previous studies indicate that Citizenship Education teaching materials within the 2013 Curriculum, designed with a local wisdom approach, have effectively enhanced students' understanding of Indonesian culture, particularly for Grade 7 students in Indonesia (Santoso & Wuryandani, 2020). These materials are grounded in Culturally Responsive Teaching (CRT) learning theory, which suggests that learning is more

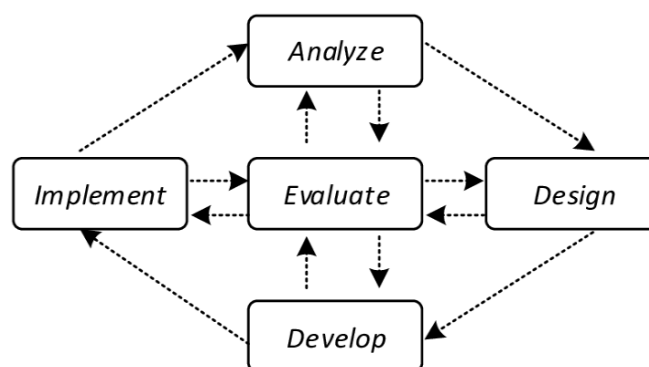
meaningful when it connects directly with students' cultural context (Idrus & Sohid, 2023). However, current implementations are limited to students in Indonesia, with little research addressing national awareness among Indonesian children living abroad. National insight, as a concept, refers to a deep understanding of national identity, values, and cultural heritage, which can be significantly impacted by engaging and culturally relevant educational resources. Developing an interactive nationalism edition textbook responds to this gap by providing migrant worker children in Malaysia with resources that encompass Indonesia's history, culture, national values, and natural beauty. With the development of the nationalism edition of the interactive textbook, the hope is that IMWs children will not only understand national insights but also be able to apply them in their daily lives. This interactive textbook can help IMWs children become Indonesian ambassadors in Malaysia, spreading positive values about their nation to the surrounding environment.

Finally, this research offers a novelty in the form of the development of an interactive textbook for nationalism editions that is specifically designed for the children of Indonesian Migrant Workers in Malaysia. This textbook focuses on increasing national insight through culturally relevant materials and utilizes learning media to increase student interest and engagement. Based on this background, this study seeks to answer whether the nationalism edition of the interactive textbook can increase the national insight of IMWs children at ICC Muar. Thus, this study hypothesizes that interactive textbooks can significantly increase students' national insights. This study is expected to support non-formal education aimed at maintaining the national identity of Indonesian children in a multicultural environment.

## METHOD

The method used is research and development (R&D), focusing on developing and implementing interactive textbooks as a learning medium for nationalism. This approach was chosen to develop, implement, and evaluate the effectiveness of these textbooks in enhancing the national insight of IMWs children in Malaysia, specifically at the Indonesia Community Centre (ICC) Muar. This quantitative study aims to measure changes in national insight before and after introducing interactive textbooks. The design incorporates a pretest and posttest to assess the textbook's effectiveness. The research was conducted from September 1–26, 2024, at ICC Muar, Johor, Malaysia. Using purposive sampling, the study focused on Indonesian Migrant Workers' (IMWs) children aged 9–13 years, with a sample size of 10 students. Furthermore, the research procedure is carried out according to the following stages (Hidayat & Muhamad, 2021):

Figure 1. ADDIE's RnD Process



Source: Anglada (2007)

Some of the stages are as follows: The first step needs analyzing. They are analyzing the need for materials for nationalism in ICC Muar children. Observation and discussion can be used to understand the needs and learning interests of ICC Muar students. Secondly, make the textbook design. Design interactive textbooks based on needs analysis, including content appropriate for the national curriculum. This starts by dividing the textbook content into easy-to-understand and interactive chapters and choosing a suitable design for the student's age. Finally, material, media, and language experts will be invited to validate the initial design of the textbook. The third one is developing the textbook. Developing an interactive textbook prototype. Integrating all the design elements into the print is necessary, and testing them on three experts is necessary to ensure quality. This stage includes testing Material, Media, and Language components by experts, which are presented in table form to document and assess each component systematically.

