

SOCIALIZATION OF THE USE OF SYMBOLS OF THE UNITARY STATE OF THE REPUBLIC OF INDONESIA TO CHILDREN OF MUHAMMADIYAH LEARNING STUDIO IN KAMPUNG BARU MALAYSIA

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ABSTRACT This article is the result of community service initiatives intended for children at the Muhamadiyah Learning Center in Kampung Baru, Malaysia. This community service represents our civic duty to urge the protection and preservation of the emblem of the Unitary State of the Republic of Indonesia against negligent actions. The state symbols represent the identity of the Unitary State of the Republic of Indonesia, which must be revered and embraced by Indonesian citizens regardless of their location. The 1945 Constitution mandates that state symbols serve as instruments of unification, identity, and a representation of national existence that embodies the sovereignty and dignity of the state. This community service aims to elucidate state symbols and the penalties associated with the unlawful use of the Symbol of the Unitary State of the Republic of Indonesia. The service is implemented through learning and play. The deficiency of educational resources regarding state symbols and the legal ramifications of their misuse among Indonesian children in Malaysia necessitates implementing instructional methods to enhance appreciation, nationalism, and pride in the Unitary State of the Republic of Indonesia, regardless of their location. Consequently, it is essential to guide Indonesian children residing in Malaysia to cultivate appreciation and affection for the Unitary State of the Republic of Indonesia.

KEYWORDS: *Indonesian State Symbol, Migrant Children, Kampung Baru Malaysia*

1. INTRODUCTION

Children have the right to education as outlined in the Universal Declaration. Education can be acquired globally, regardless of one's location within the country. Education ought to focus on cultivating the complete human persona and reinforcing respect for human rights. Furthermore, education is anticipated to promote understanding, tolerance, and camaraderie among all nations (United Nations General Assembly 1948). Article 3 of Law No. 20 of 2003 asserts that education can cultivate the character and civilization of a dignified nation to enhance the nation's existence (Mattalatta 2003). Moreover, children possess the right to live, grows up, and develop while engaging appropriately in accordance with human dignity, and to receive protection from violence and discrimination (Kesowo 2002). Indonesian children residing abroad acquire knowledge about their home nation, whereas their understanding of Indonesia is significantly restricted. Consequently, children possess the right to be informed to cultivate a dignified national identity.

Children represent the forthcoming generation and the future of the nation. The citizenship status of a child is governed by the laws of their respective country. Citizens, both native and foreign, are essential components of a country. According to the Law on Citizenship of the Republic of Indonesia, an Indonesian citizen is defined as a native Indonesian, a foreigner legally recognized, or a child born to a couple, both of whom are Indonesian citizens. A child born within a legal marriage, with one parent being an Indonesian citizen (BPK 2006). Indonesian children in Malaysia are typically those born to parents who are both Indonesian citizens or to one Indonesian citizen parent. To cultivate the next generation of patriots in Indonesia, it is essential to introduce state symbols as representations of national identity.

State symbols are identities that every Indonesian citizen must respect and take pride in. The emblems of the Unitary State of the Republic of Indonesia comprise the Red and White State Flag, the Indonesian Language, the Garuda Pancasila State Emblem, and the national anthem Indonesia Raya, collectively representing the identity of the Indonesian Nation (BPK 2019). Article 65 of Law No. 24/2009 stipulates that every citizen possesses the right to preserve and protect state symbols as an expression of respect and state sovereignty. Regulations concerning flags, languages, state symbols, and national anthems are designed to: enhance unity and integrity, uphold national dignity, and establish order, clarity, and uniformity in the application of state symbols. Therefore, Indonesian children need to acquire the knowledge necessary to safeguard the emblem of the Unitary State of the Republic of Indonesia.

Individuals who violate the state symbol law will face criminal penalties against public order, including fines and imprisonment, commensurate with the nature or severity of the offense. Law No. 1 of 2023 classifies the offense of desecration of state symbols into Category II, imposing a fine

of Rp. 10,000,000 (ten million rupiah), and Category IV, imposing a fine of Rp. 200,000,000 (two hundred million rupiah) (President of the Republic of Indonesia 2023). Consequently, it is essential to implement sanctions for the desecration of state symbols among Indonesian children to serve as a deterrent against actions prohibited by the Criminal Code.

