

Revitalization of National Values in Learning at Sekolah Kebangsaan Dato' Wan Ahmad Rasid Malaysia

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ABSTRACT

Education plays a strategic role in revitalizing national values to ensure their relevance for the younger generation. This study aims to analyze the efforts made to revitalize national values in the learning process at Sekolah Kebangsaan Dato' Wan Ahmad Rasid, Malaysia. Employing a qualitative approach with a case study method, data were collected through interviews, participant observation, and document analysis. Data were analyzed using data reduction techniques, data presentation, and conclusion drawing, with the validity ensured through triangulation of sources and methods. The findings reveal that national values are revitalized through curriculum integration, experiential learning methods, and the use of digital technology. Extracurricular programs and community engagement significantly reinforce students' national identity. The study identifies several challenges, including the effects of globalization, changing mindsets among the younger generation, and the limited use of innovative teaching methods. The study proposes strengthening value-based education, integrating technology in pedagogy, and enhancing parental and community involvement to address these challenges. This study contributes to developing an adaptive and contextual model for national value education and serves as a valuable reference for educational institutions in designing more effective strategies to instill national values in the modern era.

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INTRODUCTION

In an increasingly dynamic era of globalization, national values face significant challenges in maintaining relevance amidst modernization, the rapid development of information technology, and the influence of foreign cultures (Fuadi & Anwar, 2018; Susim et al., 2019). According to Romlah et al. (2024), more than 60% of Southeast Asian students experience cultural shifts due to exposure to global content, affecting their sense of nationalism and identity. This condition poses a real threat to the continuity of national values among the younger generation. Therefore, education holds a strategic role in transferring knowledge and shaping attitudes and character rooted in national identity. Educational institutions are expected to be at the forefront of revitalizing these values through curriculum integration, character education, and contextual learning. Sekolah Kebangsaan Dato' Wan Ahmad Rasid in Malaysia is one of the educational institutions that proactively responds to this issue. As a public primary school located in a culturally diverse area, it has become a center of study in implementing national values through learning processes that emphasize patriotism, respect for national symbols, and the practice of cultural values in daily school life.

In Malaysia, national values have long been embedded in the education system through subjects such as history, moral education, and Islamic education (Arifin, 2023; Sitanggang et al., 2023; Syahira et al., 2021). Sekolah Kebangsaan Dato' Wan Ahmad Rasid, as one of the primary education

institutions, plays a vital role in shaping students' character through learning that integrates national values. However, with the rapid development of digital technology and the ongoing global cultural shift, the challenges in instilling national values are increasingly complex (Saebani, 2023; Ulfiah et al., 2023). One of the main issues is the changing mindset of the younger generation, who are more exposed and receptive to foreign cultural influences, often without adequate critical filtering (Hermawan & Bimo, 2024; Syahira et al., 2021). The rise of social media and digital platforms has introduced a flood of new perspectives, which, while broadening students' knowledge, may also dilute national identity if not addressed through effective educational interventions.

Furthermore, teaching methods that remain conventional and dominated by passive, lecture-based approaches are often ineffective in internalizing abstract national values such as patriotism, solidarity, and tolerance (Che et al., 2021; Nur & Zulkifli., 2021). The lack of pedagogical innovation makes it difficult for students to relate national values to their real-life contexts. Therefore, there is an urgent need for revitalization efforts that utilize interactive, student-centered, and technologically integrated teaching models. Sekolah Kebangsaan Dato' Wan Ahmad Rasid has begun to respond to this need by applying contextual learning approaches, incorporating project-based learning, and actively involving parents and communities in the education process (Fuadi & Anwar, 2018; Murdiono & Wuryandani, 2021; Rahma et al., 2017).