**Table 1.** Material Expert Validation Instrument

Suitability	Aspect
<b>Material</b>	Content aligns with the curriculum and learning objectives.
	Depth of content matches student abilities.
	The content encourages curiosity about Indonesia.
<b>Media</b>	The cover design is appealing and aligns with the theme.
	Images are clear, proportional, and enhance understanding.
	The page layout is consistent and attractive.
<b>Language</b>	Students easily understand language.
	Grammar and spelling follow proper rules.
	Sentences are effective and engaging.

Table 1 presents a grid of validation instruments used in this study, which will be assessed using the Likert scale of 1-5, covering aspects of material, media, and language adapted from similar research related to the development of teaching materials for elementary school students. According to Nieveen, teaching materials are said to be valid if the component of the material should be based on the state of the art knowledge (content validity), and all components should be consistently linked to each other (construct validity) (Ismail, Rifma, & Fitria, 2021).

The fourth step of this ADDIE's step is implementation. Applying textbooks to learning at ICC Muar. In this part, textbooks are used in the learning process with ICC Muar students. The final step, the last one, is evaluation by collecting national insight data using pretest and posttest questionnaires before and after the implementation of textbooks. After that, we can analyze changes in students' national insights.

Textbook validation data was collected using expert questionnaires covering subject matter, language, and design aspects and measured with Aiken's V to ensure content validity. A pretest-posttest approach was used to assess changes in students' national insight. Students completed a test with 10 questions about national heroes, historical buildings, and traditional Indonesian foods before and after learning with the textbook. The results of these tests were analyzed with a paired t-test in SPSS to determine any significant changes in students' national insight.

## RESULTS AND DISCUSSION

### 1. Results of Needs Analysis

Upon arrival at ICC Muar, the field's or students' needs was analysed. According to Lasmi, S.S., the manager of ICC Muar, Indonesian children face many challenges in the centre. She said that because these children have lived far from Indonesia since birth, they barely learn about their homeland's culture, history, and values. This often leads to a lack of direct connection with Indonesia, hence very minimal knowledge or understanding of their roots, which is important in building a national identity. It is a condition that necessitates special educational intervention to bridge the gap between these children and their heritage. Indeed, earlier studies have highlighted that effectiveness in learning processes, including subjects such as Pancasila and Citizenship Education, highly depends on the quality and attractiveness of learning media (Fahrurrozhi, Kurnia, & Basuki, 2023). Interacting and engaging media might capture students' interests and hold their motivation to learn, making abstract or far-away themes more familiar and accessible for deeper understanding.

**Figure 2.** Discussion with the Muar ICC Manager



Source: Photo by Researcher, 2024

As the discussion went on, it was further revealed that traditional teaching methods and nondynamic materials usually do not catch the attention of small children, especially when emotions or experiences are not linked to the subject matter. Such children need the learning process to be staged in a manner that sends across information most enjoyably and memorably. Fun learning media like interactive textbooks, digital platforms, or gamified activities could inspire curiosity to maintain engagement. In such a way, this method ensures that the kids will absorb knowledge about Indonesia and develop a real interest in exploring and understanding their own cultural identity. In themselves, such media can make learning fun with their beautiful designs, relevant examples, and hands-on activities that will make the children proud of their heritage.

Given the critical role of learning media in shaping students' educational experiences, the need to develop innovative and culturally relevant resources for ICC Muar becomes evident. These materials should be tailored to the unique needs and circumstances of the children, ensuring that they address the gaps in their understanding while also fostering a love for learning about Indonesia. This is the implementation of learning media, which supports children's cognitive development and preserves their national identity even in a multicultural atmosphere, far from the motherland. Hence, creating entertaining learning media for addressing such a need becomes a vital and urgent issue for children close to Indonesia and the values carried.



