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### Spin-Off of Local Wisdom Economy in Learning to Love Domestic Products in Border Area

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#### ABSTRACT

The main problem in the border area before and after the implementation of Asean Economic Community (MEA) is the hegemony of neighboring countries that are considered by most people to be more qualified with more affordable price. This certainly requires special attention. This problem can be overcome in the long term through education, therefore students in the border area need to obtain economic learning to love Indonesian products. The specific purpose of this research is to identify the needs of learning to love domestic products based on local wisdom economy in border area. Primary data in this study was obtained directly from respondents, in the form of explorative results conducted by interview and Focus Group Discussion (FGD) with Integrated Social Science teachers in junior high school level in Jagoi Babang and Badau in the border area of Indonesia and Malaysia. Based on the results of interview and FGD, it is known that the learning needs of learning to love Indonesian products in the border area of West Kalimantan is very urgent. People's dependence on foreign products, especially from Malaysia, has become a part of everyday life and become a habit, even since early childhood. In a long term, it will have an impact on economic resilience, especially for the local community. There should be sustainable campaigns to increase the use of domestic products to continue. This research takes a position on preparing the next generation to love Indonesian products in order to shape the economic resilience of the local community and national economy.

**Keywords:** Learning to love domestic products; local wisdom economy; spin-off.

#### 1. INTRODUCTION

The socio-economic life of the border community has its own uniqueness. The assimilation of society with the society of neighboring countries generates a behavior that is relatively different from the behavior of

society in neighboring countries. An increasingly intense interaction process might lead to behavioral patterns that tend to obscure the identity of society as part of the Unitary State of the Republic of Indonesia.

The implementation of ASEAN Economic Community since 2015 will have a significant impact, especially on the pattern of trade that occurs in the community, especially on MSMEs in Indonesia. The impact that occurs can certainly be a positive or negative impact. The positive impact is that people can sell their products to ASEAN countries easily, but the negative impact is that there will be many products entering Indonesia, which leads the competition to be stricter. To be able to maintain the existence of MSMEs, indeed strategies are required; one of which is by using comparative advantage, by creating special and unique products and providing good service. (Hamdani and Shukriah, 2013)

The main problem in border areas since decades ago is the hegemony of neighboring countries' products that are considered by most people to have better quality with more affordable price. A simple example is the use of LPG for household needs in Entikong, Nanga Badau, and some other border areas, even down to Putussibau (the capital of regency). People tend to prefer the products of neighboring state-owned enterprises, as well as some other household needs.

The challenge above can be understood as a challenge that comes from external and internal business actors. External challenges faced include the increasingly competitive level of trade competition, increasing in the deficit of Indonesia balance of trade compared with other ASEAN countries, and how Indonesia can increase its investment attractiveness. Meanwhile, Indonesia's internal challenges include low understanding of the society about AEC, the unpreparedness of the regions to face AEC, the level of regional development that still varies greatly and the condition of human resources and employment in Indonesia. In addition to the existing challenges, Indonesia still has a great opportunity to take advantage of the implementation of AEC for the welfare of Indonesians. Until now, Indonesia still becomes the investment destination of domestic and foreign investors. High investment has encouraged relatively high economic growth compared to other ASEAN countries. Another potential owned by Indonesia is the population. Large population of Indonesia (demographic bonus) can be the key to success for improving the competitiveness of Indonesia. With the improvement of education and skill, the labor productivity will increase as well. The increase in labor productivity ultimately drives an increase in national competitiveness. (Center for Regional and Bilateral Policy, Ministry of Finance, 2014)

Not only that, another problem is that the sense of nationalism has an impact on consumer decisions that demographically Indonesia has advantages. Greater number of Indonesia population compared to other ASEAN countries is not promising enough for business actors if the sense of nationalism in the economic field has not been embedded yet. The research which was conducted by Saleh (2011) shows that there are three models of the interpretation of society towards nationalism, namely the interpretation by people who only have ID card Indonesia (local people), interpretation by people who have Indonesia ID card and Malaysia ID Card (dual citizenship), and the interpretation of nationalism by people who have become Malaysian (Malaysians who love Indonesia). In essence, the interpretation of nationalism by those three groups of society is very simple. According to them, nationalism is nothing more than a sense that is always imprinted in their soul as Indonesians, wherever and under any circumstances. For them, Malaysia is only a field to find a better living that has not been achieved in Indonesia.

