

The Use of Pancasila Smart Book to Improve Basic Literacy of Indonesia Immigrant Workers Children in Malaysia

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Abstract: *Students' early reading skills at the Sanggar Bimbingan (SB) in Hulu Langat, Malaysia, often present a challenge that impacts the effectiveness of the learning process. Many children of Indonesian migrant workers face difficulties in developing reading skills and have a limited understanding of Pancasila values. To address this issue, the Smart Book Pancasila was introduced as an innovative learning tool designed to create a more engaging and interactive learning environment. This study explores how the Smart Book Pancasila helps improve early reading abilities and the comprehension of Pancasila values among students at SB Hulu Langat. Using a descriptive qualitative approach, data was collected through interviews, observations, and documentation. The primary informants included administrators, teachers, and students. The findings indicate that the use of the Smart Book in Pancasila learning contributes positively to the improvement of students' reading skills. Using interactive visuals and engaging content helps students better understand reading material while also internalizing the values of Pancasila. Thus, the Smart Book Pancasila is an effective alternative strategy for early literacy development, particularly for children with limited access to formal education.*

Keywords: Smart Book, Learning Media, Literacy, Pancasila Learning, Imigrant Children

Abstrak : *Kemampuan membaca awal siswa di Sanggar Bimbingan (SB) Hulu Langat, Malaysia, sering kali menjadi tantangan yang berdampak pada efektivitas proses pembelajaran. Banyak anak dari pekerja migran Indonesia mengalami kesulitan dalam mengembangkan keterampilan membaca dan memiliki pemahaman yang terbatas terhadap nilai-nilai Pancasila. Untuk mengatasi permasalahan ini, Smart Book Pancasila diperkenalkan sebagai media pembelajaran inovatif yang dirancang untuk menciptakan lingkungan belajar yang lebih menarik dan interaktif. Penelitian ini bertujuan untuk mengeksplorasi bagaimana Smart Book Pancasila dapat membantu meningkatkan kemampuan membaca awal serta pemahaman nilai-nilai Pancasila pada siswa di SB Hulu Langat. Dengan menggunakan pendekatan kualitatif deskriptif, data dikumpulkan melalui wawancara, observasi, dan dokumentasi. Informan utama dalam penelitian ini terdiri dari pengelola, guru, dan siswa. Hasil penelitian menunjukkan bahwa penggunaan Smart Book Pancasila secara signifikan*

meningkatkan keterampilan membaca siswa. Penyajian materi secara visual dan interaktif membantu siswa lebih mudah memahami isi bacaan sekaligus menginternalisasi nilai-nilai Pancasila. Dengan demikian, Smart Book Pancasila terbukti menjadi strategi pembelajaran alternatif yang efektif untuk pengembangan literasi awal, terutama bagi anak-anak yang memiliki akses terbatas terhadap pendidikan formal.

Keywords: Smart Book, Learning Media, Literacy, Pancasila Learning, Immigrant Children

Introduction

Indonesia ranks as the fourth most populous country globally, with an estimated population of approximately 285.7 million as of 2025. This substantial population places Indonesia among the world's most densely populated nations, with a population density of about 158 people per square kilometer. The availability of job opportunities in Indonesia does not match the rapid and dense population growth (Triani & Andrisani, 2019). According to the Central Statistics Agency (BPS), the number of foreign workers in Indonesia reached 93,761 people in 2020. Malaysia ranked sixth with the most workers in Indonesia, totaling 3,949 individuals in the same year. One of the key concerns is the educational welfare of the children of Indonesian migrant workers living there (Anisawati, 2022). Sanggar Bimbingan (SB) is a significant educational solution for the children of illegal Indonesian migrant workers in Malaysia. However, it remains limited and has not entirely replaced formal education access. Although the SB has had a significant positive impact, various challenges must be addressed to achieve optimal results. The children of Indonesian migrant workers in Hulu Langat often face delays in mastering reading skills compared to their peers in Indonesia.