This study aims to analyze the revitalization of national values in learning at Sekolah Kebangsaan Dato' Wan Ahmad Rasid, focusing on three core aspects: (1) Implementation of National Values in Curriculum and Learning, (2) The Role of Schools in Shaping Students' National Character, and (3) Challenges and Strategies for Revitalizing National Values. Previous studies (Harahap & Malik, 2023; Purnama et al., 2023) have highlighted the importance of integrating national values into the Malaysian curriculum, particularly in response to increasing multicultural influences and globalization. However, these studies tend to focus on macro-level policy analysis or general educational frameworks without exploring the practical realities at the school level. Additionally, character education within urban schools lacks attention to localized, community-driven models of national values education (Amalita et al., 2024; Edi et al., 2020).

The novelty of this research lies in its focus on a micro-level case study of a specific school that serves as a model for integrating national values within a multicultural and modern Malaysian context. This school-based perspective fills a critical research gap by offering empirical insights into how national values are revitalized through curriculum design, pedagogy, and extracurricular activities within a real-world setting. Its contribution to educational science includes offering an adaptive model of national values education that combines pedagogical innovation with community-based support. The findings are expected to enrich the discourse on values-based education in Southeast Asia and serve as a reference for policymakers and educators in developing more effective national education frameworks in the face of globalization.

METHOD

This research adopts a qualitative approach with a case study method. The case study method was chosen because it allows for an in-depth exploration of a particular phenomenon, in this case, the revitalization of national values in the learning process at Sekolah Kebangsaan Dato' Wan Ahmad Rasid, Malaysia (Nasution, 2023; Sugiyono, 2016). A qualitative design enables the researcher to explore contextual and complex interactions within the school setting. This method is appropriate for capturing the real-life dynamics of national value transmission in an educational institution (Cresswell, 2017; Waruwu, 2024).

This study aims to understand the strategies, practices, and challenges in revitalizing national values in school learning. Specifically, the research seeks to (1) explore how national values are

integrated into teaching and learning activities, (2) identify the key actors involved in the process, and (3) analyze the impact of educational strategies on students' understanding and internalization of national values. This research is also part of a collaborative initiative between Universitas Muhammadiyah (Unismuh) Makassar and Sekolah Kebangsaan Dato' Wan Ahmad Rasid, Malaysia, as a joint effort in research and community service at the international level.

Data collection was conducted using several instruments: (1) in-depth interviews, (2) participatory observation, and (3) document analysis (Nasution, 2023). The interviews were conducted with key informants, including school principals, teachers, and students, to gather their experiences and perspectives regarding implementing national values. Participatory observation allowed researchers to witness firsthand how national values were reflected in classroom interactions, school activities, and student behavior. Meanwhile, document analysis was carried out on curriculum documents, lesson plans, textbooks, and school policies that support integrating national values into the educational process (Waruwu, 2024).

The data analysis technique used was the Miles and Huberman interactive model, which consists of three stages: data reduction, data display, and conclusion drawing. Data reduction was conducted by selecting and focusing on relevant information from the interviews, observations, and documents. The data was then organized and presented in matrices or thematic formats to facilitate interpretation. Finally, conclusions were drawn based on patterns and relationships observed in the data. To ensure the validity of the data, the researchers employed triangulation of data sources and data collection methods (Qomaruddin & Sa'diyah, 2024; Sugiyono, 2019). This approach ensured the consistency, credibility, and trustworthiness of the findings.

RESULTS AND DISCUSSION

Dato' Wan Ahmad Rasdi National High School (SMK Dato' Wan Ahmad Rasdi) is in a quiet rural area in Changkat Jering. This school is a symbol of dedication to quality education in the area. As a government-aided secondary school, this institution is important in opening up access to knowledge and opportunities for the surrounding community.

