

**STRENGTHENING NATIONAL IDENTITY THROUGH EDUCATION
ON THE RUPIAH CURRENCY AND SIMULATED “MINI STORE”
PURCHASE AND SALE TRANSACTIONS: A STUDY OF PPWNI
STUDENTS IN KLANG, SELANGOR, MALAYSIA**

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Abstract

Strengthening national identity is an important aspect for students of Indonesian Schools Abroad, especially in the context of understanding state symbols such as the Rupiah currency. This community service activity aims to increase the knowledge, understanding, and attitude of nationalism among PPWNI Klang students in Selangor, Malaysia through Rupiah currency education and mini-store-based buying and selling transaction simulations. The methods used include interactive education on the characteristics, functions, and value of the Rupiah currency, as well as hands-on practice through simulated buying and selling transactions designed to resemble simple economic activities. This activity involves students as active subjects so that learning is contextual and enjoyable. The results of the activity showed an increase in students' understanding of the Rupiah currency, the function of money in everyday life, and the growth of pride and attachment to Indonesia's national identity. The Mini Store simulation proved to be an effective medium for applied learning in instilling national values and basic financial literacy. Thus, this program can be an alternative model for strengthening national identity for Indonesian students abroad through an educational and practical approach.

Keywords: National Identity, Rupiah Currency, Buying and Selling Simulation, Mini Store

INTRODUCTION

Globalization and cross-border population mobility have had a significant impact on the formation of national identity among the younger generation, especially for Indonesian children who live and study abroad. Intense interaction with the culture, language, and social and economic systems of the host country has the potential to shift their understanding and sense of attachment to Indonesian national values if not balanced with continuous and contextual efforts to strengthen national identity through education. This condition makes national education for Indonesian students abroad a strategic necessity that cannot be ignored.

One important element of national identity that is often overlooked is the national currency. Currency not only functions as a medium of exchange and unit of account in economic activities, but also has symbolic meaning as a representation of state sovereignty,

national identity, and the political and economic legitimacy of a country. In the context of Indonesia, the Rupiah is an official symbol of the state that reflects the history, values of struggle, and identity of the nation through images of national heroes, cultural wealth, and state symbols printed on it. Therefore, understanding the Rupiah currency is an integral part of strengthening national identity.

However, for Indonesian students living abroad, such as PPWNI Klang students in Selangor, Malaysia, the use of foreign currency in daily life is an unavoidable reality. The intensity of using the Malaysian Ringgit in daily economic activities causes students to be more familiar with the local currency than the Rupiah. This condition has an impact on the students' low understanding of the characteristics, nominal value, function, and symbolic meaning of the Rupiah as the economic identity of the Indonesian nation. If left unchecked, this situation has the potential to weaken students' emotional attachment to Indonesian national symbols.

On the other hand, learning approaches that are still theoretical and lack direct experience are often ineffective in instilling nationalistic values in children. Elementary school-aged children tend to understand abstract concepts more easily when they are linked to concrete activities that are familiar to their daily lives. Therefore, learning innovations are needed that are not only informative but also participatory and applicable so that national values can be internalized in a more meaningful way.

Based on these conditions, this community service program promotes an educational approach to the Rupiah currency combined with a simulation of buying and selling transactions through the concept of a "Mini Store." This simulation is designed to resemble simple economic activities that are familiar to children, allowing students to learn directly through real-life experiences (experiential learning). Through the buying and selling simulation, students are not only introduced to the Rupiah as a means of transaction, but also encouraged to understand the role of the Rupiah as a symbol of national sovereignty and part of Indonesia's national identity.

The uniqueness of this activity lies in the integration of strengthening national identity and developing basic financial literacy. Rupiah currency education is not only directed at cognitive aspects, such as recognizing denominations and the function of money, but also at affective aspects, namely fostering a sense of pride, ownership, and emotional attachment to the national economic symbol. Thus, the Rupiah currency is positioned not merely as a means of payment, but as a strategic medium for instilling the value of nationalism in Indonesian students abroad.

Through a study of students at PPWNI Klang, Selangor, Malaysia, this activity is expected to make a real contribution to strengthening national identity and become an alternative model for innovative, contextual, and applicable national education. This approach is also expected to be replicated in other Indonesian schools abroad as a sustainable effort to maintain and strengthen the national identity of Indonesia's younger generation amid the challenges of globalization.

IMPLEMENTATION METHOD

This study uses a qualitative descriptive approach integrated with community service activities. This approach was chosen to describe in depth the process and achievements of strengthening national identity through Rupiah currency education and Mini Outlet sale and purchase transaction simulations among PPWNI Klang students in Selangor, Malaysia.

The research subjects were PPWNI Klang students who participated in educational activities and transaction simulations. Data collection techniques were carried out through observation during the implementation of activities, discussions and reflections with students, and documentation of activities. Observation was used to see the level of participation, understanding, and response of students to the use of the Rupiah currency in sales and purchase simulations.

The research procedure included preparation, implementation, and evaluation stages. The preparation stage involved coordination with the school and the preparation of educational materials. The implementation stage included interactive education about the Rupiah currency and Mini Store buying and selling transaction simulations. The evaluation stage was conducted qualitatively to assess changes in students' understanding and attitudes after the activity.