The KKN-Dik KI MBKM PTMA is an international community service program by Muhammadiyah and 'Aisyiyah universities to empower Indonesian migrant communities, especially in Malaysia. Implemented in several Sanggar Bimbingan (SB) as learning centers for migrant workers' children, the program includes service and research components. One such center, SB Hulu Langat, located in Kuala Lumpur, was established in November 2022 and currently serves 35 students with support from three permanent teachers under the leadership of founder Zamawi Chaniago.

Education is realized mainly through reading, a key component in learning and developing literacy skills and expanding knowledge and perspectives (Mariantini et al., 2022). Students adapt, solve problems, and contribute to society, making reading skills essential in creating a competent, innovative generation ready to compete globally (Bagasta et al., 2018). Reading is one of the essential elements in education that significantly influences the effectiveness of learning and the achievement of academic goals (Nugraha et al., 2025). As Albert Bandura proposed, cognitive theory emphasizes the importance of observation, imitation, and modeling in developing skills, including reading (Bandura, 1969). According to Albert Bandura's cognitive theory, reading skills develop through observation, imitation, and modeling. Students observe behaviors, encode them cognitively, store them in memory, and apply them through practice, with motivation reinforcing learning success (Jayana, 2021). Understanding this relationship allows teachers to create a more engaging learning environment using innovative methods like interactive learning media (Munawir et al., 2024).

Media means a tool or means of communication, such as newspapers, magazines, radio, television, films, posters, and banners. Learning media is an essential tool that

helps teachers present content that engages students and sparks their interest. It caters to various learning styles, making lessons more accessible and motivating students to participate actively. By using effective media, teachers can enhance understanding and foster enthusiasm for learning (Wulandari et al., 2023; Hadi et al., 2025). Learning media plays a crucial role in education as it assists teachers in conveying learning materials more efficiently. It significantly impacts both students' and educators' teaching and learning processes, potentially boosting students' motivation to learn (Asiya et al., 2024). Learning media is important as a supporting tool that enhances learning (Nufus & Pertiwi, 2021). These media can include interactive books, educational games, digital applications, learning videos, informative posters, or printed modules specifically designed to effectively and engagingly support the enhancement of children's reading skills (Nufus, 2024).

Many studies have discussed the use of media and the internalization of Pancasila, such as Marbun & Nasution, (2025) conducted at the Muhammadiyah Kepong Learning Center in Malaysia demonstrated that using interactive learning media, specifically flashcards, significantly enhanced students' reading abilities. Research Hariyanti et al., (2024); Kartika Putri & Suyitno, 2023) focus on actualizing Pancasila values through extracurricular activities to build students' ideological intelligence in school. Meanwhile, Sapri et al., (2020) analyzing literacy with learning media in the form of picture storybooks found that literacy using interactive learning media, such as picture storybooks, effectively increased students' reading interest. The literacy activities involved all elements of the school and were supported by facilities such as libraries and book donations from parents. However, challenges such as lack of parental support, limited reading time, and the habit of copying summaries still need to be addressed for more optimal results.

This study describes using Smart Book Pancasila as an educational medium to improve early reading skills among students in SB Hulu Langat, Selangor, Malaysia. This research explains the role of interactive media in creating an interesting and practical learning environment for children of Indonesian migrant workers using the Smart Book Pancasila to enrich basic literacy for them.

Method

This study applies to a qualitative method to describe various phenomena occurring in society and uncover issues that may be difficult to detect through other methods. The research approach is a case study that explores the application of the Smart Book Pancasila learning media in improving early reading skills at SB Hulu Langat. This approach allows the researcher to understand better how the media is implemented in the classroom, how students respond to it, and the factors influencing its success within the specific learning context (Sugiyono, 2013).

Table 1. Data Collections Intruments

Instrument	Description	Purpose
Observation	Observing how students interact with the book, respond to interactive activities, and demonstrate reading skills and understanding of Pancasila values	To evaluate the extent to which students engage in activities provided by the Smart Book Pancasila and assess its impact on reading skills and understanding of Pancasila values.