However, are the results of the research above sufficient to state that the nationalism of the society also reach economic problem, especially in loving Indonesian products? Because it must be realized that

economic decisions made by the society can have a tremendous impact on the economy at the regional level and of course to national scale. An effort to instill a sense of love for Indonesian products is an effort to strengthen the national economy.

Education is one of the best solutions to solve the problems above, especially in building the character of a sense of nationalism. Institute of Research and Development of Ministry of National Education (2010) argued that the alternative proposed to address or at least reduce cultural issues and the character of nation which is being discussed is education. Education is considered as a preventive alternative because education builds better new generation of a nation. As a preventive alternative, education is expected to develop the quality of new generation in various aspects that can minimize and reduce the causes of various cultural problems and national character. The outcome of education can be seen not immediately, but it has strong endurance and impact in the society.

Similarly, the sense of love Indonesian products can be invested with the ideal process of economic education. Based on the results of research which was conducted by Sari (2015) about the development of learning to love domestic products, it is suggested that: (1) development of learning package consisting of textbooks, student guides, and teacher guides equipped with steps or learning strategies along with its scoring rubric is required. (2) Modeling and various strategies in learning to instill love of domestic product are required. (3) The result of development is expected to be taken into consideration to present the material of learning to love domestic product in the curriculum.

The research above is feasible to be developed and to be conducted in border areas, assuming that socio-economic pressures on border communities are heavier than those in other areas. Students in the border areas need to obtain economic learning to love Indonesian products. In addition, Indonesia is a country that regulates its economy by law, so that economic learning should also embody economic behaviors which are in accordance with the prevailing economic constitution, which in essence explains that economic democracy in Indonesia is intended to achieve economic prosperity for all people of Indonesia (well-being), not welfare in a narrow sense (welfare). (Swasono, 2010)

This research is applied to the students of junior high school in the border areas, assuming that learning to love Indonesian products should be done early. Junior high school students begin to experience emotional maturity.

## **2. LITERATURE REVIEW**

### **A. Complexity of Problems in Border Areas**

The border area of Indonesia with neighboring countries has several problems that should be addressed immediately. The findings of a study which was conducted by Bunau et. al., (2011) show that (1) there are 456 or 18.38% of 2479 graduates of Primary School and / or equivalent in 4 border sub-districts in Sambas Regency in 2008/2009 who did not continue to Junior High School and/ or equivalent; (2) there are 305 or 17.93% of 1701 primary school graduates and/ or equivalents in 4 border sub-districts in Sanggau Regency in 2008/2009 did not continue their education to Junior High School level and/ or equivalent; (3) inhibiting factors include: socio-cultural, economic, geographic and demographic. Educational problems and various factors are fairly basic problems because it will have long-term impact.

Another important issue is the dependence of society on goods which are supplied from neighboring countries. Almost all type of goods in question are everyday needs, ranging from goods attached to the body, furniture in house, and even to the stone used as building materials. In Sebatik, for example, it is possible that domestic goods worn by citizens are only clothes because clothes produced by Indonesia are better than clothes produced by Malaysia, in terms of model. However, there are also many clothes which are bought by people of Sebatik in Tawau that are actually bought by Malaysians from Bandung to be sold again in Tawau. The suppliers of goods to Sebatik are also people of Sebatik who specifically come to Tawau to buy goods which are needed by the people of Sebatik. (Siburian, 2012)

The results of the study which was conducted by Abdullah and Sari (2014) also show that the dependence of Badau community on Malaysia, in line with the affirmative policy of the government of Malaysia, has weakened the position of the government of Indonesia in the eyes of Badau community. They feel that the government of Malaysia has more concern than the government of Indonesia itself. The population of Indonesia, especially Badau community, is highly dependent on Lubok Antu market, Sarawak, because the economy in Lubok Antu has grown into a shopping center, in which Indonesians are able to meet almost all of their daily needs only in half an hour. There is no equivalent economic center in the territory of Indonesia that can be reached by Badau community in a short time. The nearest economic center is Putussibau, the capital of Kapuas Hulu Regency. Dependence on Malaysian goods and markets is an objective fact that forms the basis for the redefinition of citizens' identity that often challenges their nationalism as "Indonesians".