**Figure 3.** Bookshelves at ICC Muar



Source: Photo by Researcher, 2024

Observations of classroom conditions in ICC Muar showed various critical shortcomings of the learning resources. The most prominent issue here is the absence of literature explaining the Indonesian historical figures depicted in the Rupiah currency. The absence means children are deprived of knowledge about the leading national heroes of Indonesia who have been pivotal in forming the history of Indonesia. Furthermore, the current citizenship education books in ICC Muar have failed to introduce Indonesian tribes to children interestingly and creatively. Without pictures and descriptive stories, the material has been unable to make Indonesian students curious or proud about the rich cultural diversity in Indonesia. Equally, there is little or no content on interesting destinations in Indonesia that would motivate kids to learn about and possibly visit their home country. These gaps curtail how the educational materials can facilitate effective communication between the children and those of Indonesian origin.

This situation reflects a broader challenge in education, as highlighted by Syafi'i, who found that external factors, such as the availability and quality of learning resources, play a significant role in determining students' academic achievement (Syafi'i, Marfiyanto, & Rodiyah, 2018). A lack of appropriate and engaging materials often leads to low learning motivation and suboptimal learning outcomes. This is crucial for the children in ICC Muar, whose exposure to Indonesian culture and values is already limited by their geographical and social setting. The scarcity of resources that are at once age-appropriate, visually stimulating, and informative further exacerbates this gap, leaving the children without effective tools to learn about their heritage.

These observations show that developing interactive and modern learning media is highly relevant to their needs. The materials must contain updated information about Indonesia, presented in a way that is easy for children to understand and enjoy. Attractive designs, such as colorful illustrations and interactive elements, can make learning more engaging and enjoyable. Features such as quizzes, puzzles, and interactive activities not only enhance learning but also help reinforce the knowledge acquired. By addressing these needs, the proposed interactive textbooks can serve as a solution to bridge the gap in educational resources, fostering a deeper connection between the children and their Indonesian roots while promoting more effective and enjoyable learning outcomes.

## **2. Textbook Design**

### **a. Updated Materials About Indonesia**

Reprinted material from and about Indonesia will greatly enhance the sense of cultural belonging among Indonesian children growing up in and away from their

motherland. The knowledge of the local culture has to be aggressively promoted to the children through training to make them truly recognize how rich Indonesia is concerning culture. This aligns with the findings that teaching materials rooted in local wisdom play a crucial role in enhancing the resilience of Indonesian culture, helping it withstand the influences of globalization (Santoso & Wuryandani, 2020). By integrating cultural knowledge into educational resources, children can develop a deeper connection to their roots, fostering pride and a sense of belonging to their nation.

Figure 4. Sample Material Content



Source: Research Products, 2024

Therefore, the textbook materials are meant to encompass various topics representative of Indonesia's diverse cultural and historical landscape. For example, they contain extensive content about important Indonesian historical figures who have shaped the nation's journey. These figures are presented in a manner that makes their stories relatable and inspiring to young learners. The textbook also introduces children to various tribes in Indonesia, representing the different traditions, languages, and forms of art that mark one group of people from the other. In this variety, children can understand that unity in diversity is one of the core values instilled in every Indonesian.

Besides, the textbook provides views concerning historical places and various amazing destinations in Indonesia, putting them not only as places for trips but also as passageways to understand the nation's history and cultural richness. The textbook provokes interest and motivation for children to learn more about their country by stating their importance. This approach ensures that learning surpasses mere memorization of facts and transforms into an engaging experience that connects children emotionally with their homeland. Updating materials in this way, the textbook is a very important tool to preserve and pass on Indonesia's cultural heritage to the next generation, making them proud ambassadors of their nation wherever they live.

#### b. Attractive Design

An attractive design is the first thing to consider when creating effective learning materials, especially for children. The textbook is well-designed with bright and colorful visuals that will appeal to young learners, ensuring that the presentation immediately captures their attention. Children are naturally drawn to engaging and visually stimulating materials, which helps sustain their interest and motivation during learning. Color use beautifies and helps the child organize the text for easier navigation and comprehension of the material. The elements help create an inviting and enjoyable visual atmosphere in the textbook, and they are interactive.

