

# Children's Voices in Poetry: The Illustration and Re-Imagination of National Identity

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**Abstract**—The voices of children are an expression of their intention through speech and other ways. One of those other ways is through poetry. Moreover, children explore voicing their understanding of national identity through creating poetry. As a result, this study aimed to document the exploration of children's voices in poetry as an illustration and re-imagination of national identity. The research design used in this study was a participatory qualitative one. The subjects of this study were elementary school children in Yogyakarta, Indonesia, and the data were collected from a children's voice project about national identity in poetry. Data were also collected through interviews, observation, and children's poetry analysis. In the end, the results of the study showed that, by allowing them to express their views, children can grow into culturally aware individuals who appreciate diversity and deeply love their country. This research implies that education of children's national identity through poetry can contribute significantly to forming a generation that is deeply patriotic and has a strong understanding of, and an active involvement in, their nation's future. The themes that emerged from the children's voice project were the Red and White Flag, the Indonesian National Language, the Garuda Pancasila National Emblem, Indonesia's Great National Anthem, Indonesian Ethnicity, and Indonesian Culture and Customs.

**Index Terms**—children's voice, national identity, children's poetry

## I. INTRODUCTION

Poetry is a form of literature that can convey messages and emotions and reflect life's reality (Aras, 2015; Caudwell, 2020; Iida, 2016). Poetry also expresses imagination, media, and self-identification for poets (Ivanova, 2020; Omarov et al., 2020). Still, in developing poetry, we must pay special attention to the voices of children who are integral to every nation's next generation. Indeed, children's voices are a unique reflection of innocence, honesty, and sincerity (Harris & Manatakis, 2013, p. 12), and they have a fresh and pure outlook that can provide a different perspective to poetry.

In poetry, children's voices are often freely and authentically expressed. In addition, children can learn to appreciate cultural wealth, national heritage, and national identity through poetry (Bourdieu, 2018; Jack, 2016). Moreover, they can describe the reality of their own life. Thus, poetry is an effective tool in encouraging cross-generational understanding and the passing on of noble values to future generations. Therefore, greater attention should focus on children's voices in poetry which will give them the chance to build and develop a stronger and more sustainable

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national identity.

In the context of national identity, poetry is essential in strengthening awareness of identity, nationality, and patriotism (Jack, 2016; Najicha & Ulfatun, 2022). One aspect that needs to be considered in poetry is the children's voice, an essential part of the nation's next generation. Therefore, it is important to understand how children's voices can be strengthened to foster national identity. Additionally, in the era of globalization and the advances in information technology, children face different challenges in building their national identity. The temptation to adopt foreign culture, primarily through social media and foreign films, can affect their understanding of local culture and values (Fithratullah, 2021; Gomes, 2015; Jickling & Wals, 2008). Moreover, it can cause a decrease in pride in their national identity. In this context, poetry can restore and strengthen children's national identities by strengthening their voices. Strengthening national identity through poetry allows children to express themselves and helps them understand their culture's noble values and uniqueness.

Although poetry has great potential to strengthen children's national identities, challenges must still be overcome. One of the main challenges is the need for more appreciation and attention to poetry in formal education (Alalwan et al., 2020; Rowsell et al., 2008; Sone, 2018; Xie, 2023). Curriculums focusing on academic subjects often neglect poetry teaching, reducing the chance for creative expression and children's cultural understanding through poetry. In addition, the influence of mass media and popular culture can also shift children's interests away from poetry and literary arts (Cremin & Oliver, 2017; Patton et al., 2022; Rahman et al., 2021; Sone, 2018). Because of the tendentious need for instant gratification, visual content often overlooks poetry's more profound value and beauty. As a result, it can cause children to lose the opportunity to develop an understanding and appreciation of poetry to strengthen their national identity (Blodgett et al., 2015; Erwin, 2013; Linardaki & Aslanides, 2020). In addition to challenges in education and the influence of popular culture, the different languages and cultures of Indonesia also become a challenge in strengthening national identity through poetry. Indonesia has more than 700 regional languages, each with its own traditional poetry (Mok, 2019). Therefore, it is crucial to ensure that poetry in various local languages and cultures is noticed and appreciated as part of a rich and diverse national identity.