Interviews	Conducting interviews to gather insights from various stakeholders regarding their experiences with using Smart Book Pancasila and its impact on basic literacy and character education based on Pancasila values.	To gather opinions and evaluations from teachers, students, and school management regarding implementing Smart Book Pancasila to enhance reading skills and understanding of national values.
Documentations	Collecting documents that record activities, reports, and policies related to the implementation of Smart Book Pancasila in the school learning process.	To support data obtained from observations and interviews with written evidence showcasing the implementation of Smart Book Pancasila in the educational context.

This study uses a qualitative method with a descriptive approach to explore the implementation of the Smart Book Pancasila in enhancing early reading skills among students at SB Hulu Langat, Selangor, Malaysia. The data sources consist of primary and secondary data (Sugiyono, 2013). Primary data were obtained through interviews with 1 manager, 2 teachers, and 4 students as primary informants, along with direct observation of 35 students during learning activities at SB Hulu Langat. Secondary data was collected from relevant documents that support the research.

The data collection techniques include participatory observation to observe how the Smart Book Pancasila is applied in learning, in-depth interviews with informants to gain insights into their experiences and perceptions, and documentation to collect written evidence related to using the learning media. Data analysis was carried out using the interactive analysis model developed (Milles et al., 2014), which consisted of three stages: data condensation, data display, and conclusion drawing.

To ensure data validity, this study applies source triangulation by comparing information from multiple informants and method triangulation by combining data from interviews, observations, and documentation. These triangulation techniques ensure the credibility and reliability of the research findings.

Result and Discussion

Result

This research was conducted at SB Hulu Langat, Lot 429 A, Kampung Sungai Semungkis, Batu 14 ¼ Hulu Langat S.D.E. The study reveals that implementing the learning media in the form of Smart Book Pancasila at SB Hulu Langat, Malaysia, significantly improves students' early reading skills. The following are the main findings of this research :

Smart Book Pancasila in the Context of Literacy-Based Pancasila Learning

These media can include traditional communication tools such as books, magazines, radio, and television and modern tools like digital applications, interactive videos, and internet-based learning platforms. The primary goal of media is to facilitate the communication process, ensuring that information can be received and understood by the audience or learners effectively and efficiently.

In interviews with teachers, it was revealed that students' lack of reading skills and interest poses a significant challenge in education, hindering the learning process, decreasing motivation, and affecting academic achievements.

Teacher 1 stated: "Many of our students show minimal interest in reading. When asked to read simple texts, they often hesitate or avoid it altogether. This lack of engagement slows their comprehension and makes it harder for us to progress through the curriculum", she explained.

Teacher 2 added: "The problem is not just about decoding words, but also about motivation. Students who struggle to read often become passive in class. They rarely ask questions, participate less, and some even lose self-confidence."

The educational learning media in the form of the Smart Book Pancasila is designed to help improve the frequency of basic literacy among elementary school students in a fun and interactive way. This book combines various elements, such as reading materials, poetry, and educational games, to enhance students' reading and writing skills. Additionally, the Smart Book Pancasila is equipped with knowledge about Indonesian culture, providing students with a deeper understanding of the nation's cultural heritage and noble values. Its usage is guided by the teacher to ensure understanding of the material and to support an effective learning process. This book is used in Civics and Pancasila Education (PPKN) and Indonesian language lessons to strengthen character and literacy in students from an early age. The book's thick and durable design is made to be used repeatedly in lower-grade classes, making it a long-lasting and efficient learning tool to support the development of children's basic literacy.



Figure 1. Design of Smart Book Pancasila Learning Media

Its vibrant and appealing design, the APE Smart Book Pancasila will surely capture students' interest. This creative and aesthetic design makes the book more enjoyable and boosts students' motivation and enthusiasm for learning. The engaging visuals help maintain students' attention for extended periods, encouraging them to explore the book's content. Additionally, using bright colors stimulates students' creativity and imagination, making learning more interactive and enjoyable.