Data analysis was conducted descriptively by interpreting the results of observations and student reflections to describe the effectiveness of the activity in strengthening national identity and basic financial literacy. The results of the analysis were presented in the form of narratives and simple tables to clarify the achievements of the activity.

RESULTS AND DISCUSSION

Community service activities carried out by PPWNI Klang students in Selangor, Malaysia showed positive results in terms of cognitive, affective, and basic skills. The results were obtained through direct observation during the education program, mini store transaction simulations, and reflection and discussion with students after the activities.

1. Increased Understanding of the Rupiah Currency

The results of the observation showed an increase in students' understanding of the Rupiah currency after participating in the educational activities. Before the activities, most students only had limited knowledge of the Rupiah and were unable to correctly state its nominal value, function, or characteristics of authenticity. After the education and simulation, students were able to recognize various denominations of the Rupiah, understand the function of money as a medium of exchange and unit of account, and explain the differences between the Rupiah and the local currency. The content of the Research/Community Service consists of the achievements of the Research/Community Service activities that have been carried out. The results of the research/community service can be in the form of tables, graphs, or images and are accompanied by a discussion of the results of the community service activities.

Table 1. Changes in Students' Understanding of the Rupiah Currency

Aspect of Understanding	Before Activity	After Activity
Understanding rupiah denominations	Low	Good
Understanding the function of money	Low	Good
Identifying characteristics of the rupiah	Very limited	Fairly good
Awareness of the rupiah as a national identity	Low	Increasing

These results show that education combined with direct experience can significantly and meaningfully improve students' understanding.

2. Active Participation in Mini Store Transaction Simulations

During the mini store sales transaction simulations, students showed a high level of participation. Students enthusiastically played the roles of sellers and buyers, using Rupiah in every transaction and performing simple calculations related to prices and change. This activity not only trained their arithmetic skills but also strengthened their understanding of the use of Rupiah in everyday life.

Observations during the simulation showed that most students were able to:

- Use Rupiah coins according to their face value.
- Conduct simple sales transactions.
- Understand the concepts of payment and change.

This indicates that the experiential learning-based simulation method is effective in developing basic financial literacy while instilling a contextual understanding of the Rupiah.



Figure 1. Tools Used for Practice



Figure 2. Sales and Purchase Service Practices



Figure 3. Transaction Practices

3. Strengthening Nationalism and National Identity

In addition to improving cognitive understanding, this activity also had an impact on the students' affective aspects. Through the introduction of symbols on the Rupiah currency, such as images of national heroes and elements of Indonesian culture, students showed interest and pride in their Indonesian identity. In the reflection session, students were able to express that the Rupiah is part of Indonesia's identity that distinguishes them from other countries.

Strengthening this sense of nationalism is an important achievement, considering that PPWNI students live in a multicultural environment where foreign currencies are more dominant. Thus, this activity contributes to maintaining students' emotional attachment to Indonesia's national identity.



Figure 4. Sixth Grade Students

The results of this community service activity show that an educational approach combined with mini-store sales transaction simulations can meet the real needs of the target

community, particularly in strengthening the national identity and basic financial literacy of Indonesian students in Klang. The increase in students' understanding of the Rupiah currency shows that learning based on direct experience is more effective than a purely theoretical approach. This is in line with the concept of experiential learning, which emphasizes learning through concrete experiences and reflection.

The Mini Store simulation also serves as a contextual learning medium that connects the material with the reality of students' daily lives. Through simple buying and selling activities, students not only understand the practical functions of money, but also realize the meaning of the Rupiah as a symbol of Indonesia's economic sovereignty and national identity. This approach reinforces the finding that contextual learning can increase student engagement and understanding more deeply.

Furthermore, the results of the activity show that strengthening national identity does not always have to be conveyed through a normative approach, but can be integrated into simple activities that are close to children's lives. Education about the Rupiah currency through economic simulations has proven to be an effective and applicable strategy in fostering a sense of pride and nationalism among students at PPWNI Klang, Selangor, Malaysia.

Thus, this community service activity not only has a short-term impact in terms of increasing knowledge, but also has the potential to have a long-term impact in shaping the character and national identity of Indonesian students at PPWNI Klang, Selangor, Malaysia. This activity model can be recommended as an alternative approach to strengthening national identity that is innovative and can be replicated in the context of other Indonesian schools abroad.

CONCLUSION

Community service activities through Rupiah currency education and Mini Store sales transaction simulations for PPWNI Klang students in Selangor, Malaysia, have proven to have a positive impact on strengthening national identity. Education combined with hands-on practice has increased students' understanding of the function, value, and symbolic meaning of the Rupiah currency as part of Indonesia's national identity and sovereignty.

The Mini Store sales transaction simulation has become an effective and contextual learning medium for instilling basic financial literacy while fostering students' pride and attachment to national economic symbols. This experience-based learning approach encourages active student involvement, making the process of internalizing national values more meaningful.

Overall, this activity shows that strengthening the national identity of Indonesian students abroad can be done through a simple, applicable, and relevant educational approach to everyday life. This community service model has the potential to be developed and replicated in other Indonesian educational institutions abroad as a sustainable effort to maintain and strengthen the national identity of Indonesia's younger generation.

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