

**ANALYSIS OF NATIONALISM ATTITUDES BASED ON TEACHER
MOTIVATION IN BORDER AREA**

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Abstract

Rupat Utara and Rangsang Pesisir are areas located in the border zone between Indonesia and Malaysia. The significant potential for external influence in the border areas affects the level of nationalism among the people in the Rupat Utara and Rangsang Pesisir regions. As for the sample in this study involved 35 teachers from state high schools in Rangsang Pesisir and Rupat Utara, Data analysis in this study uses simple linear regression analysis, where this study analyzes the independent variable of Nationalist Attitude and the dependent variable of Teacher Motivation. with a regression coefficient value for the educator motivation variable (X) of 0.899 and a t-value of 4.826. The positive value of the educator motivation coefficient indicates that educator motivation has a direct relationship with the increase in teachers' nationalist attitudes. This shows that as educator motivation increases, so does the improvement in teachers' nationalist attitudes at public high schools in Rupat Utara and Rangsang Pesisir. The influence of educator motivation on the improvement of teachers' nationalist attitudes in state high schools in Rupat Utara District and Rangsang Pesisir District can contribute an impact of 41.4%, meaning that educator motivation can explain 41.4%. Meanwhile, the remaining 58.6% is influenced or explained by other variables not included in this research model.

Keywords: Nationalist Level, Educator Motivation, Rupat Utara, Public High School Teacher

INTRODUCTION

The word Nationalism is inseparable from the identity of a nation and love for the homeland within its society, which must be firmly instilled as a stance and loyalty to the Unitary State of the Republic of Indonesia. Patriotism is a force that comes from deep feelings and concern for the nation and country, which encourages someone to serve, protect, and advance their homeland. Patriotism is not just a spirit, but is also reflected in daily actions such as appreciating culture, preserving the environment, and defending the nation's interests.

The existing research gap regarding nationalism in border areas is limited to the entry of goods from abroad, calls to continue using domestic products, and promoting nationalism by holding flag ceremonies. There has been no in-depth research on the role of teachers in improving students' nationalistic attitudes, and there has been no

comparative research comparing how teacher motivation in different regions affects their efforts to enhance their students' nationalistic attitudes in their respective schools.

The Rangsang Pesisir Islands are one of the maritime areas located in the Meranti Islands Regency, directly bordering the Malacca Strait and Malaysia. This island is even closer to Malaysia than to the capital of Riau Province in Pekanbaru. Similarly, in Rupert Utara, Bengkalis Regency, even more so the travel distance only takes about thirty minutes in Malaysia in the Strait of Malacca compared to the capital of Bengkalis, which requires a journey of about four hours.

The most significant phenomenon was when the Malaysian ringgit became a legal tender alongside the rupiah in Rupert Utara because it is only about 38 km away from an area called Port Dickson in Malaysia. This proximity led the border communities, both the people of Rupert Utara and Malaysian citizens, to conduct economic transactions, resulting in the Malaysian ringgit becoming one of the legal payment methods alongside the rupiah. The same issue was also found in Coastal Stimulus Residents there say that the locals, especially schoolchildren, find it more appealing to become Malaysian citizens because they more frequently watch broadcasts and listen to the radio from Malaysia rather than Indonesian television broadcasts, due to better access to information.

The initial introduction of the Malaysia Ringgit currency, according to the secretary of Rupert Utara District, Ahmad Tarmizi, Rupert Island was originally just one district. Geographical proximity makes the residents of Rupert and Malaysia willing to trade with each other. As a result, the Malaysian Ringgit currency entered Rupert Island and became one of the payment currencies alongside the rupiah. In the past, the people of Rupert used to bring coconuts to the Malaysian border and exchange them for sugar and other basic necessities in the middle of the sea. The Malaysian Ringgit also entered Rupert Island through local residents who previously sought their fortunes in neighboring countries as workers.

