



Learning Program of National Vision Cultivation to Indonesian Children with Permanent Resident Status

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Abstract

Many conflicts that arise in Indonesia such as loss of humanity, love and respect for NKRI, recognition of the culture by other nations, causing division between regions, countries and nations. Therefore, it becomes an important thing to cultivate learning national vision into the nation's next-generation, especially from an early age. Various character values need to be applied to children, especially the character to love culture of the nation and country, which is grown through learning the cultivation of national vision. So, children know the origin of their birth and various cultures of their resident people. This study aims to determine the learning program for the cultivation of national vision in Indonesian children with permanent resident status (PR) at Little Stars Kindergarten, School of Indonesia (Singapore) Ltd. In addition, this study aims to see how the behavior of students after participating in the learning of national vision at Little Stars Kindergarten, School of Indonesia (Singapore) Ltd. The target of this study is Indonesian children with permanent resident (PR) status, aged 4-6 years at Little Stars Kindergarten, School of Indonesia (Singapore) Ltd. This study uses qualitative methods, with data collection through observation, interviews and documentation (triangulation). Permanent Resident is the legal status granted by a country so that it has the same position as a citizen. Almost all students at SIS Little Stars are permanent residents. The results of this study indicated that students with permanent residency (PR) status at Little Stars Kindergarten, Indonesia School (Singapore) Ltd, have diverse national perspectives. The national vision possessed by students includes: knowing the city or country of origin at birth, local languages, special foods, Indonesian national songs, some folk songs, and general knowledge about Indonesian culture. Students still have a national vision for Indonesian, even though they have long-lived and settled in Singapore. This is the output of the learning of national vision conducted by the teacher.

How to Cite

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INTRODUCTION

Indonesia is one of the largest multicultural countries in the world. This fact can be seen from the socio-cultural and geographical conditions that are so diverse and broad. This diversity is recognized or will not be able to cause various problems such as corruption, collusion, nepotism, poverty, violence, environmental destruction, separatism, and loss of humanity to respect the rights of others, is a real form as part of the multi-culturalism (Salamah, 2006). Meanwhile, Samuel Huntington in *The Clash of Civilization* predicts a clash between civilizations. The clash was allegedly due to several factors including political, social, cultural, economic, racial, and even religious. Some cases that have occurred in the country caused by these factors are causes of conflict in the regions: Ambon, Poso, and Dayak ethnic had a conflict with Madura in Sampit, and various cases unknown to the public (Lemhanas, 1997).

Besides the cases of conflict between regions, many other issues can erode the unity of Indonesian nation, one of them is the transfer of citizenship from Indonesia to become another nationality. This was triggered by an Indonesian citizen who lived in a country, and felt the comfort that could not be found in Indonesia, then decided to release his citizen status. Data from the Indonesian Embassy (the Embassy of the Republic of Indonesia) in Singapore shows that more Indonesian citizens (Indonesians) have changed their citizenship to become Singaporeans during the last two years. According to this data, there was an increase in the number of 630 in 2010, to 870 in 2012. However, this figure is still below the highest record, which is 1,180 in 2008. A total of 180,000 Indonesian citizens have reported to the Indonesian Embassy, from a total of 216,000. This statement was presented by the Ambassador of the Republic of Indonesia to Singapore at the Indonesian citizens' missed meeting with the President and Mrs. Iriana on 7 September 2017 (Antara News, 7/9/2017).

NKRI or commonly referred to as the Unitary Republic of Indonesia is a "fixed price" for the establishment of the Indonesian Nation. Pancasila is used as a philosophy of the behavior of shared life, which in addition to underpinning the discourse of one's life also has contextual application in political life, economic, socio-cultural, educational, and global life stages in building the world. 1945 Constitution as a guideline for the life of the nation, in which there are some rules for behavior. As well as Unity in Diversity as a

reference in addressing life together in a multicultural situation of the nation, given the slogan has the meaning "different but still one". So even though Indonesia has a variety of tribes, races, languages, regions, characteristics differ from one another but still one nation, namely, the Indonesian people. Indonesia also has the sovereignty to exercise independence in preserving culture. This preservation needs to be done so that the values of the nation's ancestors are not eroded by time.