Based on the above background, The goal of this service is to educate children at the Muhammadiyah Learning Center in Kampung Baru, Malaysia, about the symbol of the Republic of Indonesia and the penalties for its desecration. The main objectives of this global service are:

1. To directly enhance the knowledge and motivation to learn among Indonesian immigrant children in SBM Kampung Baru, Malaysia.
2. To support the teachers at SBM who have volunteered to impart knowledge and skills, enabling Indonesian children to develop reading, writing, and arithmetic abilities.
3. Facilitate international service collaboration between the Faculty of Law, Universitas Bosowa, and SBM.

The benefits of international service:

This activity enables the Faculty of Law at Universitas Bosowa to broaden its international network, foster collaborative opportunities, facilitate the exchange of ideas, and enhance the experiences of its members..

2. METHOD

This service activity was conducted in Malaysia at Jalan Raja Alang, Kampung Baru. The implementation was carried out on Saturday, December 14, 2024. Service activities involve around 50 elementary and junior high school students enrolled at SBM Malaysia. This service aims to familiarize children with the symbols of the Republic of Indonesia, which represent the nation's identity, and to inform them of the penalties for desecrating these symbols, fostering a spirit of nationalism and affection for their homeland, even while abroad. This activity is conducted through presentations and games. The program's success can be seen in the children's enthusiasm as they sing Indonesia Raya, Garuda Panca Sila, and the Red and White Flag, converse in Indonesian, and demonstrate familiarity with national symbols through song.

3. RESULT AND DISCUSSION

This dedication has influenced education at SBM, as the institution consistently hosts foreign volunteers to teach Indonesian children throughout the year. Students permitted to attend SBM are those whose parents are migrant workers from Indonesia. SBM exclusively offers education for

elementary and junior high school levels. Parents are expected to facilitate opportunities for their children to pursue high school education in Indonesia. If migrant children are not repatriated to Indonesia, they may discontinue their education. Consequently, Malaysia is unable to permit these migrant children to enroll in official schools due to their lack of documentation. The children's parents are employed as manual laborers and possess restricted knowledge. Consequently, the availability of this international service has facilitated access to information regarding the Unitary State of the Republic of Indonesia for both educators and students, aligning with service protocols and academic requirements in the studio.

During the in-person meeting at SBM, we observed that the children exhibited diversity and possessed varying national knowledge. Consequently, we assessed the children to identify the state symbol and locate the song. For instance, individuals acknowledge the song "Garuda Pancasila," composed by Sudharsono, yet they fail to recall the precepts of Pancasila and are unaware of the symbol's function and significance. Similarly, the Indonesian National Anthem, Indonesia Raya, composed by WR. Supratman, remains challenging to sing. This situation is concerning, given that they are Indonesian children, the future generation of the Indonesian Nation. Therefore, it is essential to elucidate state symbols to ensure that immigrant children honor and do not undermine the identity of NKRI.



Figure.1. Playing games and singing together

Teachers at SBM solely present the national symbols to immigrant children, specifically the flag, coat of arms, national anthem, and language. Implementing a specialized learning curriculum for students in Indonesia is unfeasible due to the limited number of teachers. It is a significant achievement for educators when immigrant children acquire reading and writing skills. Currently, educators receive support from volunteers and aides who periodically contribute to the learning process. Consequently, it is essential to educate Indonesian immigrant children about the symbols

of the Republic of Indonesia, enabling them to recognize identity markers and comprehend the significance and values embodied in these national symbols.



Figure 2. Introduction of Muhammadiyah Learning Center

The international service team's visit to SBM Malaysia revealed that migrant workers with children face challenges regarding education, as they lack access to official school facilities in Malaysia. Coerced parents enroll their children in SBM to facilitate literacy skills. Some parents take their children to work due to a lack of time to enroll them in SBM. Migrant children interact with local populations and possess greater familiarity with the identities and symbols of other nations than with those of the Republic of Indonesia. This may result in a diminished sense of nationality and Indonesian nationalism among children due to the lack of early instillation. This situation is highly alarming for migrant workers with children in Malaysia. Migrant workers with children in Malaysia encounter difficulties in obtaining an education comparable to that offered to children in Indonesia.