Using the Smart Book Pancasila learning media in teaching provides students with a more engaging and interactive learning experience. This book not only delivers the material but also encourages students to actively engage with the values of Pancasila through various activities such as poems about Pancasila, the introduction to the Pancasila emblem, interactive Bahasa Indonesia conversations, traditional houses, and Indonesian emblem puzzles. One of the strengths of this book is the inclusion of a Pancasila poem that helps students understand the national values more emotionally and memorably. Through beautiful rhythm and diction, the poem becomes an effective tool for instilling love and appreciation for Pancasila. Combining these interactive and thought-provoking activities ensures that students learn the concepts and internalize and connect with them meaningfully.

The introduction to the Pancasila emblem is presented straightforwardly, helping students recognize national symbols and grasp the deeper meanings of each Pancasila principle. Additionally, interactive Bahasa Indonesia conversations allow students to communicate effectively and respectfully. With examples of dialogue from everyday life, students find it easier to understand polite and effective language. The material on traditional houses is another engaging part of the book. Students are introduced to the cultural diversity of Indonesia through images and brief explanations, allowing them better to understand the richness of our nation's culture. What makes the learning experience even more enjoyable is the inclusion of the Indonesian emblem puzzle. Assembling the puzzle pieces helps students recognize the national emblem while honing their attention to detail and critical thinking skills. This activity makes learning more exciting and engaging. Through these diverse methods, the Smart Book Pancasila goes beyond being a textbook, enabling students to understand, internalize, and apply Pancasila values in a fun and meaningful way in their daily lives.

Implementation of Pancasila Smart Book Learning Media in the Learning Process for Indonesian Immigrant Children in Malaysia

The Smart Book Pancasila at SB Hulu Langat is implemented in Indonesian Language and Civic Education (PPKn) lessons, particularly for lower-grade students still in the early stages of reading. This learning media is designed to support students in developing basic literacy skills through an engaging and interactive approach. The Smart Book Pancasila is used during Bahasa Indonesia and PPKn lesson hours, with approximately 20–30 minutes per session. In each session, the teacher gradually guides the students using activity-based learning methods such as shared reading and word dictation and encourages students to understand the content through simple discussions. In addition, the book is used as reading material and a medium for discussion and reflection. Each reading session often ends with a question-and-answer segment related to the content or asking students to retell the story using their own words. It intended to develop critical thinking and speaking skills, thus focusing not only on reading but also on communication abilities.

The implementation of the Smart Book Pancasila to improve early reading skills at SB Hulu Langat is carried out systematically and in a structured manner by integrating this learning media into Bahasa Indonesia lessons. Reading activities using the Smart Book Pancasila are conducted daily for 20–30 minutes during lesson hours.

This program is designed to introduce simple sentences and cultivate students' reading interest from an early age through an interactive, enjoyable, and exploratory learning approach. The Smart Book Pancasila is the primary learning tool in reading instruction due to its advantages in presenting engaging visual materials, such as colorful illustrations, educational games, and reading activities based on contextual conversations with peers. These features help students understand reading concepts more easily and effectively.

Implementing the Smart Book Pancasila at SB Hulu Langat demonstrates a learning approach that is not only instructional but also emphasizes experiential learning strategies. Students actively learn through shared reading, identifying new vocabulary, and discussing the book's content with teachers and peers. These activities create opportunities for students to learn contextually and enjoyably. Based on interviews with teachers at SB Hulu Langat, prior to the use of the Smart Book Pancasila, many students faced serious challenges in early reading skills. These difficulties were especially apparent in letter recognition, syllable formation, and reading simple sentences. Teachers noted that limited access to engaging learning media contributed to low motivation and poor reading abilities among students. However, after introducing the Smart Book Pancasila, teachers observed significant improvements in students' early reading skills. These improvements were marked by increased fluency in reading simple words, greater willingness to read aloud in front of the class, and growing confidence in understanding reading content. Teachers also mentioned that their role as facilitators became more effective as the media provided helpful visual and verbal stimuli for students struggling with reading.