The role of education is vital to this challenge. First, it must pay greater attention to the teaching of poetry, both through curriculum and extracurricular activities. Educators and teachers must deeply understand the importance of poetry as a tool to strengthen children's national identity. They must involve national identity in both poetry writing and poetry reading activities. Teaching poetry can be an effective tool for developing children's creativity, critical thinking, and empathy. Through direct experience with poetry, they can learn to express their ideas and feelings in a beautiful and meaningful language (Chawla, 2020; Schindler et al., 2017; Wassiliwizky & Menninghaus, 2021). Teachers can help them understand poetry techniques, introduce works by famous poets, and allow them to create their own poetry. Moreover, educators can create an environment that supports and strengthens children's voices in poetry with an education that reinforces poetry teaching. As a result, it will strengthen their national identity, increase their love and affection for their homeland, and encourage them to become creative, open-minded, and committed as a nation-building generation.

This study explores the voices of children in Yogyakarta, Indonesia. Yogyakarta was chosen as the research site as it is considered a city of children in Indonesia. Therefore, the city is important to having a better understanding of children's learning and creativity, especially when it comes to understanding and realizing national identity through children's poetry in Yogyakarta. Based on the observations of students and teachers in seven elementary schools, it was stated that studies on children's voices had never been carried out. That means children cannot express their opinions and voices about something using poetry. This exploration of children's voices is very important as a way of documenting children's views, their needs, and how they see both their country and the world (Ivanova, 2020; Wassiliwizky & Menninghaus, 2021). The results of this research show that children still need to understand their national identity.

Children also still experience difficulties writing poetry to express their voices. Therefore, it is critical to develop an understanding of children's national identity through poetry as a form of children's voices. Indeed, children's literature can develop a child's language, cognitive skills, personality, and social values for the next step in growth, but each child has different developmental characteristics (Pulimeno et al., 2020; Vila-Gimenez & Prieto, 2021).

Moreover, teaching children to read and write poetry will enrich educators' knowledge about the needs, hopes, and challenges children face in the context of national identity. They can then build an inclusive and democratic environment by giving children the freedom and opportunity to voice their thoughts and opinions. As a result, this research will significantly contribute to understanding children's voices, strengthening national identity, developing poetry education, and promoting children's participation in both educational processes and social development.

## II. MATERIALS AND METHODS

This study aimed to investigate the voices of children in Yogyakarta, focusing on implementing their learning and creativity, especially in terms of understanding and implementing national identity through children's poetry. This study used a qualitative approach because this method was suitable to provide a more comprehensive understanding than just statistical data (Creswell, 2014; Harris & Manatakis, 2013; Maxwell, 2021; Moore & Hanson, 2019; Strauss & Corbin, 1998). Through qualitative research, in-depth and detailed data could be collected on the children's experiences and

views in Yogyakarta regarding poetry and national identity. Furthermore, the qualitative methods could involve direct interaction with children as research subjects (Creswell, 2014; Maxwell, 2021). This method was used to understand how they understand and express national identity through poetry. The data were collected through in-depth interviews with children, participatory observation in class discussions, and an analysis of existing children's poetry. Then, the researchers could capture the nuances and meanings in children's poetic expressions in detail and understand the social and cultural context surrounding their experiences.

This study was conducted with 115 students chosen from six elementary schools. The following table shows the number of children in each of the five elementary schools:

TABLE 1  
NUMBER OF PARTICIPATING STUDENTS

No.	Schools	No. of Students
1	Elementary School 1	18
2	Elementary School 2	13
3	Elementary School 3	27
4	Elementary School 4	30
5	Elementary School 5	27
Total		115

This study was conducted from September to December 2022 with four visits to each school taking place during that time frame. Pictures, videos, materials of national identity, materials and examples of children's poetry, interviews, and observations were used in this study.

After the material was explained to the children, they began to draft and write poetry about national identity with their classmates and friends. When the children wrote poetry, they could write it either inside or outside of the classroom. After they finished writing their poetry, the children read it aloud.

Furthermore, the researchers conducted semi-structured, guided interviews with the children. The key stages of consultation with children were divided into six stages (Harris & Manatakis, 2013) shown in Figure 1, below.



Figure 1. Six Important Stages in Involving Children's Voices (Harris & Manatakis, 2013, p. 13)

The six stages were divided into three stages: Before, During, and After the child consultation. The Before stage included: (1) planning and preparing for the child consultations and (2) providing professional development. The During stage included: (1) implementing the consultation and (2) documenting the consultation. Finally, the After stage included: (1) analyzing, synthesizing, and reporting children's messages and (2) tracking the absorption of children's messages and providing feedback to children.