Another issue as stated by Prasojo (2013) is that existing border society in Indonesia tends to be left behind from various aspects of development. The study about local communities in border regions in Indonesia has not been very encouraging either in terms of quantity or in terms of the impact of the results of studies in the form of post-assessment policy. Badau, which is located in the border area of West Kalimantan (Indonesia) and Sarawak (Malaysia), is one of the border areas that are not well developed. It appears that the friendly attitude and respect the migrants is a tangible form that they are very open with global and local currents. They also have an awareness of their position as a part of the world's population. The existence of interaction space for the outside world, such as the ease of access outside the country to other countries, results in the developed pattern of interaction, information and communication of Iban ethnic. It can be seen in the daily activities of Iban community who have been using mobile devices, television and other modern technology.

## **B. Education as Solution**

However, education is the main solution to solve the problems above, and will certainly have a long-term impact. The most important issue that can be overcome with education is the character of nationalism to love the nation.

School has an important role to teach knowledge and a value to students based on 18 points of character education. One character education that should be invested is loving the nation. Loving the nation can be shown in various ways, one of which is by loving domestic products. Unfortunately, there is no learning activity to love domestic products in schools. If it is studied more deeply, learning to love domestic product is very important to implement because it has a big impact to economic growth and independence of nation (Sari, 2015).

### **C. Welfare Approach and Loving Indonesian Products**

In addition to education, welfare approach is important to consider, given our economic constitution regulates the welfare of society. The research which was conducted by Raharjo (2013) found that the government of Indonesia implements a new paradigm in the management of border areas by combining a security approach and a welfare approach. The results also show that the policy has the potential to solve infrastructure problems, the dependence on Malaysian trade sector, low level of education, threat to nationalism, and weak inter-agency coordination. However, this combined approach is less concerned to the sociocultural aspects of local border communities, which is potentially undermining the existing local community order. This research recommends the government to involve the active participation of the community in formulating and implementing policies in the border area, so that the objective of security, welfare, and socio-culture can be achieved together.

Welfare approach above is basically related to national economic problem and competitiveness of Indonesia with neighboring countries and global. Therefore, if most people realize the importance of economic behavior in the national interest, then one of the solutions is to use domestic products to meet daily needs.

### **D. Development of Learning Model of Loving Indonesian Products in Junior High School**

Economic learning at junior high school level is one component of Integrated Social Science learning, which emphasizes the learning of economic behavior and welfare (Regulation of the Minister of National Education, No. 22 of 2006). Economic learning is basically intended to shape the knowledge, attitude and economic behavior of learners, but it must be admitted, currently the emphasis is on the process of transfer of economic knowledge, so it is not surprising that the learning economic attitudes and behavior are not achieved yet.

Social Science-Economic Learning with the theme of loving Indonesian products to junior high school students in the border area can be done with the assumption that (1) there is a uniqueness in the border area; (2) MEA has begun; (3) implementing an economic constitution; and (4) in an effort to strengthen the national economy.

### **E. Local Wisdom Economy**

Various local wisdoms and social capital can still be found in local communities, illustrating the ability of the community to maintain its existence and improve its living conditions through different forms, but essentially it has the nuance of efforts to realize welfare. Soetomo (2014)

Manan (1995) explains that Article 33 of the 1945 Constitution is a moral message and cultural message in the constitution of the Republic of Indonesia in the field of economic life. This article demonstrates the ideals and convictions that are firmly held and championed consistently by government, not merely providing guidance on the economic structure and the authority of the state in regulating economic activity.

Indonesia has a wealth of local economic wisdom rooted in the joints of community life in an effort to realize a prosperous life. Economic local wisdom can be the foundation of the birth of economic juridical foundation in Indonesia. One of those values is cooperativism, which reflects the behavior of Indonesians in economy, which is carried out jointly to achieve common welfare more broadly, not for the welfare

of individuals, which has a narrow meaning. The joint effort is a mutualism and the principle of kinship, brotherhood. (Swasono, 2008)

The process of cooperation (and social) is very important in economic activity. Social cooperation can maximize the happiness and well-being of mankind (Hazlitt, 1999). We cannot enjoy the economic benefits without institutions that encourage cooperation (Heyne, et. al., 2010).

