

## ***The Role of Indonesian School in Singapore in Developing Students' Patriotic Character***

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### **Abstract**

Globalization brings changes in many aspects of Indonesian life including some Indonesian residents' life who lived in foreign countries such as Singapore and Malaysia. Singapore is a meeting place of various foreign cultures directly or indirectly. The clash because the globalization and the foreign cultures are feared would affect the nationalism of Indonesian in Singapore, especially the school children. The school is one of the parties which plays a role in implementing character education so that children have strong patriotic spirit. Therefore, this study aimed at identifying the role of Indonesian School in Singapore in developing students' patriotism. The method used in this research was a qualitative method. Data obtained through observation, interviews, and documentation. The findings indicate that Indonesian School in Singapore had a role in cultivating the patriotic soul of students through some methods—the integration of the school culture, the integration of subjects, and various self-development activities. The study recommending that: 1) The methods applied by the school in improving the students' patriotic character can be used as a positive example in the implementation of character education; 2) The role of the school needs to be supported by the cooperation of the student's family and the government because its succeed can bring some positive impacts for both Indonesia and Singapore.

Keywords: Indonesian School in Singapore, Patriotism, Character Education

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## Introduction

Globalization has been accompanied by some advances in science and technology. The uncontrolled influences of the global culture can make the Indonesian people drowned in the globalization process, especially for those who live abroad. They confront many foreign cultures, either directly or indirectly. They face a variety of foreign cultures indirectly through telecommunications media. Various foreign cultures are directly faced in the abroad communities such as some communities faced in Singapore.

Singapore is a multicultural country that has diverse ethnics, among others: Chinese, Indonesian people, Indian people, Europeans, and other ethnic immigrants (Sawega, 2010). Various foreign cultures affect Indonesian people living in Singapore through a crisis identity if they do not have a strong patriotism. The crisis tends to affect the young Indonesian. Froebel in Syaodih (2005, p. 3) suggests that childhood is often seen as a golden age for education. Childhood is a fundamental phase of the development of an individual. In the phase of children development, there are enormous opportunities for the creation and the personal development. Therefore, it is necessary to develop a child's character to have the patriotism character.

According to Latif, the character is "a basic personality that consists of moral integrity, toughness, and unique potentials shaped by habits and culture where it is originated from" (Djiwandono, 2016, p. 154). A good character includes three psychological processes—knowing the good, desiring the good, and doing the good (Lickona, 2015, p. 82). The substance of the three psychological processes leads to the moral life and moral maturity of an individual (Winataputra, 2012, p. 46). McCain (2009, p. 78) explains that loyalty is deeper than the flag or singing the song of Heroism at sporting events. Partisanship is known that each of us is a small part of a greater struggle than ourselves—a small part, but the part that is given to us to show off. Thus, character development needs efforts.

The efforts to develop patriotism involve the role of the family, the community, and the school. However, the education in the family is less than optimal because of several reasons, among others: the bustle and the activity of parents are relatively high; some parents do not have to understand for educating children with character; some parents are less able to control their children from the effects of interaction with the surrounding environment and the influence of the electronic media (Zubaedi, 2011). In addition, non-formal education involving community participation is less than optimal because Singapore has some different cultures from Indonesia. Moeis (2008) suggests that in the process of contact among the elements of the cultures occurs the interplay effort (interaction) for each other. This interaction weakens their own culture if they do not have the strong patriotic character. Therefore, the school's role is indispensable in developing students' patriotism.

Character development can be conducted in schools in two-item ways, namely: school curriculum development and integration in the school culture. *First*, character development through integration into the school curriculum is shown in Table 1.