Guidelines for character education for early childhood issued by the Ministry of National Education, Directorate General of Early Childhood Education, Non-formal and Informal (PAUDNI), Directorate of PAUD (2011), explains the early childhood education of the character values seen it is very important to be introduced and internalized into behavior including: love for God Almighty, honesty, discipline, tolerance and peace, self-confidence, independence, help, cooperation, mutual cooperation, respect and courtesy, responsibility, work, hard, leadership and justice, creative, humble, care for the environment, love the nation and the motherland. It is clear that the love of the nation and the motherland is one of the character values that deserve to be cultivated. The inculcation of values can be done through learning national vision.

School is the most strategic environment to shape the character of children. According to Kurniawan (2014) cultivating a sense of love to the motherland can be done by parents from simple or small things. Cultivating the national vision in early childhood must be done appropriately, by arranging effective, efficient, unique and interesting children's learning programs. Learning comes from the word learning, which is an activity or a process to gain knowledge, to improve skills competencies, to improve behavior, attitudes, and try to strengthen personality (Fadlillah, 2012).

In the Constitution Number 20 of 2003 concerning the National Education System it was stated that learning is a process of interaction of students with educators and learning resources in a learning environment. Educators must be very smart in choosing and determining what methods that will be used to cultivate national vision into children so that, the moral message that the teacher wants to convey can be reached and understood by the child for their future life.

Data from the Embassy of the Republic of Indonesia (KBRI) in Singapore, there are about 153 children who go to School of Indonesias (Singapore) Ltd at various levels (nursery, kindergarten, primary, junior high school and senior

high school). About 75% of SIS Little Stars students come from Indonesia. These children have different backgrounds from one another. Some of them are Indonesian children who live in Singapore because of the transfer of parents' work. Then some are children of Indonesian Diplomats who work at the Indonesian Embassy in Singapore. The rest are Indonesian children born from marriages or marriages of different countries, who then decide to live in Singapore. Every child has Indonesian blood, and knows culture about Indonesia, although not much. In addition, each child learns several different cultures, including Indonesian culture (as a homeland), Singapore culture (as a place to live) and the culture of the city or country of their birth. In addition, the majority of them have the status of PR (Permanent Resident), which means that they have the same status and privileges as Singaporeans (Singapore Citizens). This requires children to adapt to each new environment. Therefore, it is very important to cultivate national vision for them so that they know their homeland. Based on the problems above, it becomes an important thing for all elements of society to cultivate national vision. The best time to cultivate nationalism is from an early age (Kusumandari, 2013).

Early childhood is a golden period for the child's development to obtain the educational process. This period is a valuable year for a child to recognize various kinds of facts in his environment as a stimulant to the development of personality, psychomotor, cognitive, and social. Based on the results of the study, about 50% of the intelligence capabilities of adults have occurred when they were 8 years old, and reached the culmination point when children were 18 years old (PAUD Directorate, 2004). Early childhood is a generation that will build the nation so that it does not lag behind other nations (Suyanto, 2005). Cultivation of national vision can be integrated into learning and care is needed from each party, among others: government, community, family, and the most important is the school. As is the case with Putri (2017) that, nationalism values can be passed on to the nation's successors through education (school).

This study aims to determine the learning program of cultivating a national vision at SIS Little Stars. The program was arranged in a planned manner for the students, who are Indonesian children, however, the status of permanent residents. In addition, this study also aims to look at the behavior of students after receiving or undergoing a national vision cultivation program. Researcher observed behaviors which show that

students know the culture of their birth, namely Indonesia, know the national anthem of Indonesia, know the identity of the State of Indonesia, know the typical Indonesian food, know everything about the State of Indonesia according to the programs that have been prepared. The advantage of this research is carried out outside of Indonesia, namely Singapore. Moreover, this research can also be used as a reference relating to the cultivation of early childhood nationality. Knowing that the concept of early nationality has not been much researched. In addition, the nationality behavior possessed by students can be used as an evaluation material in the preparation of the right program to cultivate nationalism and foster the love character of the Indonesian.