This finding shows that the Smart Book Pancasila is a teaching aid and effectively enhances students' basic literacy skills through a participatory method that supports their individual learning needs. Students have become more enthusiastic about reading because the Smart Book Pancasila presents reading texts and includes engaging illustrations, educational games, and interactive activities. The book is designed with appealing visuals, which capture the attention of students who were previously less interested in reading. One student also expressed:

A student from grade 5 said: "I like reading because the book has many pictures. There are stories about the precepts of Pancasila, and there are toys, too. So I do not get bored. I like the pages with games because while learning, I can play too."

This statement shows that the presence of Smart Book Pancasila is visually appealing and increases students' interest in reading through a fun and interactive approach. The book helps students understand the values of Pancasila while improving their early reading skills in a way that suits their learning style.

This program aligns Albert Bandura's cognitive theory, which explains that learning is more effective when individuals gain experience through observation, social interaction, and environmental stimulation that supports learning. In this context, Smart Book Pancasila provides a rich and meaningful learning experience for students, where they not only read mechanically but also understand the meaning of the text, interact with the content, and develop critical thinking skills in understanding the moral messages and national values contained in the book.

In terms of implementation methods, Smart Book Pancasila at SB Hulu Langat is carried out with a gradual and structured approach. In the initial stage, students are introduced to simple sentences. Next, they begin reading simple words associated with visual illustrations to help them better understand the meaning of the words. In the more advanced stage, students start reading short sentences and simple stories,

with the teacher providing guidance in recognizing reading patterns, intonation, and understanding meaning. This approach has proven effective in improving early reading skills, as students read passively and actively engage in learning.

Overall, the implementation of Smart Book Pancasila at SB Hulu Langat has had a very positive and significant impact on improving students' early reading skills. Students are more fluent in reading and more motivated and confident in exploring reading materials. The strength of this educational media lies in the combination of text, illustrations, and educational activities, making the reading-learning process more enjoyable, meaningful, and effective. With this program, the literacy culture will continue to develop at SB Hulu Langat and contribute significantly to enhancing basic literacy skills for Indonesian students studying abroad.

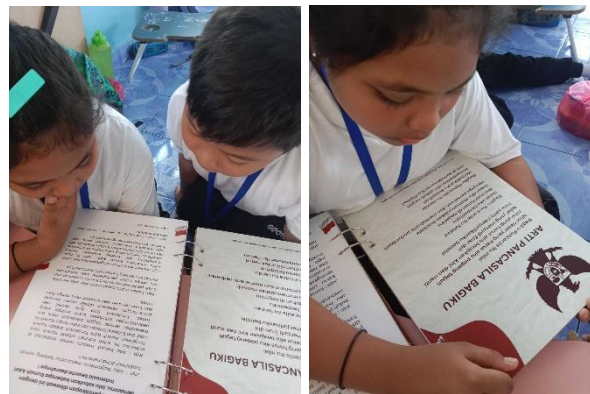


Figure 2. Implementation of the Smart Book Pancasila Learning Media

The Role of Pancasila Smart Book in Fostering Nationalism among Indonesian immigrant students in Malaysia

Smart Book Pancasila also plays a role in fostering a spirit of nationalism. His book is an enjoyable reading learning media for the Indonesian Language subject and an effective tool for instilling national values in Civics Education (PPKn). With various interactive features, Smart Book Pancasila enables students to deeply understand and internalize the meaning of Pancasila and the spirit of nationalism. One of the key features is the nationalism-themed poetry that resonates with students. Through this poetry, students are encouraged to reflect on the values of love for the homeland, unity, and solidarity of the Indonesian nation. The poem is easy to understand and teaches national values that can ignite a sense of nationalism from an early age.

Student from grade 4: In the past, I did not understand what Pancasila was. After the teacher taught me how to use the Smart Book Pancasila media, I understood justice and unity. I feel closer to Indonesia even though I study in Malaysia.