### III. RESULTS AND DISCUSSION

The process of documenting children's voices in this study adopts the six stages used by Harris and Manatakis (2013) as a form of exploring children's experiences and their expressions of national identity through poetry.

#### A. Planning and Preparing for Children's Consultations

Consultation is based on a fun and child-friendly learning model that offers a reciprocal relationship with the children. Moreover, because learning should be more student-centered, students are given the freedom to explore their knowledge. Teachers give questions explicitly to children to instill in them the idea that they can freely express their opinions. At the same time, children can explore and express their ideas with questions accompanied by concrete stimuli.

The first step before starting a children's voice project is identifying a goal through (1) involving children in consultation with their teachers and classmates to ensure that children also have a voice and opinion and (2) creating new opportunities to consult with children about their identified issues.

After identifying goals, the next step to starting a children's voice project is to define a theme that can help children explore their opinions where the teacher proposes specific themes on national identity to children. Since children are not very familiar with the theme of national identity at this stage of their lives, the teacher first explains the material through videos on the theme of national identity. This theme is then further elaborated upon based on seven indicators: the Red and White Flag, the Indonesian National Language, the Garuda Pancasila National Emblem, Indonesia's Great National Anthem, Indonesian Ethnicity, and Indonesian Culture and Customs.

### *B. Providing Professional Development*

Professional development is carried out to support children's activities, and this stage can be implemented through workshops to ensure the success of the Children's Voice project. Additionally, this activity allows children to understand their role in projects and address any problems that may arise. The face-to-face activities of the workshops also facilitate a stronger foundation of relationships to create discussions between individuals and groups in developing their knowledge and skills.



Figures 2 & 3. Professional Development Through Workshops

Reflection on professional development activities indicates that children have different levels of understanding and reactions even if the material is the same. Some children, for example, still experience difficulties in writing poetry. Other children were not yet active in group discussion activities. Nevertheless, they still contributed to the professional development process both individually and in groups.

On the other hand, some discussed the theme of national identity and wrote it into poetry. They were also active in discussing the theme of national identity by asking questions to friends and teachers on the discussed theme. It is also in line with Harris and Manatakis (2013, p. 33) who posited that besides learning and reflecting on children's interactions, it is also important to realize that children should expand their learning about citizenship and their rights and responsibilities as children. At this stage of reflection, the teacher keeps a notebook of findings on what they learned about the problems experienced, felt, and found. Then the teacher reflects on this based on these written notes.

### *C. Carrying Out Consultations Activities*

During this stage, consultations are carried out with children and they describe various ways of expressing meaning through poetry. The understanding of the national identity theme that children have understood begins to be expressed in poetry through their perspectives based on the experiences and realities they observe. It is here in this stage that the teacher conducts conversations with the children to understand each child's perspective. This method intends to find the depth of meaning expressed by the children so that the meaning concluded is based on their perspective, not the teacher's subjective perspective. The children's perspective then manifests itself into the children's voice in expressing national identity, depicted through poetry based on children's experiences and reality.

At the consultation stage, the teacher supports the children in expressing their views by asking questions and providing concrete stimuli such as photos and videos to ease children into writing poetry. The teacher also guides and encourages them to express meaning. The teacher then directs the children to engage in the discussion so that they can write down their voices about the observed and understood themes.



Figures 4 & 5. Consultation Implementation Phase

At the consultation stage, the teacher also provides feedback to children and explains to them how their views play an essential role in national identity. Furthermore, the children express their views through pictures and poetry. The teacher has an important role in providing feedback to children about what will happen in the activity. The teacher explains the purpose of this study and invites children to actively participate in expressing their views on national identity through poetry. Moreover, the teacher also provides information and a deeper understanding of the concept of national identity to children. It could include explaining their culture, history, values, and symbols associated with their national identity. With a better understanding, children can have a solid foundation in developing their poetry.



Figures 6 & 7. The Teacher Asks Questions and Provides Photo and Video Stimulation to Children

#### D. Documenting Consultations

Documenting the consultation entails observing the children, having them present their work, and talking to them about how they created it. This is in line with the opinion expressed by Sparman and Lindgren (2010) who stated that applying children's expressions is observing and displaying children's visual work and talking to them about how they perceive visual documentation. Documenting this consultation focuses on children's activities in stringing words (Harris & Manatakis, 2013, p. 44) while the teacher assists the children in helping them to express themselves, paraphrase, and check the teacher's interpretation of their work during the learning process. The teacher tries to maintain the children's voices without placing the teacher's subjective interpretation of what is seen and observed.