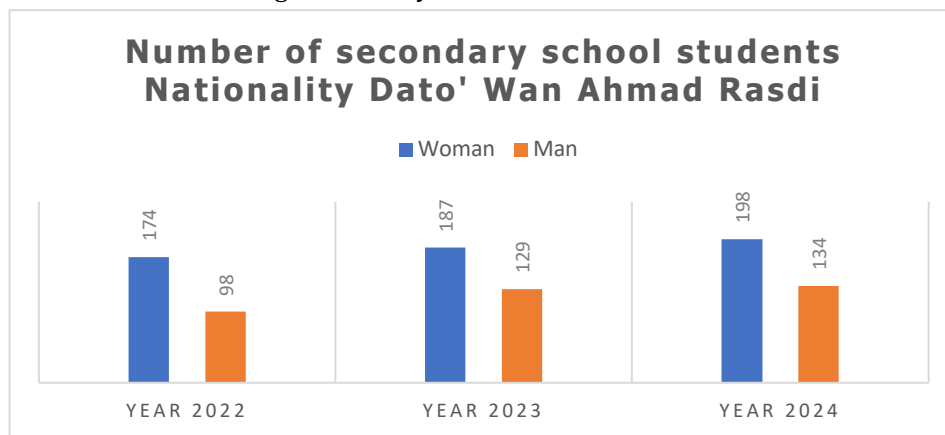


Figure 1. Number of Students of SMK Dato' Wan Ahmad Rasyid, 2024

Figure 1 shows that Sekolah Menengah Kebangsaan Dato' Wan Ahmad Rasdi has 920 students. This school creates an inclusive and supportive learning environment so that the number of students increases every year. Supported by 37 teachers dedicated to fostering their students' intellectual and character growth. SMK Dato' Wan Ahmad Rasdi is known for its comprehensive curriculum covering various subjects, from science and mathematics to humanities and arts. This multidisciplinary approach allows students to explore their interests and hone their talents (Saputri & Sa'ada, 2021).

The school's commitment to academic excellence is evident in its consistent performance in national examinations, with students often achieving impressive results.

In addition to its focus on academics, the school actively develops students' potential through various extracurricular and sports activities. The school's clubs and organizations provide opportunities for students to develop leadership skills, teamwork, and a healthy competitive spirit. The school's sports teams are also frequently successful, reflecting the importance of balancing academics and physical fitness (Trilaksono et al., 2025). The school's rural location gives students a unique perspective on life outside the classroom. Surrounded by greenery and a peaceful atmosphere, SMK Dato' Wan Ahmad Rasdi offers a conducive learning and personal development environment. The school is also active in various community service programs, instilling social values and caring among its students. More than just an educational institution, SMK Dato' Wan Ahmad Rasdi is a vibrant community where students, teachers, and staff work together to achieve their full potential. With a holistic approach to education and concern for the well-being of its students, the school continues to play a vital role in shaping the future of the young generation in Changkat Jering.



Figure 2. SMK Dato' Wan Ahmad Rasid, Malaysia

Figure 2 shows that Muhammadiyah University, through research collaboration and community service to the international community at Sekolah Kebangsaan Dato' Wan Ahmad Rasid, Malaysia, not only aims to strengthen academic cooperation but also plays a role in revitalizing national values in learning. This activity is a strategic step in strengthening national awareness and tolerance in the educational environment, especially amidst the increasingly complex challenges of globalization. The revitalization of national values at Sekolah Kebangsaan Dato' Wan Ahmad Rasid is realized through various superior programs designed to strengthen national identity, the spirit of tolerance, and environmental awareness in the learning process. The socialization carried out by the Unismuh academic team emphasized the importance of understanding national identity for students at Sekolah Kebangsaan Dato' Wan Ahmad Rasid. In the era of globalization, schoolchildren need to be equipped with strong national values to continue to love their country without ignoring the values of tolerance and diversity. Through an educational and interactive approach, students are invited to understand how cultural diversity can be a strength in building a harmonious nation.