### 3. RESEARCH METHOD

This research used a qualitative approach, which is more descriptive and inductive. Primary data in this study was obtained directly from respondents, in the form of explorative results conducted by interview and Focus Group Discussion (FGD) on Integrated Social Science teachers in junior high schools in Jagoi Babang and Badau, in the border area of Indonesia and Malaysia. The data collection in this study is not to prove or reject the hypothesis, but to make abstractions when special facts have been collected and grouped together, which means that the analysis in this study is inductive.

### 4. FINDINGS & DISCUSSIONS

#### A. Findings

Based on the results of interview and FGD, following findings are found:

**General problem of economic learning faced by teachers in border area:** The use of examples of cases/ economic behaviors in surrounding environment should be relevant to economic learning in junior high school. Teachers more often give example of rational economic behavior that promotes efficiency and effectiveness; thus they neglect element of morality and character, such as buying products with better quality with relatively lower price, without considering the origin of the product (domestic or foreign). This can certainly have a negative impact on students in the border area; the closer the distance to neighboring countries resulted in the product of neighboring countries to be a rational choice because it has lower price with better quality.

All teachers acknowledge that the use of examples of cases/ economic behavior in surrounding environment has not been included in lesson plan; the ones which have been widely embodied in lesson plan are theories derived from reference books.

The frequency of bringing the economic events of the surrounding community into the classroom has been done is not maximal yet. Teachers explain the comparison between Indonesian rupiah exchange rate with Malaysian ringgit, and the economic events related to the border. While the frequency of bringing students on economic events is still rare, although there have been some teachers who invite their students to sell their agricultural crops.

**The Opportunity of Encouraging High School Students in Border Areas to Love Domestic Products:** Most teachers state that the flexibility of the new curriculum makes it possible to incorporate plug in mechanism into several topics of economic learning according to national curriculum. Another alternative is that learning to love Indonesian products can be incorporated into local contents (*mulok*) which are taught in each school.

**Local wisdom economy embedded and preserved in the daily of surrounding society:** Local wisdom economy that is still embedded and preserved in the daily life of border community is shown by using local raw materials such as rattan and bark, which are processed into splints, *takin*, bags, bracelets, rings, and other various jewelry that can be used everyday.

In the culinary, border community has quite a lot of traditional food, which are processed through fermentation, for example, *tempoyak*, which is made from durian meat, and *pekasam*, which is made from fish. Those products are sometimes used as one of incomes and/ or additional incomes. Those products have also become export commodities to neighboring countries.

**Local wisdom economy that is possible to be integrated in economic learning:** Most teachers state that local wisdom economy which is possible to be integrated into economic learning is as exemplified in the points above, namely handicrafts and culinary.

**Economic Incidence in border areas that becomes an issue in local and national society:** According to most Social Science teachers in junior high school, economic incidence in the border areas that becomes an issue among local and national society is still in line with previous research results, namely import-export issues and welfare gaps.

Export commodities which more concern with non-intensive traditional agriculture crops, handicrafts, and culinary products are far behind imported commodities which are used to meet daily basic needs, such as rice, sugar, frying oil, salt, gas and other basic commodities used in daily life. In addition, most of local community only acts as a “spectator” in export-import activity because economic activity is more dominated by economic actors who are not from the border region.

Welfare gap is an ongoing issue. Most people in border areas prefer to work abroad because of higher income offer, even though currently the local people have become workers in domestic palm oil plantations (which are actually foreign-owned). Some social science teachers are worried about the ecological impact of palm oil plantations in the long term, but they consider that in the short term it becomes a solution to improve the welfare of local people by being employees in the palm oil company.

**Economic culture which shows a sense of nationalism:** According to the teachers, the economic culture that shows a sense of nationalism is the preservation of the people’s market, which becomes a place to sale and purchase local products of local community as well as domestic migrants and those from abroad. In addition, there are still parents who used to give pocket money to their children in Indonesian rupiah, even though they have more money in Malaysian ringgit.

**Common behavior of junior high school students in border area regarding the use of domestic products:** Junior high school students in the border areas are more familiar with domestic products; most of them are using more domestic products than foreign products, which can be seen from the bags, shoes, and clothes that they use everyday. Most teachers suggest providing learning that introduces students to domestic products and the impacts of using domestic products on regional and national economy.