In addition, Smart Book Pancasila also incorporates fun educational games, such as "Guess the Sila" and "Meaning of the Pancasila Emblem," which are designed to help students understand and identify the values embedded in each of the Pancasila principles. Through these games, students can more easily remember and comprehend the meaning of each principle more interactively and enjoyably, encouraging them to think critically and creatively. These games also provide opportunities for students to work together in groups, develop their social skills, and deepen their understanding of the importance of Pancasila values in everyday life.

Student from grade 4: "I like learning with Smart Book Pancasila because there are many pictures and stories about Indonesia. Even though I live in Malaysia, the book makes me remember Indonesian culture and values."

Smart Book Pancasila not only focuses on understanding Pancasila values but also introduces students to Indonesia's cultural diversity by introducing traditional houses from various regions in Indonesia. The images of these diverse traditional houses help students appreciate Indonesian culture's richness and the importance of respecting and celebrating diversity. This introduction teaches students that Indonesia's unity is realized in diversity, and each ethnic group and culture plays a crucial role in building a strong nation. An additional feature, assembling a puzzle of the Garuda Pancasila emblem, offers students a meaningful way to explore the more profound symbolism behind the national emblem. This puzzle encourages students to learn about important elements in the Garuda emblem, such as the shield, the colors used, and the symbolism embedded in each part. For example, the philosophy contained in the number of feathers of the Garuda bird, which represents Indonesia's independence date (17-08-1945), provides a deeper insight into the nation's struggle and the history of independence. This creative activity helps students remember the national symbol and strengthens their connection to the nation's history and struggle.

Through all the implementations in Smart Book Pancasila, students not only learn about Pancasila and nationalism but are also equipped with a sense of pride in the country and Indonesian culture. This interactive-based learning makes it easier for students to internalize national values, fostering a strong love for their homeland and nationalism. In a fun and meaningful way, Smart Book Pancasila becomes an effective tool in shaping a nation's character, one that loves its homeland and embodies the spirit of Pancasila.



Figure 3. The Role of Smart Book Pancasila in Fostering the Spirit of Nationalism

Teacher and student responses to the use of the Pancasila Smart Book

The responses from both teachers and students to the use of Smart Book Pancasila highlight its significant contribution to improving students' reading skills, basic literacy, and understanding of the core values of Pancasila. Teachers noted a marked improvement in students' enthusiasm toward reading activities, particularly when engaging with stories, reflection prompts, and character-building tasks within the book. Students, in turn, responded positively to the interactive and visually engaging format, which made reading more enjoyable and comprehensible. The book's structure features short passages, guided reading questions, and reflective tasks, reinforcing reading fluency and comprehension and fostering critical thinking and moral reasoning.

Student from grade 2: "If the lesson is just reading and writing, I get bored quickly. However, I am more enthusiastic if the teacher uses games or pictures."

Smart Book Pancasila also contributes to broader aspects of literacy, particularly cultural and civic literacy (*literasi budaya dan kewarganegaraan*), which are key pillars of Indonesia's national literacy framework. The book encourages students to recognize and respect cultural identities and social responsibilities through narratives, illustrations, and activities that reflect Indonesia's values, traditions, and diverse cultural contexts. The content guides students to connect Pancasila values, such as unity, social justice, and belief in God, to their daily lives as citizens within a multicultural nation.

Manager 1: "Interactive media like Smart Book Pancasila helps immigrant children learn more with focus and interest. With an attractive display, they feel learning is fun. This media conveys material and invites students to be actively involved."

Teachers observed that students became more aware of their roles in maintaining harmony, respecting differences, and participating actively in school and community activities. These indicators of emerging civic literacy show that the Smart Book goes beyond reading skill development to instill foundational values of citizenship and cultural awareness. Combining basic literacy instruction with cultural and civic themes positions Smart Book Pancasila as a holistic learning tool. It supports not only the development of reading and writing abilities but also nurtures students' understanding of what it means to be responsible, value-driven members of a diverse society aligning with national goals for character education and literacy kebangsaan (national literacy).