Environmental literacy is one of the important aspects socialized in this program, and awareness of preserving nature and the environment is introduced as part of citizens' responsibility. The concept of "love of the homeland" is not only limited to cultural and historical aspects but also includes efforts to protect the environment, a legacy for future generations. In learning at Sekolah Kebangsaan Dato' Wan Ahmad Rasid, national values are taught theoretically and based on local wisdom inherent in the local community. Unismuh helps develop learning methods that integrate the nation's history, culture, and noble values into the teaching and learning process so that students can understand and apply these values in everyday life. As part of academic cooperation, Unismuh also

initiated research-based programs and community service supporting national values revitalization. Through this activity, Unismuh hopes to strengthen the younger generation's character through education based on national values. This effort impacts students and helps educators design learning strategies that are more contextual, innovative, and relevant to the needs of the times.

The data obtained shows that the revitalization of national values at Sekolah Kebangsaan Dato' Wan Ahmad Rasid Malaysia is systematically integrated into the school curriculum. The curriculum has been designed to include the values of patriotism, nationalism, and cultural identity through various subjects, especially in moral education, history, and the Malay language. Teachers have a central role in teaching national values explicitly through teaching materials and implicitly through examples in daily interactions with students (Supriyadi et al., 2024). The results of observations and interviews found that the school curriculum has been structured to include elements of nationality in various subjects, especially in moral education, history, and the Malay language. These subjects aim to provide a conceptual understanding of nationality and encourage students to internalize these values in everyday life.

In addition to being integrated into the formal curriculum, schools implement experiential learning methods to strengthen students' understanding of national values. This method involves project-based learning, reflective discussions, and case studies that invite students to understand history, culture, and national challenges in a modern context (Halimah, 2020; Suryawati & Osman, 2018). For example, in History subjects, students are not only given material about the Malaysian struggle for independence but are also asked to conduct interviews with community leaders or document historical events in the surrounding environment. The results of teacher interviews showed that the contextual approach to learning national values was considered more effective than conventional lecture methods. Teachers act as facilitators who deliver material theoretically and build active student involvement through interactive methods (Kuswanto, 2023). At Sekolah Kebangsaan Dato' Wan Ahmad Rasid, in learning Malay, students are invited to write essays or poems on the theme of nationality to express national values in literacy.

This study found that the use of digital technology in learning national values is growing. Schools are adopting audiovisual media such as documentary videos, history podcasts, and interactive learning applications to attract students' interest. In one of the activities observed, students were tasked with creating a digital presentation about Malaysian national figures and their roles in national history. The use of this technology not only makes learning more interesting and helps students develop critical thinking skills in interpreting historical and national information from various perspectives (Novanda et al., 2024). The study results indicate that implementing national values in the curriculum and learning at Sekolah Kebangsaan Dato' Wan Ahmad Rasid Malaysia has been carried out systematically and innovatively. However, there are still challenges that need to be overcome. The success of the revitalization of national values in this school is highly dependent on the readiness of teachers, student involvement, and the support of the school community in building a learning environment that instills a strong sense of love for the country and national identity (Nurmanita et al., 2024; Yudhyarta et al., 2023).

Schools function not only as educational institutions but also as social institutions tasked with forming the character of the nation of students (Amani & Pandin, 2020). The results of interviews with teachers and education personnel found that schools organize various extracurricular programs that aim to strengthen national values. These programs include flag ceremonies, national-themed speech competitions, traditional arts and cultural activities, and educational visits to historical sites and national museums. The role of schools in shaping the character of the nation's students is crucial, especially in instilling national values, love for the homeland, and love for the homeland (Lestari, 2019). Schools function as the second environment after the family, which significantly influences

students' character (Regita et al., 2024; Maulana & Milanti, 2023). Schools can instill essential national values in the younger generation through various programs and activities. One effective approach is integrating national values into the curriculum and extracurricular activities. Sekolah Kebangsaan Dato' Wan Ahmad Rasid Malaysia makes history, and civic education subjects a medium to instill a sense of nationalism and understanding of the nation's struggle. In addition, activities such as flag ceremonies, commemorations of national holidays, and national-themed competitions can strengthen students' love for the homeland.