Syamsurizal, the former Regent of Bengkalis Regency, once stated that the people of Bengkalis in North Rupert used to receive more information from Malaysia than from Indonesia. Malaysian television broadcasts were easier to access, as were Malaysian radio broadcasts, and even the students in schools there knew the Malaysian Prime Minister better than they knew him as the Regent of Bengkalis at the time. Therefore, Syamsurizal built roads and information access in North Rupert. The existence of the facts and data

mentioned above makes it very difficult to enhance the nationalism attitude of the community. One of the government's programs to increase nationalism, through the Riau Province Representative Office of Bank Indonesia, is organizing education for high school students on Rupert Island about the sovereignty of the Rupiah.

In addition to education, the handover of the Rupiah Love Library collection was also carried out at State Senior High School 1 Rupert Utara. Through this activity, it is hoped that awareness will grow always to use the Rupiah in border areas and that the love for the Rupiah, as one of the national symbols, will continue to develop. Therefore, we need the role of educators in schools to re-increase the motivation for nationalism attitudes within the community through education, especially in the Rupert Utara District of Bengkalis Regency and the Rangsang Pesisir District of Meranti Islands Regency.

Here is the data on the number of high schools/vocational schools in the Rupert Utara and Rangsang Pesisir districts.

Table 1 Data on the Number of Teachers and Students in Public High Schools in Rupert Utara

No.	The School Levels	Number of teachers	Number of students
1.	State Senior High School 1	22	338
2.	State Vocational High School 1	17	126
3.	State Vocational High School 2	13	82
	Amount	52	546

Source: Bengkalis Regency Education Office Year 2022

Tabel 2 Data on the Number of Teachers and Students in Public High Schools in Rangsang Pesisir

No	The School Levels	Number of teachers	Number of students
1.	State Senior High School 1	12	129
2.	State Senior High School 2	18	206
3.	State Senior High School 3	9	70
	Amount	39	405

Source: Meranti Island Education Office Year 2022

In enhancing the attitude of nationalism within the hearts of students, the teacher's role as the frontline is to instill the values of nationalism in students. The teacher strives to implement these values so that they can be absorbed and ingrained in the students, and encourages them to realize these values in their daily lives and economic activities within the community. The purpose of this research is to understand how educators' motivation

can enhance the nationalistic attitudes of the community in Rupert Utara District, Bengkalis Regency, and in Rangsang Pesisir District, Meranti Islands Regency.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Concept of Nationalism

The word Nation comes from a Latin language, namely "natio," which is an extension of the word nascor meaning "I am born." Therefore, it can be said that initially, the word nation or bangsa referred to a group of individuals or people born in the same region or area. A book about the history of nationalism by Hans Kohn, he defines nationalism as one of the forces that determine a direction and strength in modern human history. Nationalism can be defined as a doctrine or belief that the highest love and loyalty should be in the hands of the state. Upholding national values ingrained within oneself is part of the love for the nation and country.

Steven Grosby, in his book "The Cambridge History of Nationalism," understands nationalism as the belief that a nation is an entity with a shared history, identity, and purpose, bound to a specific territory or homeland. Overall, Steven Grosby views nationalism as a complex and dynamic force that shapes a nation's identity, purpose, and history, and serves as the foundation for the formation of the modern state. Based on several opinions put forward by the experts above, we can conclude that nationalism is a doctrine or belief that contains values of pride, loyalty, and love for the homeland, and always strives to maintain the integrity and progress of the nation and state.

Principles of Nationalism

In the book "Indonesia's Needs: Nationalism and Greed 100 Years of Bung Karno" by Anderson Benefeit There are five principles of nationalism as a manifestation of the spirit of nationhood and statehood, namely The First Principle of Nationalism is Unity: Affirming the unity among nations, regions, ideologies, governance, economy, defense, and culture. This shows that the country must remain united as one entity despite its diversity.

The second principle of nationalism is Freedom, which encompasses the freedom to choose one's religious beliefs, the freedom to express opinions in public, and the freedom to assemble and associate, whether as individuals or organizations. The third principle of nationalism is Equality, which means the same in the eyes of the

law in terms of rights and obligations. The fourth principle is Personality, which means that individuals have a personality that reflects their identity and self-esteem, growing from a sense of love and pride for their nation. The fifth principle is Achievement, which is an aspiration to realize collective welfare and freedom in creating a prosperous life.