Figures 8 & 9. Children Read Their Poetry

In this study, documenting the consultation plays a vital role. During this approach, the teacher observes, displays their children's work, and holds interactive conversations with children about how they created the work. The opinion expressed by Sparman and Lindgren (2010) supports this approach, stating that applying children's expressions is about observing and displaying children's visual works and talking to children about how they look at visual documentation. In this study, documenting consultations focuses on children's activities in arranging words through poetry. Following the views expressed by Harris and Manatakis (2013), documenting consultation activities involves teachers helping children to express themselves, paraphrase, and check teacher interpretations with those of the children throughout the

process. Teachers play a role in facilitating conversations with children, allowing them to explain the inspiration and thoughts behind the poems they create. Moreover, they also help children understand and articulate the meanings and feelings they want to convey through poetry. In this process, the teacher tries to keep the children's voices without giving the teacher's subjective interpretation of what is seen and observed.

### E. Analyzing, Synthesizing, and Reporting Child Messages

#### 1. Understanding Data

Data on children's work that has been collected will produce many perspectives based on children's voices (Harris & Manatakis, 2013, p. 45). By the end of the consultation with the children, much data will likely be available to organize and interpret. Based on the children's work data in the form of children's poetry, it is grouped based on indicators of national identities, such as the red and white flag, the Indonesian national language, the national symbol of Garuda Pancasila, the national anthem *Indonesia Raya*, ethnic groups in Indonesia, Indonesian culture, customs., Analysis of national identity indicators per school are presented in the table below:

TABLE 2  
INTEGRATION OF NATIONAL IDENTITY VALUES IN POETRY

No.	National Identity Indicator	Elementary School 1	Elementary School 2	Elementary School 3	Elementary School 4	Elementary School 5
1	Red And White Flag	-	2	10	4	10
2	Indonesian National Language	-	2	2	2	1
3	Garuda Pancasila National Emblem	7	1	5	8	6
4	Indonesia National Anthem	-	-	1	-	1
5	Tribes in Indonesia	7	4	3	8	2
6	Indonesian Cultures	-	1	8	6	-
7	Indonesian Customs	-	1	-	3	-

Table 2 shows that in Elementary School 1, seven students wrote poetry on national identity content about the national emblem of Indonesia - the Garuda Pancasila - and seven students wrote poetry about the tribes of Indonesia.

In Elementary School 2, two students wrote poetry about the red and white of Indonesia, two students wrote poetry on the Indonesian national language and one student wrote poetry on the Garuda Pancasila, Indonesia's national emblem. Additionally, four students from Elementary School 2 wrote poetry on Indonesian tribes, one student wrote a poem about Indonesian culture, and another wrote a poem about Indonesian customs.

Elementary School 3 had ten students who wrote poetry on Indonesia's red and white flag, two students wrote poetry on the Indonesian national language, five students wrote poetry on the Garuda Pancasila, one student wrote a poem on *Indonesia Raya*, the national anthem, three students wrote poetry on Indonesian tribes, and eight students wrote poetry on Indonesian culture.

In Elementary School 4, there were four students who wrote poetry about the red and white flag, two students who wrote poetry on the Indonesian national language, eight students who wrote poetry on the Garuda Pancasila, eight students who wrote poetry on the Indonesian tribes, six students who wrote poetry on Indonesian culture, and three students wrote poetry on Indonesian traditions.

Finally, in Elementary School 5, ten students wrote poetry on the red and white flag, one student wrote poetry on the Indonesian national language, six students wrote poetry on the Garuda Pancasila national symbol, one student wrote poetry about the *Indonesia Raya* national anthem, and two students wrote a poem about tribes in Indonesia.

The themes used by the children were the red and white flag, the Indonesian national language, the national symbol Garuda Pancasila, the national anthem *Indonesia Raya*, ethnic groups in Indonesia, Indonesian culture, and customs. These themes are developed into a more complex story. Data on the number of contents of national identity indicators written by children are presented in Table 3.