**Economic learning applied regarding domestic products:** Economic learning regarding domestic products has once been conducted by social science teachers of junior high school. However, the learning tool was not well-structured. Some teachers have admitted to mentioning: (1) The definition of domestic products; (2) Identification and difference of domestic products and foreign products; & (3) Examples

of domestic products. However, the delivery of: (1) The impact of using domestic products; & (2) The importance of loving local and national products of Indonesia has not been done by the social science teachers of junior high school in the border areas of West Kalimantan.

**Suggestion of developing learning to love Indonesian products in junior high school students in border area of West Kalimantan:** The following points are suggested by the teachers related to the development of learning to love Indonesian products in junior high school students in the border area of West Kalimantan: (1) The need for conformity between materials of learning to love Indonesian products with appropriate learning methods; (2) Provide real examples of loving domestic products in the learning process; (3) Massive movements need to be undertaken to develop a learning to love domestic products, including the involvement of local government and related parties; (4) Conducting campaigns for parents of students at border areas related to household economic learning that prioritizes the use of domestic products.

## **B. Discussion**

**Challenge of economic problems in border areas:** Addressing the issues as presented in the results of this research will certainly face many challenges. Currently, China becomes a great competitor, which products are cheaper. It is the toughest challenge that will be faced the business world. It would be worse if the living standard of Indonesia is still low and cannot be immediately improved. The society might choose realistic considerations of choosing cheap goods according to their ability. Nevertheless, there are many tremendous realities of potential economic conditions for the success of the movement to use domestic products. (Siregar, 2011)

Another thing that becomes a great challenge of Indonesians is that some of the world-class branded products that are believed to be foreign products are derived from local production. These products are ordered by overseas manufacturers to be marketed worldwide by using their brands. On the other hand, this indicates that some types of domestic products are not inferior to foreign products; therefore, immediate action is required in order to encourage the use of domestic products. (Siregar, 2011)

A research which was conducted by Marlina (2016) found that people prefer foreign products than domestic products because it is easier to get foreign products and foreign products also have relatively better quality. In fact, two of the three informants of her research had thought to switch their nationality because they felt that they would find employment and education with better quality abroad than in Indonesia. However, because of the difficulty of to switching citizenship, they discontinue their intention to switch citizenship.

**Approach of Learning to Love Domestic Product:** The problems above, especially in term of loving the domestic product, can be overcome by making people aware to select national and local products compared to foreign products; it is the real form of nationalism or loving the nation. People of Indonesia need to learn from Japan, where foreign products are so difficult to market, not because of barriers to entry the market, but because people of Japan really love the domestic products. Japanese society has a high awareness that buying domestic products is helping themselves. Therefore, Indonesian also should do the same thing, namely loving domestic products. If Indonesians love Indonesia's domestic products, who else? Loving domestic products means that we are improving the economy and building our country, Indonesia (Syarifuddin, et. al., 2016)



**Nationalism Education:** To support food independence and loving Indonesian products, it is necessary to develop nationalism education, including in family environment. This concept is in line with the development policies which are implemented by the government currently, namely NAWACITA as the basis for development, namely: (1) Act as a country which protects the whole nation and provide security to all citizens. (2) Keep government being active by building clean, effective, and democratic governance. (3) Build Indonesia from the rural areas by strengthening the regions and villages within the framework of the unitary state. (4) Refuse to be a weak country by conducting system reformation and law enforcement that is free of corruption, dignity and trust. (5) Improve the quality of human life of Indonesia through improving the quality of education and training with program of *Indonesia Pintar*, *Indonesia Kerja*, and *Indonesia Sejahtera*. (6) Realize economic independence by running the domestic economic sectors which are strategic. (7) Increase people's productivity and competitiveness in international market. (8) The revolution of the character of the nation is conducted through the policy of rearranging national curriculum. (9) Strengthen the diversity and strengthen social restoration of Indonesia through the policy of strengthening the education of diversity. (Syaifuddin, et. al., 2016)

The results of a research which was conducted by Kusuma, et. al., (2015) indicate that the process of fostering the spirit of nationalism through intracurricular and extracurricular activities in SMP Negeri 1 Pagelaran Pringsewu Regency was conducted in order to maintain the identity of students as citizens of Indonesia. This can be done by integrating the principles contained in nationalism, namely: (1) the principle of togetherness that requires every citizen to put the interests of the nation and state above personal and group interests; (2) the principle of unity, in which citizens must be able to set aside their personal or group interests that can cause disunity and anarchy (destructive); & (3) democratic principles sees that every citizen has the same position, rights and obligations.