Discussion

In interviews with teachers, it was revealed that the lack of reading skills and interests among students poses significant challenges in education, hinders the learning process, lowers motivation, and affects academic achievement. According to the findings of a study by [Dewi et al., \(2023\)](#), low reading interest among students causes decreased thinking skills, passivity, and reduced active participation in learning, ultimately impacting their academic performance.

The Smart Book Pancasila at SB Hulu Langat is a literacy-based medium combining Pancasila values with visuals, games, and student-centered activities. Its engaging design supports students, especially those with limited literacy, in developing reading habits and understanding content meaningfully. Research by [Puspitarini & Hanif, \(2019\)](#) highlights that learning media are crucial in education, aiding teachers and students in achieving learning objectives more effectively. For educators, these tools help convey material efficiently, while for students, they enhance engagement, understanding, and retention. Proper use of learning media creates a dynamic learning environment and boosts motivation. Mastery of learning media by educators is vital for effective teaching and competency achievement ([Yusuf et al., 2022](#)).

Literacy is a lifelong learning process that helps children understand things, think well, and participate in community activities ([Nuryati et al., 2021](#)). Citizenship education helps shape children into citizens who know their rights and responsibilities, are honest, responsible, and love their nation and country, including Indonesian immigrant students in Malaysia. Research by [Rahmawati et al., \(2024\)](#) shows that Pancasila education aims to shape intelligent, ethical, and nationally aware students who live by Pancasila values and are responsible citizens. Practical

implementation in elementary schools requires engaging and interactive media to boost understanding and interest. As noted by [Syifaun Nafisah, \(2023\)](#), effective media make abstract Pancasila concepts more concrete and relatable, making learning more meaningful and enjoyable.

Nationalism helps Indonesian children understand their identity, respect diversity, and become responsible citizens contributing to the nation's future and development ([Munarni Aswindo et al., 2021](#)). Interviews with students showed they felt more interested and motivated to follow Pancasila education lessons when using the Smart Book Pancasila, making the learning process more engaging and interactive. The students expressed excitement in matching symbols to the corresponding principles, which helped them connect with the material in a fun and meaningful way.

Research by [Purnama Wirayuda et al., 2024](#)), Pancasila is the foundation and philosophy of the Indonesian nation, guiding behavior, thought, and education. It shapes character by instilling intelligence, moral values, social responsibility, independence, and faith in God. According to Smart Book, Pancasila helps Indonesian migrant children learn and internalize these values through engaging and meaningful learning. One way to increase the sense of nationalism of PMI children in Malaysia is to teach the values of Pancasila, culture, traditional houses, and Indonesian history ([Munarni Aswindo et al., 2021](#)). Teaching about culture, traditional houses, and Pancasila values to Indonesian children in Malaysia is carried out to strengthen their sense of nationalism ([Putri et al., 2024](#)). Several factors support the implementation of Pancasila learning activities, the introduction of Indonesian traditions, and traditional houses in the learning process for children of Indonesian migrant workers (PMI) in Malaysia.

The main factor is fostering nationalism through the early introduction of national identity, supported by the need to overcome limited access to Indonesian cultural education for PMI children ([Purnama Wirayuda et al., 2024](#)). The learning activities are carried out through various interactive methods, such as identifying and matching traditional houses with their regions of origin, storytelling about the uniqueness of each regional culture, as well as drawing and coloring traditional houses. These activities enrich learning by embedding meaningful national values for Indonesian children living abroad ([Wijaya et al., 2024](#)).