TABLE 3  
TOTAL CONTENT OF NATIONAL IDENTITY INDICATORS

No.	National Identity Theme	The total content of Themes in Poetry
1	Red and white flag	26
2	Indonesian National Language	7
3	Garuda Pancasila National Emblem	27
4	Indonesia national anthem	2
5	Tribes in Indonesia	24
6	Indonesian cultures	15
7	Customs	4

Based on Table 3, the children have given different reactions and perspectives even though the material given is the same. Children from each elementary school have different numbers of written and unwritten indicators and have different understandings of writing poetry and choosing poetry themes.

2. Analysis of Children's Voices in Poetry

Analyzing children's poetry was based on observations and questions and answers were used to avoid objective interpretation (Harris & Manatakis, 2013, p. 46). Understanding the underlying messages of children was essential to minimizing adult interpretation and ensuring that the children's authentic voices were continually reflected. The figure below is an example of children's poetry.

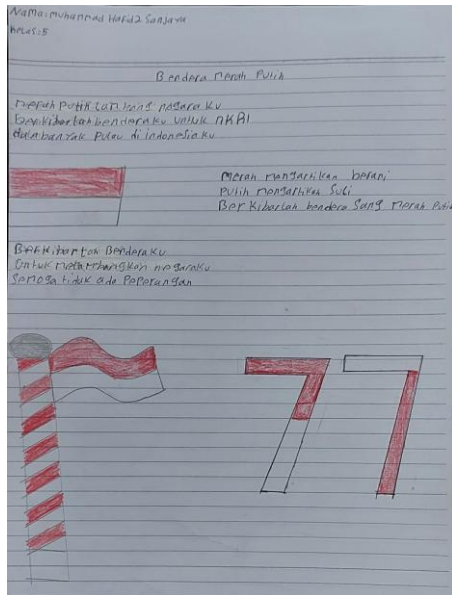


Figure 10. A Poetry Sample Written by 5th-Grader Muhammad Hafid Sanjaya

**Red-White Flag**

The Red-White is the flag of my country.  
 Waving my flag for *NKRI*  
 And many islands in my Indonesia.  
 The red means brave.  
 The white means holy.  
 Waving my flag, the Red-White.  
 Waving my flag  
 To be a symbol of my country.  
 I hope there is no war.

- Muhammad Hafid Sanjaya, 5th-grade

The poetry is the result of the voice expression of elementary school students. The poem written by Muhammad Hafid Sanjaya is entitled “The Red and White Flag”. In the poem, he has drawn a picture of the red and white flag, which is the Indonesian flag. Alongside the flag, he has drawn the number 77, also in red and white. The “77” stands for the 77<sup>th</sup> Anniversary of the Republic of Indonesia. He states in his poem that red and white is the national symbol. The poetry also conveys that the red and white flag should be waved in the Unitary State of the Republic of Indonesia. Moreover, he hopes that there will be no war in Indonesia and that Indonesia can live in harmony, peace, and happiness together. This is in line with Ingulfsvann et al. (2020, p. 4) who state that analyzing written texts shows how children express themselves in their own way.

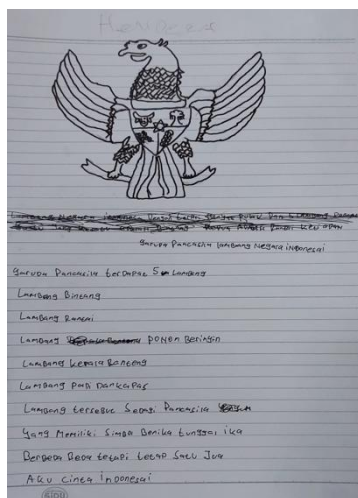


Figure 11. A Poem by Hendra, 5th-Grade

**Garuda Pancasila is Indonesia Emblem**

There are five symbols in *Garuda Pancasila*  
 The star symbol.  
 The chain symbol.  
 The banyan tree symbol.  
 The bullhead symbol.  
 The rice and cotton symbol.  
 That symbol is the *Pancasila*.  
 That is a symbol of *Bhinneka tunggal ika*  
 The unity in diversity.  
 I love Indonesia!

- Hendra, 5th-grade

Hendra, a fifth-grade elementary school student, wrote the second poem, above, entitled Garuda Pancasila, the national symbol of Indonesia. In writing poetry, she uses simple words as a manifestation of the uniqueness and characteristics of children. Hendra also drew the Garuda Pancasila emblem equipped with the Pancasila symbol. This picture is very good for an elementary school student, complete from head to talon, along with wings, tail, and the Pancasila symbol. The poetry by Hendra shows that she has understood the theme of national identity. Hendra also wrote that she loves Indonesia.