Border Concept

Borders are the embodiment or manifestation of a country's territorial sovereignty. Borders have been systematically recognized through treaties or official legal recognition, which is a right of a country over the territory it knows. According to the opinion of political geography experts, the concept of borders can be distinguished into two, namely boundaries and frontier. These two definitions have different meanings and significance, although they complement each other and hold strategic value for the sovereignty of a country's territory.

Borders are called frontiers because their position is located at the front (front) or behind (hinterland) of a country. Therefore, frontier can also be referred to as foreland, borderland, or march. Meanwhile, the term boundary is used because of its function to bind or limit (bound or limit) a political unit, in this case, a country.

Types and Characteristics of Borders

First, the Isolated Border, which is an area where there is no general community activity due to war, conflicts between nations, hatred between ethnic groups, ideologies, and cultural differences. The Second, Adjacent Borders, which is a border area where border conflicts can be controlled by the respective governments, can arise from issues of competing ownership of highly strategic natural resources, leading to friction that causes conflicts at the border.

The Third Interdependent Border is a border area where both parties, especially the residents of the area, are involved in mutually beneficial economic activities, exchanging factors of production such as resources and labor. And fourth integrated borders are border regions that are interconnected in economic matters, forming a unity and nationalism of both countries and are part of a close partnership.

The Role of Educators/Teachers

In Law Number 14 of 2005, Article 1 concerning Teachers and Lecturers states that a teacher is a professional educator whose main duties are to educate, teach, guide, train, assess, and evaluate students at the formal education level. Teachers, as one of the main elements in education, possess core competencies such as pedagogy, personality, social skills, and professionalism. that are interesting to study, as it allows for the acquisition of a set of theoretical knowledge about teachers, particularly regarding matters related to them as educators. This knowledge is not only beneficial internally for the teachers themselves but is also understood to be externally useful for those who live and work outside the teaching profession, including the management of educational institutions that have recruited or will recruit teachers as educators.

Teachers don't just act as educators; they also serve as role models, mentors, and moral and ethical guides. Teachers not only have the responsibility to teach; more importantly, they have the responsibility to be educators. They are responsible for building character, setting an example, and guiding students in various aspects of life, both academic and non-academic. Teachers can use this opportunity to teach values such as honesty, fairness, and a sense of responsibility. They can help students understand how their actions impact others and the importance of acting with integrity and a sense of responsibility through practical examples and open discussions.

The presence of educators or teachers in the learning process plays an important role that has not yet been replaced by machines or even robots. Even though technology is advanced, the role of teachers as guides requires irreplaceable elements of human attitudes. Additionally, teachers also serve as motivators for students in the learning process. A teacher as an educator not only has the duty of transferring the knowledge they possess to their students but also strives to shape the morals and personalities of their students, so they become more mature and possess more developed (intellectual, emotional, and spiritual) intelligence and can be responsible.

In the perspective of Islam, a teacher is a very noble profession, because education is a central theme in Islam. Prophet Muhammad (peace be upon him) himself is often

referred to as the "educator of humanity" or "educator of mankind." For Islam, a teacher must not only be seen as an instructor but also an educator. Therefore, in Islam, someone can become a teacher not only because they have met the qualifications of knowledge and academics, but more importantly, they must have commendable character. Teacher not only imparts knowledge but also, more importantly, shapes the character and personality of their students with morals and teachings of Islam. A teacher in the Islamic concept is a source of knowledge and morality.