Japan is a developed country because its people have a strong nationalism. Japanese society believes that buying domestic products is a way to help their country become a big nation. They really do not like imported products and always try to consume their own country's products, even though the price is more expensive or the quality is lower. (Indagkop, 2013)

The character shows a sense of nationalism and the spirit of patriotism, in which every citizen has an individual bond to the state, by giving the government a right to organize and protect the economic interests of the country. Nationalism as a doctrine to love the nation and state to keep the legitimate government will lead to nationalism which is defined as the awareness of membership in a nation that potentially can achieve, maintain, and keep the identity, integrity, prosperity and strength of a nation. (Pusbangprodik, 2012)

**Steps in Building Local Consumer Commitment:** Domestic consumers need to be empowered in order to always commit to prioritize consuming domestic products. There are at least two steps that need to be made to establish domestic consumer commitment, namely (1) nationalism and (2) rationalism. The development of local products will get great benefit from consumers who have high nationalism. Consumers like this prioritize the use of domestic products than imported products that become an alternative to the fulfillment of their needs because of motivation/ pride to do the best for the benefit of the nation. Efforts to increase nationalism in consumption must be done persuasively, through propaganda (either positive or negative) and education. The rationalism of consumer will lead a person to tend to select products based on a more realistic view; therefore, efforts to increase domestic consumer commitment

are not only conducted by persuasive approach in form of propaganda and education, but it is necessary to do other realistic actions: 1) improving the quality of domestic products; & (2) competitive pricing. (Siregar, 2011)

Fadila & Rasyid (2012), who conducted research to measure the ethnocentrism of consumers, used 15 CETSCALE scale. Based on the calculation of the correlation between consumer ethnocentrism and involvement in decision-making, low involvement is 0.407 and high involvement is 0.420. This means that the relationship between the ethnocentrism of consumer with low involvement and high involvement is moderate. Fadila & Rashid suggest manufacturing companies to use communication language that emphasizes the pride of using domestic products or declare its products as a global product made in the country as a form of nationalism.

**Spin-Off of Local Wisdom Economy:** Regarding economic in context, there is a term “Spin-off” in economics, which can be understood as an inherent condition which cannot be separated from the initial conditions or from conditioned conditions. For example, Dayak people who have local wisdom economy, wherever they are, will always keep their local wisdom. Therefore, the behavior that they maintain is “spin-off”, but if the behavior is not attached, it means there has been a spin- out.

Granovetter (1985) uses the term spin-off in economic behavior, namely the actions embedded in social networks existing in society, which are not limited to individual actions but are more widely applicable, including economic relations in social networks. Spin-off occurs by habituation done by a group of people in social networks. Similarly, the habit of using domestic products can be formed by habituation that leads to behavioral attachment.

Providing examples in economic learning process based on economic incidence experienced by learners in formal and non-formal education environment will make it easier to create new behavioral attitudes, including in creating a sense of love for local products and domestic products.

Based on the description above, it is necessary to consider developing learning to love domestic products for junior high school students in the border area of West Kalimantan, by using the spin-off of community approach in local wisdom economy, in the form of examples of the use of traditional handicrafts using raw materials from nature in the form, such as *takin*, bags, bracelets, rings, and various other jewelry to be used in everyday life. In the culinary, it can be done by providing example of those that owned by the border community in the form of traditional food that needs to be preserved, assuming as a local product that is free from dependence on outsiders.

## 5. CONCLUSION

The results of this research found that the learning to love Indonesian products in the border area of West Kalimantan is very urgent to do. Learning that is prioritized is associated with local wisdom economy that is still inherent in the daily life of the community. People’s dependence on foreign products, especially Malaysia, has become a part of everyday life, and has been the lifestyle of the society, even since early childhood. Many basic needs of society are supplied from neighboring countries. In a long term, this will have an impact on economic resilience, especially for the local community. This research takes a position on preparing the next generation to love Indonesian products in order to shape the economic resilience of local communities and the national economy.

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