METHODS

To find out the implementation of "National Vision Learning Program for Children with Permanent Resident (PR) status at Little Stars Kindergarten School of Indonesia (Singapore) LTD" which is also adjusted to the aims and benefits of research, qualitative research methods are used. According to Sugiyono (2015) qualitative research methods are research methods used to examine the condition of objects naturally (as opposed to experiments) where researchers are as key instruments, data collection techniques are carried out by triangulation (combined), using qualitative methods, then it is hoped that the data obtained will be more complete, more in depth, credible, and meaningful so that the research objectives can be achieved. The study was conducted at SIS Little Stars Kindergarten, School of Indonesia (Singapore) Ltd, located at 20A Siglap Road, Singapore 455859. This study took data from children aged 4-6 years at SIS Little Stars Singapore, they are 8 children, 6 boys and 2 girls. In addition, researchers also took data from 1 teacher, 1 Plt. the principal, and 1 parent as a representative, so the total research subjects numbered 11 people. This research uses triangulation (combined) from several data collection techniques. Triangulation of data collection techniques includes: observation, interview, and documentation.

RESULTS AND DISCUSSION

National Vision Cultivation Learning Program

This research shows that national vision program is cultivated through various activities, including: storytelling, language and literacy, music and movement, art and craft, the discovery of the world, and ask and question. Learning to cul-

tivate a national vision is an educational process that is attempted and planned to cultivate and develop national values to students so that they can recognize various national values, love culture, and preserve culture within the nationalist community. According to Kurniawan (2014) cultivating a sense of love for the motherland can be done from simple or small things. Implementation of the national vision learning program at SIS Little Stars through programmed activities and habituation. Programmed activities are carried out in the classroom, whereas habituation activities are carried out between learning activities both inside the classroom and outside the classroom.

Activity Program refers to weekly plan created or designed by educators. Based on the Little Stars SIS weekly plan, learning activities have 6 (six) stages, namely, domain / outcome, circle time, objectives, activities, lunch, and afternoon activity. Learning activities start at 09.00-12.00 pm Singapore time. Based on observations, most of the students came 30 (thirty) minutes before learning began, some came close to the start of learning, and some were late for various reasons. These reasons include: children who are fussy or whining when they have to get up early, parents are late to deliver to school, or because there is something left at home.

SIS Little Stars in their learning uses the BCCT (Beyond Center and Circle Time) method or center and circle approach. The beginning of the activity began with circle time, discussing together about the themes and sub themes on that day. The teacher starts by singing the opening song, a song about the day and month and other songs. After that, the teacher and students discuss about various things that the child wants

to know. The teacher and students sit together in a semi-circular position to provide a foothold for students. This stepping-out activity is carried out before and after playing. This approach stimulates children to actively carry out play activities while learning in learning centers (Mursid, 2016). All activities focus on the child as the subject of learning, by providing a foothold. SIS Little Stars designed a number of activities. The following programmed activities related to the planting of national vision:

Various activities are designed by the teacher to cultivate national vision into students who are permanent residents but are still Indonesian citizens. This activity program is integrated in learning and is continuous or ongoing and is carried out in a frequent period of time. These activities include storytelling, language and literacy, music and movement, art and craft, discovery of the world, and ask and question. SIS Little Stars students have a good development in terms of national vision. This development is also the hard work of the Little Stars SIS teacher. The teacher plays the role of educator, while the student acts as the subject of the student (Manurung, 2011).