Previous Research

Table 3 Previous Research

No	Research Name	Title	Years	Conclusion
1.	Agus Mansyah	Nasionalisme Masyarakat Indonesia di Perbatasan (Studi di Kabupaten Sanggau Kalimantan Barat)	2017	Nationalism in Indonesian society in the border district of Sanggau Kalimantan Bata fosters a strong sense of nationalism among the community. The government is developing good infrastructure and facilities to support community activities and provide education and national awareness to the people there.
2.	Muhammad Fahri Gafur	Ketahanan Sosial Masyarakat di Wilayah Perbatasan Pulau Sebatik	2016	Social life in Sebatik is influenced by a heterogeneous community with Malaysia citizens. Nationalism in the society there still upholds the values of love for the homeland, while on the other hand, it is indeed influenced by economic activities from the Malaysia region.
3.	Rista	Peran Guru dalam Membentuk Sikap Nasionalisme Siswa	2014	Forming the characteristics of nationalism through activities such as flag ceremonies every Monday, encouraging students to maintain environmental cleanliness, consistently enforcing discipline, and being mindful of national holidays.

Source: Meranti Island Education Office Year 2022

Research Mode

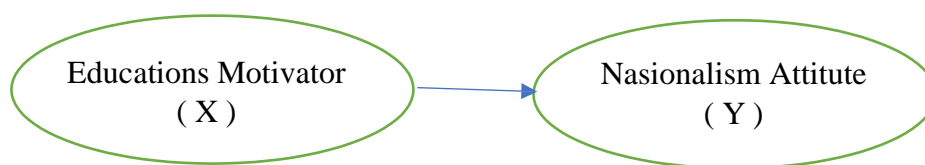


Table 4. Operational Concept Definitions of Research Variables

No	Variabel	Defenisi	Indikator	Skala
1	Nasionalism Attitude (Y)	Nationalism is a feeling of love, pride, and loyalty towards one's country, as well as a willingness to contribute to the country's progress and sustainability.	Love of Country National Pride Citizen Participation	Likert
2	Educaions Motivator (X1)	Teacher motivation is the internal or external drive that encourages teachers to perform their work with enthusiasm and dedication, which in this context, includes efforts to cultivate nationalism in students.	Intrinsic Motivation: Job satisfaction, interest in the subject matter, concern for students Extrinsic Motivation: Support from school, recognition, promotion	Likert

Source: Research Processed Data, 2025

EMPIRICAL METHODOLOGY

The research was conducted at the Senior High School in Rupert Utara and the Rangsang Pesisir District. The sample in this study consists of 35 high school teachers from Rupert Utara, Bengkalis Regency, and 35 general secondary school teachers from Rangsang Pesisir, Meranti Islands Regency. The data collection method in this study uses an interview and questionnaire approach. Interviews are a technique for collecting information by directly engaging in question-and-answer activities with the research subjects. The questionnaire is a method or technique used by researchers to collect information from the research subjects. In this study, the questionnaire was also given to 70 high school teachers in Rupert Utara and Rangsang Pesisir.

In this research, the discussion plan is carried out by collecting results from interviews conducted with the local community around the border area and research questionnaires distributed to high school teachers in North Rupert District and Rangsang Pesisir District. The interview results will be analyzed using a qualitative approach, and the research questionnaire results will be analyzed using quantitative analysis with the Simple Linear Regression method.

RESULTS AND DISCUSSION

Statistik Deskriptif

Descriptive statistics are generally used by researchers to provide information about the main characteristics of the research variables and the demographic data of the respondents.

**Table 5 Descriptive Statistics of High School Teachers
Rupert Utara District and Rangsang Pesisir District**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Educator Motivation (X)	35	18	30	22.60	3.743
Nationalist Attitude (Y)	35	24	40	30.03	5.233
Valid N (listwise)	35				

Source: Primary processed data

Based on the calculation results, it can be seen that out of the 35 (thirty-five) samples included in this study, the educator's motivation, which is the independent variable (X), has an average value of 22.60 with a standard deviation (SD) of 3.743. This means that the extent of data deviation from the motivation of high school teachers in Rupert Utara , Bengkalis Regency, and Rangsang Pesisir , Meranti Islands Regency is 3.743. The variable of increased nationalist attitude, which is the dependent variable (Y), has an average value of 30.03 with a standard deviation (SD) of 5.233. This means that the data deviation from high school teachers in the Rupert Utara District of Bengkalis Regency and the Rangsang Pesisir District of the Meranti Islands Regency is 5.233.