Figure 5. Textbook Design Examples



Source: Research Products, 2024

Graphic visualizations appropriate for the learning topics enrich the materials within the textbook. For instance, on traditional Bugis food, a mouth-watering illustration of Coto Makassar represents traditional Bugis food as an important feature of Bugis food culture. These kinds of pictures support textual information and help the children learn cultural knowledge better with the availability of some references. These visual representations bridge the gap between abstract knowledge and real-world understanding, making learning more relatable and impactful.

Research has shown that appealing designs in educational media can help in effective learning (A et al., 2023). Appealing materials draw children's attention and help them retain information more effectively by triggering the visual learning capabilities of their brains. This becomes crucial for small children, who learn most things around them through observation. It changes a routine learning activity into an exciting journey of exploration and discovery with an appealing design.

Given its importance, the learning media should include an interesting design to meet the needs and preferences of children. An attractive textbook provides information and creates an atmosphere that makes learning seem fun and easy. The textbook, using bright colors, clear visualizations, and a well-thought-out arrangement of content, keep the child focused and eager to learn. This approach enhances engagement and optimizes the learning process, making it an essential part of educational resources for young learners.

### c. Interactive Quizzes

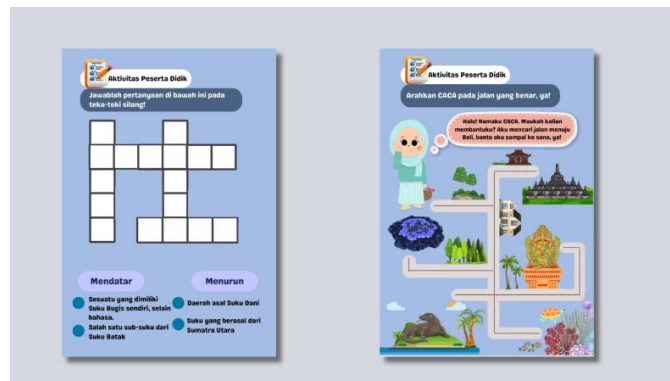
Interactive quizzes are important in improving learning effectiveness and making it more interactive and meaningful for students. According to Nasution, interactive learning media has contributed significantly to improving student learning outcomes because students can participate more actively and increase their thinking activity (Nasution, 2023). With such a view, this textbook contains several interactive quizzes that can help measure students' knowledge in a relaxed and enjoyable manner. The quizzes also act as assessment tools but introduce students to a more engaging mode of active interaction with the learning materials, thus making it very pleasurable and memorable in learning.

The activities embedded within these quizzes are carefully designed with young learners in mind concerning their interests and levels of cognition. As such, students can find their place in solving crossword puzzles by recalling and applying prior knowledge about Indonesia's culture and history. This game-like activity fortifies memory retention



and introduces a competitive aspect, making learning even more engaging. Furthermore, matching pictures with the right information enables students to practice critical thinking by matching visual representations with textual descriptions. Such activities, therefore, are highly useful in helping children grasp and retain even abstract concepts, breaking them down into understandable and interactive pieces.

Figure 6. Interactive Quiz



Source: Research Products, 2024

Other interesting activities include "connecting pictures," where students are supposed to connect the picture with the category or description it belongs to. This activity promotes visual learning and helps students connect different things to understand the material more deeply. These interactive activities appeal to children's natural curiosity and love for hands-on activities, making traditional learning more playful and engaging.

By integrating interactive quizzes, the textbook keeps the students engaged in learning. These activities provide immediate feedback that allows students to understand their areas of excellence and where they must put in more effort. The interactive nature of the quizzes also motivates them to have a sense of achievement, thus making them want to continue seeing more. This approach develops more than just better knowledge of the subject matter; it also creates a positive attitude towards learning; it is an integral part of effective children's educational resources.