Figure 3. Children of migrant workers in Malaysia

Discussion

Introducing Indonesian national identity and symbols to children in SDM can be accomplished through various methods, contingent upon their social context, culture, and educational level. Multiple approaches that can be used:

Culture and History Based Learning

Teaching on state identity through aspects of Indonesian culture and history can facilitate children's connection of state symbols and identity with familiar and esteemed concepts. This can be accomplished through brief historical lessons and the presentation of the nation's symbols via videos.

Visual and Interactive Learning

Using various visual aids to attract attention and make it easier for children to recognize the identity of the Indonesian state directly. This method can be done through posters and pictures. This learning can be done through play.

Integration in Daily Activities

The symbols and identity of Indonesia can be incorporated into daily activities, fostering a sense of connection to that identity among children. Various activities that may be undertaken:

1. **Crafting Handicrafts:** Encourage children to create Indonesian flags or symbols using basic

materials as part of an arts and crafts project.

2. Songs and Music: Instruct on the national anthem Indonesia Raya in an engaging manner, or perform Indonesian folk songs to familiarize with local culture.
3. Commemoration of National Holidays: Arrange modest celebrations for Indonesian national holidays (such as Independence Day and Youth Pledge Day) featuring engaging activities like Indonesian competitions

Indonesian Language Education

Language is easily taught to children. Particularly in SBM Malaysia using Bahasa Indonesia in teaching to give the love of using Bahasa Indonesia in daily life, in order to grow the ruler of Bahasa Indonesia several ways can be done:

1. Indonesian Language Lessons: Organize Indonesian language classes for children utilizing word games, songs, or short stories.
2. Reading Children's Storybooks: Storybooks with a theme about Indonesia can be a good medium to introduce Indonesian language as well as cultural values.

Community and Family Activities

Commemorating Indonesian holidays can serve to integrate national identity into community and familial life in Malaysia. Children can be instructed to value and commemorate pride in their nation within their social framework:

1. Indonesian community in Malaysia: Arrange community events that showcase Indonesian culture through cultural festivals, including the observance of Eid al-Fitr, Christmas, or Indonesian national holidays.
2. Family Activities: Engaging children in traditional Indonesian culinary practices at home or presenting traditional attire can serve as an enjoyable method to familiarize them with Indonesian culture.

Technology-based Learning

Technological advancements can serve as an educational instrument. Utilizing digital platforms can effectively introduce Indonesia's national identity. Some ways include:

1. Educational Applications: Utilizing educational applications or games that instruct children on Indonesian history, national symbols, or the Indonesian language.
2. Online Learning Videos: View instructional videos that elucidate different facets of Indonesian identity, encompassing history, culture, and national symbols.

Collaboration with Local Schools

Certain schools in Malaysia may offer cultural immersion programs or partnerships with immigrant communities. This program may serve as a means to impart Indonesian identity to immigrant children :

1. Collaboration with Teachers: Collaborate with teachers to facilitate sessions on Indonesian culture, incorporating the flag, national anthem, and national symbols into classroom instruction.
2. Cultural Project: Encourage children to collaborate with classmates to develop a project that showcases Indonesian culture through a presentation or artwork.

The Importance of the Role of Parents and Family

Parents significantly influence children's understanding of their cultural identity. Parents can cultivate an Indonesian ambiance within their home and familiarize their children with the nation's identity by means of:

1. Narratives and Dialogues at Home: Educate children about the history of Indonesia or deliberate on the significance of belonging to the Indonesian nation.
2. Traditional Activities: Engage children in customary Indonesian practices, such as preparing Indonesian cuisine or commemorating Indonesian holidays at home.

4. CONCLUSION

Effective methods for introducing Indonesian national identity to immigrant children in Malaysia include interactive and engaging strategies, such as visual aids, cultural immersion, language instruction, and collaboration with local communities and educational institutions, which can facilitate a meaningful recognition of Indonesian symbols and identity. The proactive involvement of parents significantly aids in the preservation of Indonesia's identity and culture, as well as in understanding the legal ramifications of any misuse of the nation's identity.

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