Field observations also show that the school environment reflects national values, such as highlighting national figures, instilling wisdom about love for the homeland, and respecting national symbols. This also helps build an atmosphere that supports the internalization of national values for students from an early age. As research conducted at SMA Islam Sudirman Grabag shows, the formation of students' character begins from the beginning of school, especially in grade X. The steps taken include the *uswah hasanah* approach, namely providing direction to students to get used to good morals through words and actions (Purnama et al., 2023). In addition, the school also works with parents to monitor the development of children's character, for example, through home visit programs and routine communication with parents.

A conducive school environment also plays an important role in shaping national character (Arifin, 2025; Fitri, 2023). Social interaction between students, teachers, and school staff can instill values such as tolerance, cooperation, and discipline. Supportive school facilities, such as a library with Indonesian history and culture books, can also enrich students' national insight (Zarinah et al., 2024). In addition, school involvement in community service programs can be a means of instilling national values. For example, Muhammadiyah University of Makassar collaborates with Sekolah Kebangsaan Dato' Wan Ahmad Rasid in Malaysia in research on the revitalization of national values in learning. This kind of collaboration enriches students' insight into national values, strengthens international relations, and fosters mutual respect between cultures. So the role of schools in shaping the national character of students involves various aspects, ranging from integrating national values into the curriculum, creating a conducive school environment, to involvement in international cooperation programs (Saputro, 2021). With a comprehensive approach, it is hoped that students can grow into a generation that has a strong sense of nationalism and is ready to contribute to the progress of the nation. Although efforts to revitalize national values have been carried out systematically, this study found several significant challenges in its implementation. The following are the challenges and strategies for revitalizing national values at SMK Dato' Wan Ahmad Rasid in Malaysia.

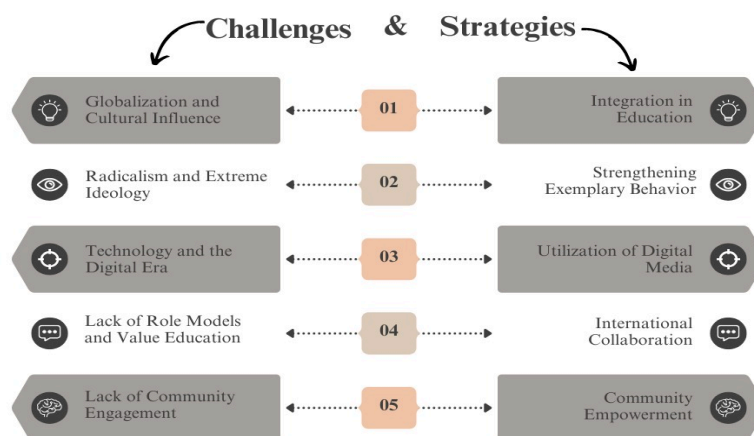


Figure 3. Challenges and Strategies for Revitalizing National Values

Revitalization of national values faces various complex challenges in this modern era. One of the main challenges is the increasingly strong influence of globalization, where foreign cultures enter rapidly and have the potential to shift the local values and nationalism of the younger generation (Mulyadi et al., 2023). In addition, the emergence of radicalization and extreme ideologies that conflict with the state ideology also seriously threaten the formation of national character. Although technological advances and the digital era bring ease in accessing information, they can also be a challenge if not utilized properly, especially in disseminating information that conflicts with national values (Gasong & Tandiseru, 2022). Another challenge is the lack of role models from community leaders and value-based education, which can cause the younger generation to lose role models in practicing national values in everyday life.

To face these challenges, various comprehensive strategies are needed. One of the main strategies is the integration of national values into the education system, both through the formal curriculum and extracurricular activities, so that students can understand and apply these values in their lives. Digital technology is also an important strategy in disseminating national values, such as creating educational content that is interesting for the younger generation (Trilaksono et al., 2025). In addition, strengthening the role models of teachers, parents, and community leaders can provide real examples for Sekolah Kebangsaan Dato' Wan Ahmad Rasid Malaysia students to practice national values. International cooperation, such as that by Unismuh in research and community service at Sekolah Kebangsaan Dato' Wan Ahmad Rasid Malaysia, can also be a strategic step in sharing experiences in revitalizing national values. Finally, community empowerment in various socio-cultural activities can strengthen national identity and instill national values directly in society. With this strategy, it is hoped that national values will remain alive and develop amidst the challenges of the times.