Validity Test

The testing tool used is Pearson correlation, which correlates the score of each question item with the total score of the variable. The decision-making rule is that if there is a relationship between the question items and the total questions overall, and the correlation value is below the significance level (α) of 0.05, then the questionnaire is declared valid. With a significance level of 5% and a sample size of 35, with df 33 (35 - 2), the table r value is 0.344.

**Table 5 Validity Test of High School Teacher
Rupat Utara District and Rangsang Pesisir District**

Variabel	Pertanyaan	Korelasi	Status
Pendidik (X)	X1	0,897	Valid
	X2	0,926	Valid
	X3	0,905	Valid
	X4	0,856	Valid
	X5	0,895	Valid
	X6	0,420	Valid
Profesionalisme (Y)	Y1	0,924	Valid
	Y2	0,895	Valid
	Y3	0,892	Valid
	Y4	0,929	Valid
	Y5	0,936	Valid
	Y6	0,829	Valid
	Y7	0,852	Valid
	Y8	0,513	Valid

Source: Primary processed data

Based on the table above, it shows that all the question items of the teacher research variables at the Senior High School level in Rupert Utara District and Rangsang Pesisir District have correlation values (r) greater than the table r value of 0.344, which means all the question items can be considered valid and can be used as research instruments. All questions in the questionnaire that form the variables have been validated. The results of this validity test indicate that all questions in the questionnaire can be used, allowing for the reliability test to be conducted.

Reliability Test Data

The reliability test used is the Cronbach’s Alpha Coefficient, which is useful for measuring the extent to which the items in the questions are homogeneous and reflect the same constructs. The research instrument can be considered reliable if the test shows an alpha greater than 0.60. A summary of the reliability test results for high school teachers

in the Rupert Utara District of Bengkalis Regency and the Rangsang Pesisir District of Meranti Islands can be seen in the table.

Table 6 Reability Test Data of High School Teacher Rupert Utara District and Rangsang Pesisir District

Variabel	Jumlah Items	Cronbach's Alpha	Interpretasi
Motivasi Pendidik (X)	6	0,908	Reliabel
Sikap Nasionalis (Y)	8	0,943	Reliabel

Source: Primary processed data

From the table above, it shows that the Cronbach's Alpha coefficient for the research variables on high school teachers in the Rupert Utara and Rangsang Pesisir districts for educator motivation (X) is 0.908, and the increase in nationalist attitude (Y) is 0.943. Therefore, since both instrument variables have an alpha greater than 0.60, the measurement of the attributes of the instrument variables is statistically reliable (dependable), and also shows the consistency of the questions in the questionnaire.

Normality Test

The normality statistical test used for residual normality testing is the non-parametric Kolmogorov-Smirnov (K-S) test, where the significance value must be above 5%.The summary of the normality test analysis results for high school teachers in the Rupert Utara District of Bengkalis Regency and the Rangsang Pesisir District of Meranti Islands is presented in the table.

Table 7 Kolmogorov-Smirnov Test for High School Teachers in Rupert Utara District and Rangsang Pesisir District

One-Sample Kolmogorov-Smirnov Test			
		Motivasi Pendidik	Peningkatan Sikap Nasionalis
N		35	35
Normal Parameters ^{a,b}	Mean	22.60	30.03
	Std. Deviation	3.743	5.233
Most Extreme Differences	Absolute	.118	.165
	Positive	.118	.165
	Negative	-.110	-.125
Kolmogorov-Smirnov Z		.696	.977

Asymp. Sig. (2-tailed)	.718	.295
a. Test distribution is Normal.		
b. Calculated from data.		

Source: Primary processed data

The results of the normality test in table 5.5 above show that the K-S value is 0.977. This value is not significant at 0.05 (because the P value = 0.295, greater than 0.05). This indicates that the data is normally distributed, as seen from the significance of $0.295 > 0.05$. The data has met the normality assumption, so the sample qualifies for further research. The independent variable (educator motivation) can be used to predict the increase in nationalist attitudes of teachers at the Senior High School level in Rupert Utara District, Bengkalis Regency, and Rangsang Pesisir District, Meranti Islands Regency.