### 3. Expert Validation

The textbooks that have been developed still need validation from material, media, and language experts. This was obtained through a material, media, and language experts questionnaire. Then, the Likert scale of each item was measured using Aikne's V test to determine the feasibility of the nationalism edition of the interactive textbook. The results of the validity of the content were then calculated using the Aiken (1985) formula with the following formula:

$$\frac{(\text{Score from experts} - \text{Lowest score on the rating scale})}{(\text{Highest score on the rating scale} - \text{Lowest score on the rating scale})}$$

Source: Nabil, Wulandari, Yamtinah, Ariani, & Ulfa (2022)

### 4. Aiken's V Material, Media, and Language Experts

The feasibility guidelines refer to studies that state that Aiken's V can be valid if it has a minimum value of 0.75 (Nabil et al., 2022). The recap of the results of Aiken's V

calculations from experts on the three components (material, media, and language) can be seen in the table below:

**Table 2.** Results of Aiken's V Material, Media, and Language Experts

Component	Average Aiken's V	Category
Material	1,00	Good
Media	0,92	Good
Language	1,00	Good

Source: SPSS Results by Researchers, 2024

These results show that the nationalism edition of the interactive textbook is good in terms of material, media, and language. The study had a fairly small sample size, only 10 students, so the data need to be tested for normality to ensure the fulfillment of the normal distribution assumptions.

The data in the table above was obtained from the validation questionnaire filled out by Mrs. Lasmi, S.S., the manager of ICC Muar, as shown in Table 1. She has 8 years of teaching experience and a deep understanding of the needs of students at ICC Muar, so he is very suitable as a validator for the material, media, and language components in this national edition of the interactive textbook. Assessments were conducted using a Likert scale of 1–5, and the scores of each item were calculated using Aiken's V formula to determine the feasibility of the textbook.

## 5. Normality and Descriptive Test

**Table 3.** Data Normality Test Results

Test of Normality			
	Statistics	df	Sig.
Pretest score	0,245	10	0,09
Posttest score	0,248	10	0,082

Source: SPSS Results by Researchers, 2024

Based on the study, if the p-value is greater than the predetermined significance level (0.05), it can be said that the data is normally distributed (Handayani & Subakti, 2021). The results show that the p-value for students' insights before learning with textbooks (pretest) has a large and significant p-value of 0.090. This value is greater than 0.05 with the Kolmogorov-Smirnov statistical value of 0.245. So, the value data pretest In the national insight assessment, students met the assumption of normal distribution at the significance level of 5%. Likewise, the normality test for the posttest, which had a p-value of 0.082, was also greater than 0.05. So, the value data posttest has also been generally distributed at a significance level of 5%. After the data is proven to be normally distributed, a descriptive test can be carried out to compare students' national insight before receiving learning treatment with textbooks to students' learning interests after learning using Nationality edition textbooks.

**Table 4.** Descriptive Test Results

	Statistics		Std. Error
Pretest score	Mean	62	6.799
Posttest score	Mean	91	2,760

Source: SPSS Results by Researchers, 2024

The average score of the pretest students, or the results of measuring achievement about national insight before learning using textbooks, is 62.0. Then, the average learning achievement of students or the score from the national insight assessment after learning using textbooks (posttest) increased to 91.0. So that there is an increase in students' national insight. This study aims to analyze students' national insight before learning about the nationalism edition of the interactive textbook. Afterwards, the comparison can be analyzed using an uji-paired t-test.

## 6. Comparison of Students' National Insights Before and After Learning Using Textbooks

Table 5. Paired t-test Results

		One-side p	Mean differences	t	df	Lower	Upper	Cohen's d
Pair 1	Posttest score – pretest score	<0,001	29	6,692	9	19,197	38,803	13,703

Source: SPSS Results by Researchers, 2024

Paired t-test shows that a P value of  $<0.001$  means much smaller than the significance level of 0.05, then at the significance level of 5%, a very significant difference was found between students' national insight before and after using the Nationalism Edition Interactive Textbook.

The mean difference between the pretest and posttest values was 29.0. The t-statistical value is 6.692 with 9 degrees of freedom. The confidence interval in the test was 95%, with an average difference ranging from 19,197 to 38,803. This is also clarified by Cohen's d score of 2.116, which means that there is a large and significant difference between students' national insight before and after learning using the Nationality edition textbook. Thus, the results of this study show that the use of learning with the Nationality edition of interactive textbooks can significantly increase students' national insight at ICC Muar. This discovery aligns with previous studies that state that textbooks can improve student learning outcomes in science subjects (Wedyawati, 2020). Similar things were found in developing textbooks to improve student learning outcomes about societal norms (Arifa, Sari, Widodo, & Aniswatin, 2023). Thus, it has been proven by several researchers that textbooks have a positive impact on increasing student insight.