Instilling Pancasila character education is essential to shaping children with strong morals, social awareness, and national identity. It fosters respect, empathy, and responsibility, preparing them to contribute positively to society ([Setiyaningsih & Wiryanto, 2022](#)). The success of this program depends on teachers' ability to integrate Pancasila values into lessons effectively. Teachers must adapt these values into engaging and meaningful learning experiences. Continuous professional development equips teachers to foster responsible, ethical, and active citizens ([Wijaya et al., 2024](#)). [Maryani et al., \(2021\)](#) highlight that some teachers face challenges in implementing Pancasila character education, often due to inadequate training and resources and difficulty adapting the values to diverse classrooms. Addressing this issue requires ongoing support through teacher training, curriculum improvement, and adequate resources to integrate Pancasila values into students' lives effectively ([Yafie et al., 2020](#)).

The lack of understanding of Pancasila character education affects teachers in Indonesia and those abroad, such as in Malaysia. Many children of Indonesian Migrant Workers (PMI) have lived in Malaysia since childhood, causing them to lose touch with their cultural roots and national identity. It is challenging for teachers to instill Pancasila values, highlighting the need for better support and training to help

educators reconnect students with their heritage (Rahayuningtyas et al., 2021). The optimal acquisition of Pancasila values among Indonesian students in Malaysia is hindered by cultural and educational differences that limit their exposure to national identity and values (Khaedir & Nurdiyanti, 2025). To bridge this gap, the Smart Book Pancasila is an effective learning medium by presenting Pancasila values in an engaging, interactive, and culturally relevant way. Through visual symbols and hands-on activities, this media helps students understand and internalize Pancasila, making character education more accessible and meaningful for Indonesian children living abroad.

Differences hamper the mastery of Pancasila values among Indonesian students in Malaysia in terms of culture and education systems, so their understanding of national identity is limited (Rubini et al., 2018). Stated that increasing students' awareness and involvement in building character that is in line with cultural and ethical values is done by integrating character literacy into Pancasila learning (Susanti & Sukaesih, 2021; Sutiana & Nugraha, 2025). This activity helps students internalize Pancasila values and apply them in everyday life, encouraging them to play an active role as citizens with character. Educators play a vital role in fostering the internalization of Pancasila values among Indonesian students in Malaysia, ensuring that, despite their distance from Indonesia, they remain connected to their national identity and uphold the nation's foundational principles (Rusnaini et al., 2021). It allows students to form a strong character rooted in the values of Pancasila. In addition, this program supports the Sustainable Development Goals (SDGs) point four on quality education with the hope that it can be a solid foundation for understanding Pancasila for educators and students, including abroad (Sartika et al., 2022).

Learning media is very important to help teachers deliver materials more effectively and interestingly and make it easier for students to understand concepts. Using appropriate media can increase motivation, active participation, and achievement of learning objectives (Wardani et al., 2024). The limitation of this research is that the developed Pancasila Smart Book media is specifically designed for immigrant children in the Malaysian Hulu Langat coaching center, especially in Pancasila character education. This research implies that teachers can use Buku Pintar Pancasila to support students' basic literacy and internalization of Pancasila values more interestingly and interactively. This media encourages students to match the symbols with the corresponding values, encourages discussion among students, and enhances their understanding through a fun and meaningful learning experience.

Conclusion

The Smart Book Pancasila is an educational learning medium designed to enhance elementary school students' basic literacy enjoyably and interactively. This book combines reading materials, poetry, and educational games to improve students' reading and writing skills while introducing Indonesian culture and national values. Teachers guide the use of this book to ensure material comprehension and support an effective learning process, particularly in Civics and Indonesian Language lessons, to strengthen character and literacy from an early age. The implementation of Smart Book Pancasila at SB Hulu Langat, Malaysia, especially for Indonesian immigrant worker's children, is carried out systematically in Indonesian Language and Civics lessons for 20–30 minutes per session. Teachers guide students through activity-based learning methods, such as reading together, dictation, simple discussions, and Q&A, to develop reading, critical thinking, and communication skills. Before using

this book, many students had difficulty forming syllables and reading simple sentences. Overall, the Smart Book Pancasila is an innovative learning medium that effectively enhances basic literacy and instills Pancasila values and nationalism in Indonesian children, especially those living abroad.

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