On Monday, the teacher more focused on language and literacy, the teacher introduced various vocabularies such as, as, us, am, are, this, that, you, me, and many more. However, the teacher still provides activities to cultivate national vision by introducing the national anthem and Indonesian anthem in the middle of activities according to the learning domain every day. Tuesday, the teacher focused on learning music and environment domain that matches the learning theme. Through this opportunity, teachers are used to introducing Indonesian national vision to children through music and songs. Teachers

Table 1. National Vision Program of SIS Little Stars August - October

Month	Activity
August	Introducing of Indonesian Independence Day (RI Anniversary) Introducing of Indonesian and Singapore flags Teaching the song “ <i>Hari Merdeka</i> , and <i>Can Malican</i> ” Making decorations to welcome RI Anniversary Participating in the competition to commemorate the Republic of Indonesia Anniversary
September	Introducing the national anthem “Singapore oh Singapore” Telling a folk tale entitled “ <i>Bawang Merah</i> , <i>Bawang Putih</i> and <i>Golden Pumpkins</i> ” Introducing the cities of birth of students
October	Introducing the President of Indonesia and his representatives Telling folklore titled “ <i>Toba Lake</i> ” Introduction of Garuda as a symbol of the Indonesia Teaching the national anthem “Indonesia Raya” Introducing traditional transportation in Indonesia.

provide opportunities for children to absorb various information, this is in line with the theory of Suryana (2017) that early childhood learning should be able to provide opportunities for children to get a scientific learning process. The teacher introduces a number of Indonesian songs to students. Songs that are introduced to students today include: *Hari Merdeka, Yamko Rambe Yamko, Kicir-Kicir, Caca Marica, and Singapore oh Singapore*.

Next Wednesday is a very pleasant day for students, because it will carry out art and craft activities. In the art and craft activities, the teacher introduces the national vision of Indonesian to the students. For example, introducing the color of the Indonesian flag, the color of the Singapore flag. Thursday, the teacher carried out the domain of discovery of the world. This activity, sort of gives students knowledge, that the world is very diverse, and has many cultures. The teacher gives an explanation that children are from Indonesia, but living in Singapore, they must respect each other. Every Friday, the teacher more focused on the exercise activities or exercises conducted in the backyard of SIS Little Stars.

SIS Little Stars uses a variety of instructional media in cultivating national vision, including films, music, themes or decorations that are changed once a month in accordance to the replacement of new themes. In addition to the other media pursuit is simple games (games), pictures (flashcards), pictures or photos of the president and vice president, images of eagle, electronic objects, and all the needs to make art and craft. All learning media are designed to support the learning activities of planting a national vision. According to Zainal (2013), the media is an intermediary or introduction. Learning media is a combination of tools (hardware) and materials (software). The teacher is only one type of learning resource in the form of "people".

SIS Little Star students have a sense of pride in their homeland, have tolerance, and uphold humanity. This can be seen from the children's knowledge of Indonesian culture. Students also begin to know and sing well the song of *Indonesia Raya*. There are students who have memorized the lyrics of the national anthem of *Indonesia Raya*, but there are also those who have not, given their unequal ages. This is in line with the opinion of Wulandari (2017) that children can bring up the character of nationalism, the most important thing is how to introduce and apply it to children who must be adapted to their age and developmental stages.

The teachers is expressive when they are telling stories or do storytelling and to foster an

atmosphere, the teachers often show expressions that are tailored to the character being told. This is a way for teachers to foster an atmosphere of students. When teachers do it, students respond by laughing, silent, and smiling. Cultivating national character is not an instant thing. Repeated processes and similar activities are needed so that children can recognize various characters that must be applied to themselves (Yunus, 2015).

The national vision of learning program at SIS Little Stars, which is carried out through programmed and accustomed activities, has constraints and supporting factors. The main supporting factor comes from the human resources themselves, the teacher introduces various kinds of habituation activities to foster good character in students. While the obstacle of applying the concept of Indonesian national to students with permanent resident status is the mixing of ages in class. Various programmed activities (storytelling, language and literacy, music and movement, art and craft, discovery of the world, and ask and question) that refer to the weekly plan are implemented in the classroom. Whereas habituation activities are carried out between learning activities.

Type of Behavior that Reflects the Character of National Vision of SIS Little Stars Students

This study looked at eight (8) SIS Little Stars students, 6 boys and 2 girls. Every child at SIS Little Stars has a different national character. Age factors, and differences in memory and understanding are the causes of this. There are children who easily remember information after seeing or hearing information. The function of the tool of thinking (tool of the mind) on each individual which is certainly different between one individual with another individual. It is through the thinking tools possessed by each individual that a person's cognitive development develops from an early age to adulthood. According to Astuti (2013) there are factors that influence cognitive development, including the following: 1) Heredity, 2) Environmental factors, 3) Maturity Factors, 4) Formation Factors, 5) Interest and Talent Factors, and 6) Freedom Factors.