Developing interactive textbooks like this is necessary for the learning process because creative learning media can make students enjoy the learning process more (Adawiyah, Hasanah, Firdausi, & Lailiyah, 2022). Their attractive learning media can encourage students to understand the material better and more deeply (Firdausia & Wibawa, 2024). In line with the obstacles at ICC Muar, namely the lack of books that attract children to learn Indonesian insights, interactive textbooks can be one of the solutions. Student motivation is essential in the learning process. Interactive textbooks increase students' interest and active participation (Putra & Salsabila, 2021).

The design of assignments and learning exercises in this textbook requires students to interact with each other and participate in finding the right answers to increase students' interest and participation in learning. This effort shows high student motivation can accelerate learning and improve posttest results. Not only that, the culture-based learning model is also useful in improving student character (Maharani & Muhtar, 2022).

This is because Indonesian children with an attitude of nationalism can increase their love for the homeland (Ritonga et al., 2022). A love for the homeland will change the way children view other cultures found around them. Children who have a high sense of nationalism tend to feel proud of their national identity so that they can filter other cultures, especially in the middle of the rapid flow of globalization. In addition, there is a discussion about the stories of struggle and contributions of Indonesian heroes who are expected to be examples in behaving in daily life, fostering a sense of struggle, and interpreting historical events by maintaining national unity.

Efforts to develop learning media to increase national insight must also be balanced by the competence of teachers in teaching Citizenship Education in abd 21 (Kabatiah, Batubara, Ramadhan, & Rachman, 2024). Therefore, while developing this textbook, the author consulted and asked for validation from several parties who were considered experts according to their respective fields, so a textbook was created to meet ICC Muar's needs. In particular, this is urgent for Indonesian children in a multicultural environment, such as living abroad.

Findings from Rosida Rosida, Noor Fadiawati, and Tri Jalmo also said that the effectiveness of using interactive books in English to improve the character of students based on national cultural values is very high, in line with the success of the development of interactive textbooks to increase Indonesian insight and the spirit of nationalism for children at ICC Muar, so it can be concluded that the preparation of interesting interactive textbooks must continue to be developed and multiplied by various parties (Marsuki & Efendy, 2015).

Thus, the textbooks developed in this study positively impact Indonesian children far from their countries, such as children at ICC Muar. This can be seen by the increase in their national insight or knowledge of historical figures, tribes, and places of interest in Indonesia so that they get to know more about the local culture of Indonesia. Thus, further development of these textbooks, both in terms of the scale of use and enhancement of interactive features, can significantly contribute to the sustainability of national education for migrant workers in Malaysia and other multicultural contexts.

## **CONCLUSION**

This research emphasizes the importance of national insight for all Indonesian people, including the children of migrant workers in Malaysia. The development of the nationalism edition of the interactive textbook has proven to be effective in increasing the national awareness of WMIs children in Muar, Johor, Malaysia. Based on the study's results, there was a significant increase in students' national insight, measured by the average difference in pretest and posttest scores of 29.0. The paired t-test results showed a t-statistical value of 6.692 with a degree of freedom of 9 and a p-< value of 0.001, indicating a significant difference between national insight before and after using textbooks. Cohen's d of 2,116 indicates a large and significant difference in students' nationality insights.

Thus, the nationalism edition of the interactive textbook significantly increases the national insight of students at ICC Muar, especially in the aspects of history, culture, and national values. This also means increasing students' love for the homeland. The textbooks' colourful design, attractive images, and varied quizzes make learning more exciting and fun, encouraging students to increase their national insights. This study is expected to positively

impact the children of IMWs in maintaining their national identity and motivating them to deepen their insight into Indonesian nationality.

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