Heteroskedastitas Test

The Heteroscedasticity test in this study using the Glejser test is to detect the presence or absence of heteroscedasticity. Based on the SPSS output, the results of the heteroscedasticity test for high school teachers in the Rupert Utara District of Bengkalis Regency and the Rangsang Pesisir District of Meranti Islands Regency using the Glejser test can be shown in the table:

Table 8 Glejser Test for High School Teachers in Rupert Utara District and Rangsang Pesisir District

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.075	2.668		-.778	.442
	Motivasi Pendidik (X)	.223	.116	.316	1.916	.064

a. Dependent Variable: abs_res

Source: Primary processed data

The calculation results in the table above show that the independent variable (educator motivation) does not significantly affect the absolute residuals, where the significance probability value is greater than 5%, namely 0.064. If the significance probability is greater than the confidence level used ($\alpha=5\%$), it can be concluded that the regression model does not contain heteroscedasticity.

Simple Linear Regression Hypothesis Test

Regression analysis is conducted after testing classical assumptions and concluding that the model can be used for simple regression analysis testing, so the next step is to conduct hypothesis testing. The hypothesis being tested is that educator motivation (X) affects the improvement of nationalist attitudes (Y) among high school teachers in the Rupert Utara District of Bengkalis Regency and the Rangsang Pesisir District of the Meranti Islands. For the coefficient value of the educator motivation variable, it is 0.899. The results of the teacher regression coefficients at the Senior High School level in the Rupert Utara District of Bengkalis Regency and the Rangsang Pesisir District of Meranti Islands can be seen in the table.

Table 9 Coefficient Regresi The High School Teachers of Rupert Utara District and Rangsang Pesisir District

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.706	4.266		2.275	.030
	Educator Motivation (X)	.899	.186	.643	4.826	.000

a. *Dependent Variable: Peningkatan Sikap Nasionalis (Y)*

Source: Primary processed data

From the above coefficient values, the regression equation can be formulated as follows:

$$Y = 9.706 + 0.899X + e$$

Partial Test (t-test)

Using a confidence level of 95% or a significance level of 5% with degrees of freedom (n-2) of (35-2 = 33), the t-table value is 2.035 and is compared with the calculated t. Based on the calculation results, it shows that the first hypothesis test (H1), which states that educator motivation affects the improvement of nationalist attitudes among teachers at the Senior High School. The table that the regression coefficient value

for the educator motivation variable (X) is 0.899 and the t-value is 4.826. The value of the educator motivation coefficient is positive, indicating that educator motivation has a direct relationship with the increase in the nationalist attitude of teachers at the Senior High School.

This result is reinforced by the calculation of the t-count and t-table values. The t-value of 4.826 > t-table of 2.035, so the change or variation in the educator motivation variable will be followed by a variation in the increase of the teachers' nationalist attitude variable at the Senior High School level in Rupert Utara District, Bengkalis Regency, and Rangsang Pesisir District, Meranti Islands Regency. The coefficient of educator motivation is significant at the 0.05 significance level with a p-value of 0.000. Based on the results of this H1 test, it can be interpreted that the educator's motivation variable influences the improvement of teachers' nationalist attitudes at the Senior High School level in Rupert Utara District, Bengkalis Regency, and Rangsang Pesisir District, Meranti Islands Regency, in other words, H1 is accepted.

Coefficient of Determination

The coefficient of determination (R) test in simple linear regression is used to determine the percentage contribution of the independent variable (X) simultaneously to the dependent variable (Y). The percentage indicates how much the independent variable can explain the dependent variable. Here is the table of the calculation results of the coefficient of determination (R²) for teachers at the Senior High School level in the Rupert Utara District of Bengkalis Regency and the Rangsang Pesisir District of Meranti Islands, as shown in the table :

**Table 10 Coefficient of Determination of High School Teachers
Rupert Utara and Rangsang Pesisir**

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.643 ^a	.414	.396	4.067
a. <i>Predictors:</i> (Constant), Educator Motivation				
b. <i>Dependent Variable:</i> Nationalist Attitude				

Source: Primary processed data

This shows that the percentage contribution of the independent variable (educator motivation) to the dependent variable (increase in nationalist attitude) is 41.4%, meaning that the variation of the independent variable used in the model (educator motivation) can

explain 41.4% of the dependent variable (increase in nationalist attitude). The remaining 58.6% is influenced or explained by other variables not included in this research model.