Through appropriate methods, media and strategies, teachers can apply the national vision of Indonesian effectively. The teacher adjusts to the age and level of development of the child or students. The teacher establishes an approach to students, so they feel comfortable and safe when doing teaching and learning activities. When students already feel safe and comfortable, the teacher will more easily cultivate national vision

into students with permanent residency status at SIS Little Stars, which is part of the future generation of the Indonesian Nation. This is in line with the theory (Adiarti, 2015) that effectiveness can be achieved if all elements and components contained in the learning system can function in accordance to the goals and objectives set. The effectiveness of learning can be achieved when planning preparation, implementation and evaluation can be carried out in accordance to procedures in accordance to their respective functions.

The ability to act on the national of students in good categories. They know where they come from, and the symbol of the Indonesian state is Garuda. Learners also know the color of the Indonesian flag, and who is the President of Indonesia. Besides, students can also sing the song of Indonesia Raya, as well as knowing a good attitude when singing it. Students also begin to know the Republic of Indonesia Anniversary. The ability to think about the national of students is good, because they can recognize certain things about Indonesia, such as: folklore, dance, and traditional singing. The development of Early Childhood Education programs learning processes and low elementary school classes pay more attention to the principles of protection and respect for children's rights by emphasizing efforts to develop emotional, social, and spiritual intelligence with the principle of playing while learning (Istiqomah, 2016). Thus, the teacher always cultivates national vision that are integrated with play.

Students have knowledge of national vision that are different from one another. This is in line with Mustofa's theory (2016) that each child has their own choices, which are influenced by the environment, education, and affection given by the family, especially parents. Children are seen as plants that grow. The teacher does not generalize the ability of students in terms of absorption of national vision material. The role of the teacher in the formation or inculcation of nationalism is that the teacher not only motivates or advises but the teacher must be able to be an example for students (Nugraha & Sari, 2017). In addition to activities in existing domains, the teacher introduces a national vision into Indonesian to children by storytelling both stories about the general public, characters, and about traditional stories in Indonesia.

After learning about the cultivation of national vision at SIS Little Stars, students can recognize and understand the symbols of the Indonesian state, the colors of the flag, and other identities related to the country.

Through appropriate methods, media and

strategies, teachers can apply the vision of Indonesian national effectively. Of course, it must be adjusted to the age and level of development of the child or students. When students already feel safe and comfortable, then the teacher will more easily cultivate national vision into students with permanent resident status. Information from parents is less than optimal about how to habituate national vision while at home. In addition, not all parents have the willingness to introduce Indonesian culture more deeply, due to factors of cultural differences with a partner. Thus, it only introduces the general culture in Singapore as well as, the teacher's knowledge that needs to be increased again about the national vision of Indonesian.

CONCLUSION

Based on the description and analysis of the data obtained related to the learning program of cultivating national vision to Indonesian children with permanent resident status at Little Stars Kindergarten, School of Indonesia (Singapore), it can be concluded that the students at SIS Little Stars have national vision to think, and act on national vision in accordance to the indicator of national vision on research instruments. Most of the students at SIS Little Stars have a sense of pride in Indonesian culture. They have knowledge related to the name of the country, the color of the flag, the names of the President and Vice President of Indonesia, some folk songs, the national anthem of Indonesia namely Indonesia Raya, some special foods from Indonesia, the area or city where they were born or lived, and the symbol of the Indonesian state, namely "Garuda". In addition, students have good character in culture, this can be seen from the respect of children when singing Indonesia Raya, not doing joke when singing the Indonesian national anthem, and try to memorize the lyrics of the national anthem Indonesia Raya. Students also participate in activities to welcome Indonesian Independence Day, dare to perform regional dance dances, and sing folk songs in public. Precisely in front of all members of the Indonesian School (Singapore) Ltd.

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