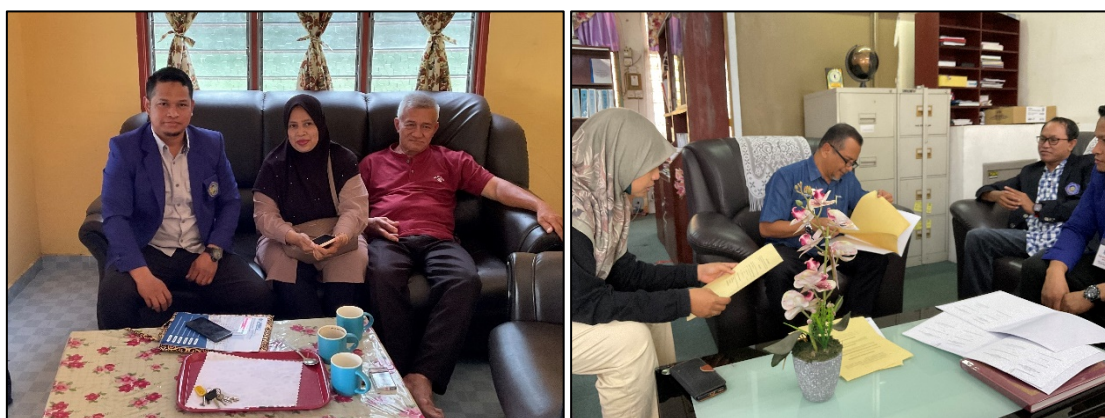


Figure 4. Observations and Interviews with Parents and Teachers

Figure 4 shows that cooperation with parents and the community is also an important factor in the success of the revitalization of national values. Schools must build synergy with families and the community to instill national values outside the school environment. For example, through cooperation activities, national seminars, and social projects, students are directly involved in real community actions. With the right strategy, the revitalization of national values can be more effective and relevant to the development of the times and form a young generation with a strong national identity and deep love for the country (Indra, 2019; Setyadi & Ruslan, 2021).

The revitalization of national values in learning in schools in Malaysia and Indonesia has similarities in terms of the goal of forming students' characters who love their country, are tolerant, and uphold unity, but have differences in ideological approaches, curriculum, and teaching methods (Hasan et al., 2024). Schools in Malaysia are based on the Rukun Negara and emphasize the integration

of values in all aspects of learning, with a strong emphasis on multiculturalism in a pluralistic society. Meanwhile, schools in Indonesia are based on Pancasila and implement national values education through strengthening the Merdeka Belajar curriculum and the Pancasila Student Profile Strengthening Project (Sesilia et al., 2024). Both countries utilize extracurricular activities and the role of teachers strategically to instill national values in students. The following is a comparative table of the revitalization of national values in learning in schools in Malaysia and Indonesia, based on important aspects of education and instilling national values.