No.	Implementation of Character Education	Forms of Implementation Activities
1.	Integration into existing subjects	Develop syllabi and lesson plans on the existing competence in accordance with the value applied.
2.	Subjects in the local content ( <i>Muatan lokal / Mulok</i> )	Defined by schools/areas. Competencies are developed by the school/area.
3.	Self-development activities	<ul style="list-style-type: none"> <li>a. Civilizing and habituation <ul style="list-style-type: none"> <li>1) Conditioning</li> <li>2) Routine</li> <li>3) The spontaneity</li> <li>4) Modelling</li> <li>5) Programmed Activity</li> </ul> </li> <li>b. Extracurricular Scout; red Cross teen; Honesty canteen; school health Unit; teenager's scientific paper; Sports; Art; intra-school students organization and so on.</li> <li>c. Counseling is the provision of services for children who are having problems.</li> </ul>

Table 1. Character development through integration into the school curriculum  
Source: MONE (2011, p. 14; Wibowo, 2012, p. 72).

*Second*, the character development through the integration of the school culture is described by Wibowo. He suggests that the values development of the character education in the school culture is conducted by principals, teachers, counselors, and administrative staff when they communicate with students and uses the school facilities (2012, p. 93). Thus, Indonesian schools are built in some countries for any reason. The Indonesian government builds some schools in several countries to facilitate the children of Indonesia. Indonesian schools, which are located abroad, are known as the Indonesian School of Foreign Affairs (*Sekolah Indonesia Luar Negeri / SILN*). The schools are devoted to Indonesian children who are abroad. SILN uses teaching system that follows the curriculum applied in Indonesia and combine with the curriculum applied in the respective countries (Disdikpora, 2015). Indonesian School in Singapore is known as the Indonesian School in Singapore (*Sekolah Indonesia Singapura / SIS*). Therefore, the role of SIS is required to develop Indonesian students' patriotism who live in Singapore.

## Method

The research conducted at the Indonesian School in Singapore (SIS), located in 20A Siglap Road, Singapore. The study used a qualitative approach. Creswell (2014) says that a qualitative approach is the best way if there is a concept or phenomenon that needs to be understood but not much research talks about it. This study aimed to analyze a detailed comprehension of the SIS condition in developing students' patriotic spirit. The issue is a phenomenon that has not been investigated yet by many researchers before. The researcher observed a single phenomenon that appealed to researcher and stated the phenomenon in a purposed statement.

The research used the case study method because it is only focused on a unit—the role of Indonesian School in Singapore. Data were obtained through observation, interviews, and documentation. The researcher observed the role of SIS in developing students' patriotic character. Besides, interviews were conducted with some participants—the principle, the vice-principals, the Civics teachers, the Social Science teachers and the students. In addition, documentation obtained from the official school documents which relate to the development of students patriotism. Moreover, Miles and Huberman's analysis model was used as the data analysis technique in the research. The technique includes data collection, data reduction, data display and the drawing conclusion/verification.

## **Findings and Discussions**

### **The Objectives of the SIS Construction**

According to the history of SIS described on the SIS website (2015), there are four purposes of the SIS construction. First, SIS is a school that is of, by, and for the children of Indonesia. SIS aims to provide a national education to Indonesian children who are residing in Singapore. The learning is a part of the national education system which is held in Indonesia. Second, SIS aims to foster a sense of belonging to one's country. National education provision is intended that all Indonesian children in Singapore are not unleashed senses of their nationality, their soul, and their personality as a nation of Indonesia. Third, SIS becomes a place of education for the national children. SIS functions to be a place of education for the sons/daughters of the Indonesian Embassy staff, corporate institutions, and Private Corporation in Singapore. SIS provides education to them to be sustained if they return to Indonesia or vice versa. Fourth, SIS is to be a forum for the creation and dissemination of the culture of Indonesia. SIS is a tool to introduce, distribute and enrich the Indonesian culture in Singapore. Therefore, SIS has to develop students' patriotic character based on the objectives.