Descriptive Discussion

The results of our interview as researchers at Rupert Utara High School in Bengkalis Regency, where the Vice Principal and Head of the Public Relations Division were present, show that the educators' motivation is very high in fostering a sense of nationalism among the students at Rupert Utara High School. The attention from the Bengkalis Regency Government towards teachers as educators is very good. The compensation provided in the form of certification and incentives from the Bengkalis Regency Government is very good and quite substantial. Additionally, there are several teachers at Rupert Utara High School who live in Dumai City and have continued to teach for almost 20 years due to the excellent compensation provided, which enhances the educators' motivation and thereby improves the nationalism attitude they teach to their students.

In several studies on teacher motivation in border areas written by Hamidi, Busri Endang, and M. Chiar, titled "*Teacher Motivation To Continue Teaching In Remote Areas*," it was found that they are highly motivated to teach in border areas. The research results we can conclude are that the intrinsic motivational factors for teachers to continue teaching are a sense of responsibility towards children's education in remote areas, teachers enjoy their work as a noble profession, and teachers receive good recognition from the local community. Meanwhile, the extrinsic motivational factors are teacher cooperation, a conducive environment, and evaluation/supervision by the school principal.

According to the Vice Principal, the Rupert Utara District is the last area of the Indonesian border with Malaysia in the Riau Province. It only takes 30 minutes to reach Malaysia in Port Dickson by crossing the waters. Due to this short distance, many goods, such as basic necessities, enter from Malaysia's waters, brought by Malaysian ships, and transactions occur in the middle of the sea, arriving at the people's port by morning.

Bank Indonesia Pekanbaru has visited the Rupert Utara District twice to hold the "Love the Rupiah Movement" event, which was conducted at the Rupert Utara District Office and high schools in the Rupert Utara District, where Bank Indonesia Pekanbaru

conveyed the importance of maintaining the Unitary State of the Republic of Indonesia through the use of the Rupiah currency.

The Rupert Utara District, transactions in buying and selling goods and services, whether in markets or daily stalls, can use the Malaysian Ringgit currency. So, in addition to shopping using the Rupiah currency, the Malaysian Ringgit can also be used. Even daily stalls in the Rupert Utara District know the exchange rate of the Ringgit against the Rupiah every day.

Teachers at the school almost every day emphasize the importance of nationalism in every lesson, and this is indeed a program that is always given to students at Rupert Utara Senior High School. Generally, there is no one who is not nationalistic; everything is fine, especially supported by good facilities such as roads, public facilities, and cellular networks built by the Bengkalis Regency Government and the Riau Province Government. Almost every year, major events are held in Rupert Utara due to the beautiful natural scenery, especially the beaches. The Riau Provincial Government even organizes the Rupert Utara Paradise 10 Kilometer event, attracting runners from Pekanbaru and the Riau Province region.

Similarly, in the Rangsang Pesisir District of Kepulauan Meranti Regency, the Principal of Senior High School Rangsang Pesisir stated that the motivation of educators is very good in conveying the noble values of nationalism and love for the homeland. The local government's concern in improving educational facilities, especially by providing good incentives to educators in the Rangsang Pesisir District, in conveying the noble values of Pancasila, nationalism, state defense, and love for the homeland, which are always delivered during national holidays and flag ceremonies on Friday mornings.

The Study on the Implementation of Education in Border Areas, written by Iskandar Agung, provides an overview of what the government needs to do to improve education in border regions. This includes efforts to enhance all aspects of education in border areas, such as building school buildings, providing learning facilities, supplying textbooks, improving teacher skills and abilities, and even constructing housing for teaching and non-teaching staff. Specifically for the formation of national insight among students, it is necessary to disseminate and expand national insight education more intensively through intra and extracurricular activities, accompanied by the need to revitalize regulations

related to local governments, school principals, teachers, and supervisors so that they can act as agents or mediators of national insight education.