Table 1. Aspects of Education and National Values

Aspect	Schools in Malaysia	Schools in Indonesia
Ideological Basis	Pillars of the State (National Principles)	Pancasila
National Education Goals	Forming a united society, loving the homeland, and respecting ethnic diversity	To create people who are faithful, devout, have a national perspective, and uphold the values of Bhinneka Tunggal Ika
Learning materials	Subjects such as Moral Education, History, and Citizenship Education	PPKn (Pancasila and Citizenship Education), Indonesian History, and Religious Education
Value Revitalization Method	Through the integration of values in all subjects, co-curricular programs, and ceremonies	Through strengthening the independent curriculum, the Pancasila student profile project, and flag ceremonies
Extracurricular Activities	Uniformed units (e.g., School Youth Cadets, Girl Scouts) to instill discipline and patriotism	Scouts, OSIS, and social activities to increase love for the homeland and social awareness.
Language of instruction	Malay is the national language	Indonesian is the national language
Emphasis on Multiculturalism	Strong emphasis on tolerance between races and cultures (Malay, Chinese, Indian, etc.)	Emphasizing the spirit of unity in the diversity of ethnicities, religions, and cultures
The Role of Teachers in Revitalization	Teachers act as facilitators of moral values and unifiers of the nation	Teachers as educators of ideological values, character builders, and installers of national spirit
government policy	Malaysian National Curriculum with Value-based Daily Lesson Plans (DPL)	Independent Learning Curriculum and Pancasila Strengthening Student Profile
Special Nationalism Program	National programs such as the National Service Training Program (PLKN) (which has been implemented)	National Defense Program, Pancasila Sanctity Day, Youth Pledge Day, and so on

Table 1 illustrates a comparative analysis of the strategies and approaches used by schools in Malaysia and Indonesia to revitalize national values within the educational setting. In Malaysia, Rukun Negara serves as a foundational national philosophy to promote unity, tolerance, and patriotism, and it is implemented through subjects such as moral education and civic education. Additionally, co-curricular programs like uniformed bodies are platforms to develop discipline and a sense of

belonging to the nation (Arifin, 2023; Surya, 2016). The use of Bahasa Melayu as the national language unifies Malaysia's multi-ethnic population, including Malays, Chinese, and Indians. In contrast, Indonesia emphasizes Pancasila as the ideological basis for national values, which is embedded in the curriculum through PPKn (Civic Education), history subjects, and the Pancasila Student Profile Project (Dewi et al., 2023; Pudjiastuti et al., 2023). National values such as cooperation, tolerance, and leadership are also actualized through Scouting and OSIS (student council) activities. Meanwhile, Bahasa Indonesia is the primary language to foster unity across hundreds of ethnic groups and local languages.

The novelty of this research lies in its in-depth case study at Sekolah Kebangsaan Dato' Wan Ahmad Rasid, Malaysia, which reveals how interactive, technology-integrated learning methods and community-based educational practices are uniquely applied to instill national values in Malaysian primary education. While previous studies focus on curriculum design or theoretical analysis of national identity, this study contributes a practical, evidence-based framework highlighting innovative strategies used at the school level in the Malaysian context. The impact and contribution to scientific knowledge include (1) offering a comparative model for the revitalization of national values education in multicultural societies, (2) strengthening the academic discourse on contextualized character education by showing how national identity is preserved amid global influences, and (3) providing empirical evidence that can inform policy development and curriculum reform both in Malaysia and internationally. These findings are especially valuable for countries facing similar challenges in balancing modernization with national identity preservation.

CONCLUSION

This study confirms that revitalizing national values in learning at Sekolah Kebangsaan Dato' Wan Ahmad Rasid, Malaysia, represents a strategic and adaptive response to the challenges posed by globalization and socio-cultural transformation. Integrating national values is implemented holistically through curriculum content, experiential learning approaches, and structured extracurricular activities, all intentionally designed to cultivate students' patriotism and reinforce their national identity. Despite these efforts, several challenges persist, including the growing influence of foreign cultural values, a lack of pedagogical innovation, and limited community engagement in supporting character education. To overcome these obstacles, the study recommends adopting more innovative, contextualized, and collaborative strategies, such as effectively utilizing digital technology in classroom instruction, enhancing the everyday relevance of national values for students, and strengthening cooperation among schools, parents, and local communities. Applying these findings is expected to contribute significantly to improving educational practices at the institutional level and informing broader policy development in character education. Furthermore, this research offers empirical insights and a practical framework that can be replicated in other multicultural and globalized educational settings, enabling the cultivation of academically capable individuals who remain firmly grounded in their national identity and cultural heritage.

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