### **The Role of SIS in Developing Students' Patriotism**

Indonesian School in Singapore has a role in cultivating the patriotic soul of students through two methods—the integration of the school culture and the integration of the school curriculum. *First*, developing students' patriotic character in SIS is conducted by integrating into the school culture. Although each school has a school culture respectively, SIS carries out its own school culture. According to the MONE (2010, p. 19; Wibowo, 2012, p. 93), “a school culture is the atmosphere of the school where learners interact well with peers, teachers cooperate with teachers, counsellors interrelate each other, administrative clerks interact with each other, and between members of the group. The school culture is bound by various rules, norms, morals and ethics that applied in the school”. An example of a school culture in SIS is a traditional oriental culture to interact, communicate and behave. Teachers, students, and employees as the school community, are accustomed to using Indonesian in conversation at school. In addition, the students are also accustomed to dressing in accordance with oriental custom.

*Second*, the students' patriotic character is developed through the integration of the school curriculum. There are two types of the integration of the school curriculum at SIS—integrating into subjects and integrating into self-development activities. The first type is done by integrating character education into subjects without creating a

new subject. Kurniawan (2013, p. 110) says that the values of the characters which are to be developed are included in the syllabus and the lesson plans. Civics teachers and art and culture teachers in the school integrate the value of patriotism into the learning activities in the classroom. Similarly, teachers of other subjects such as social studies, history, and counseling, the Indonesian language indirectly integrate the value of patriotism in learning activities in the classroom. Therefore, every teacher is expected to become a competent teacher to educate their students' character. Kurniawan (2013, p. 110) explains that teaching character values is not only in the cognitive aspects but also in the affective aspect so that learners can internalize and connect with the real experience in everyday life. Thus, principally, the development of patriotic character is not only the subject of learning but it is also integrated into the subjects.

The second type of the integration of the school curriculum is achieved by integrating into the various activities of the self-development activities. The program of self-development activities in the school consists of routine activities, spontaneous activities, exemplary, and conditioning. The routine includes a flag-raising ceremony every Monday and every big day ceremony, singing the national anthem, and the flag rising in the morning. In addition, the school also held the cultural recognition with some countries through cooperating with local schools or foreign schools. The introduction of the culture is carried out by displaying their own culture. The Indonesian culture displayed by students including traditional music and traditional dances. Furthermore, spontaneous activities are carried out by teachers, such as giving advice to students. For example, teachers advise students who speak Indonesian incorrectly. In addition, teachers teach the students in order to have the capability to speak Indonesian fluently. Besides, exemplary is conducted through the attitudes of teachers. For instance, a teacher actively attends the flag ceremony with wisdom so that students could follow the teachers' behavior. Then, conditioning activities are conducted by the school so that it reflects life filled with values and national characters. SIS has been naming the classroom with the names of regions in Indonesia, for example, one class for learning activities named Central Java. Moreover, every classroom has assembled the pairs of pictures of the president and vice president as well as the eagle as a symbol of the Indonesian state. Besides, there is another conditioning activity such as the red and white flag always fly in the school. In addition, school uniforms used by the students are conditioned so that students are always proud to be the Indonesian. Students will feel that they wear the same school uniform with students in Indonesia generally. Every Monday, they wear white-white. On Wednesday, they wear batik uniforms. On Friday, they wear uniforms of scouts. Thus, the provisions are arranged as forms of self-development activities so that the students' patriotic character can be developed.

In short, SIS involves students' patriotism through two ways. The first way is by integrating the patriotic character into the school culture. The second way is by integrating the value into the school curriculum. Therefore, students' patriotism can be cultivated as expected.

## **Conclusion**

Indonesian School in Singapore has a role in developing the character of patriotism in the students that are realized through two methods, namely integration in the school culture and the integration of the school curriculum. The integration in the school culture is conducted by the school community. Meanwhile, the integration of school curriculum of SIS consists of two types—the integration of the existing subjects and some self-development activities. The existence of Indonesian School in Singapore is to be a school culture. The other Indonesian school overseas also serves as the school's culture. Therefore, the main task of the schools is to strengthening to restore patriotism of the Indonesian students.

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