There is a statement in the community that in the Sagu business sector, it is more profitable to take it to Malaysia rather than to Pekanbaru or other areas in Riau Province, which incurs higher costs compared to Malaysia, and it is more profitable to sell it in Malaysia. According to an alumny Public High School two of Rangsang Pesisir who was present during our research, he stated that regional expansion indeed increases the level of nationalism in the community. He mentioned that in the past, there were members of the Rangsang Pesisir community who, if asked from the heart, would prefer to join neighboring countries like Malaysia. However, over time, as road facilities, schools, and communication networks improved, and the level of education became more equitable, the mindset of the community changed, and the intention to change citizenship that once existed has begun to fade.

The expansion of the region indeed increases the level of nationalism in the community. Community leaders recounted that in the past, there were indeed members of the Rangsang Pesisir community who, if asked from the heart, would prefer to join the neighboring country. However, over time, as school facilities improved, the level of education became more equitable, and the mindset of the community changed. Talking about nationalism on the border is also in line with research conducted by Agus Mansyah titled *"Nationalism Of Indonesian Society On The Border And Its Impact On State Sovereignty."* The results of this research show that the nationalism of Indonesian society on the border in the district has good nationalism. The government should immediately realize infrastructure development and other public facilities, as well as instill national awareness in the border community.

The research *"The Role Of Teachers In Fostering Nationalism"* written by Edi Susanto, Maryam H. Dumako, and Marsella D. Gui, shows that the role of teachers in fostering nationalism has been carried out well, as teachers are able to instill nationalistic values in every student. This can be seen from the attitudes that have been reflected in the students, such as self-sacrifice, patriotism, upholding unity and cohesion, courage and honesty, and discipline. This is inseparable from the role of teachers who accustom students to attending flag ceremonies, using good Indonesian language, using domestic

products, working together, cleaning and arranging the yard, and making Indonesian heroes role models.

CONCLUSION

From the results of the discussion that has been conducted, the conclusion of this research is: The motivation of educators influences the improvement of teachers' nationalist attitudes at the Senior High School level in Rupert Utara District, Bengkalis Regency, and Rangsang Pesisir District, Meranti Islands Regency. This is indicated by the significance level of educator motivation being 0.000, which is smaller than the significance level of 0.05. This indicates that high educator motivation can significantly enhance the increase in nationalist attitudes among teachers at the Senior High School level in Rupert Utara District, Bengkalis Regency, and Rangsang Pesisir District, Meranti Islands Regency.

The influence of educator motivation on the improvement of nationalist attitudes among teachers at the Senior High School level in the Rupert Utara District of Bengkalis Regency and the Rangsang Pesisir District of the Meranti Islands Regency is capable of contributing an influence of 41.4%, meaning that educator motivation can explain 41.4% of the improvement in nationalist attitudes among teachers at the Senior High School level in the Rupert Utara District of Bengkalis Regency and the Rangsang Pesisir District of the Meranti Islands Regency. Meanwhile, the remaining 58.6% is influenced or explained by other variables not included in this research model.

The recommendation given by the researcher, especially to the government of Bengkalis Regency and Meranti Islands Regency, is that the motivation of educators to enhance nationalism will increase if the government pays attention to their welfare. For teachers, welfare is important because with adequate welfare, it is expected that teachers can significantly improve the quality of their teaching process, in addition to their professional abilities. The welfare referred to here is providing clear and smooth compensation for state high school teachers in Rupert Utara and Rangsang Pesisir. In addition to providing compensation, which includes comfort in working without intervention and being given full responsibility and trust in the job

The motivation of educators contributes 41.8 percent to the nationalism attitude of public high school teachers in Rupert Utara and Rangsang Pesisir, while the remaining 58 percent is influenced by other variables. In future research development for border areas, variables such as facilities, communication networks, and equitable development should be added to enhance the comfort of public high school teachers in improving their motivation. This way, a teacher who is at the forefront of educating students in border areas will be more motivated.

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