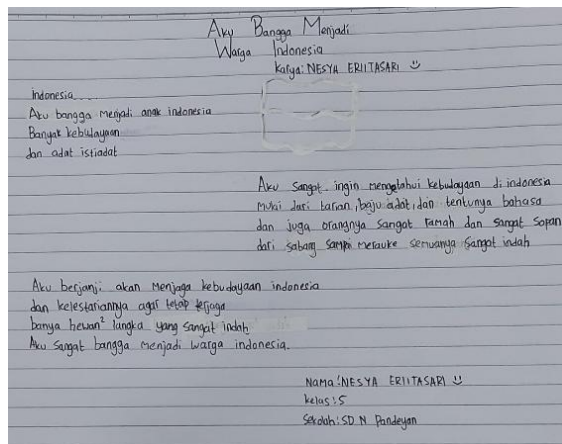


Figure 12. A Poem by Nesyta, 5th-Grade

The third poem is by Nesyta, a 5th-grade elementary school student. Nesyta said that she was proud to be an Indonesian child. Indonesia has many cultures and customs. She also wanted to know about the diversity of Indonesian culture. Indonesian culture includes traditional dances, clothes, and language. She also said that Indonesian people are very friendly and polite. The beauty of Indonesia stretches from Sabang to Merauke. She then promised to protect Indonesian culture and invited all Indonesian citizens to protect and preserve culture in Indonesia, so it would not be eroded by globalization. Nesyta also participated in inviting Indonesian citizens to protect rare animals in Indonesia from extinction.

### I am Proud to be Indonesian

Indonesia...  
I am proud to be Indonesian!  
A lot of cultures  
And also customs.  
I am very interested to know the Indonesia culture.  
From its dancing, its tradition clothes, and its language.  
The people are very kind and polite.  
From Sabang to Merauke, all is beautiful.  
I promise will conserve the Indonesia culture.  
And its sustainability that always preserved.  
A lot of rare animals that are very beautiful.  
I am very proud to be Indonesian!

- Nesyta, 5th-grade

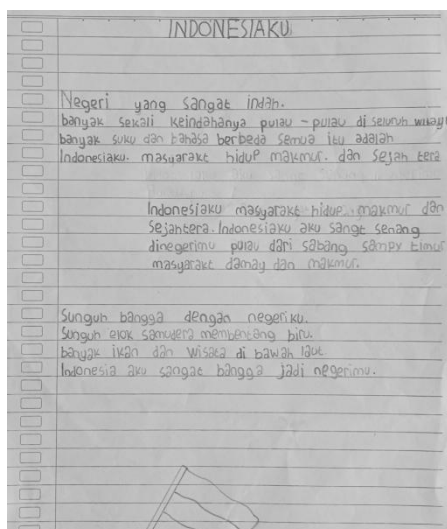


Figure 13. A Poem by Randy, 5th-Grade

### My Indonesia

My country that is very beautiful.  
There are a lot of beautiful islands around Indonesia.  
A lot of groups and cultures, all of them are  
My Indonesia. The people are prosperity.  
My Indonesia. The people are prosperity.  
My Indonesia, I am very happy.  
In this country is the island from Sabang to east.  
The people are peaceful and prosperity.  
I am very proud of my country.  
It is very beautiful the blue ocean.  
A lot of fish and underwater tours.  
Indonesia I am very proud to be your country.

- Randy, 5th-grade

The poetry above is entitled *Indonesiaku* ('My Indonesia') and was written by a 5<sup>th</sup>-grade elementary school student named Randy. Randy wrote about what he understood, felt, and wanted about Indonesia. This is in line with Koch (1970) who stated that children often need assistance to feel free and engage their imaginations about certain themes. Randy expresses imagination and pours it into his poetry. The poetry he wrote aims to be read and understood by others. He said that the country of Indonesia is very beautiful and has thousands of islands that are also beautiful. Indonesia is a multicultural country that has a diversity of ethnicities and languages. Even though there is diversity and difference, people in Indonesia live in harmony, prosper, and respect each other. Randy also said that he is very happy to be an Indonesian child. Through this presentation, he invited children and all Indonesian citizens to be happy and proud to live in Indonesia. The expressions of joy and pride were repeated by Randy three times in the poetry he wrote. Randy's message to other children is to love and be proud of being Indonesian and not to be influenced by foreign cultures.

#### F. Tracking the Child's Message Absorption and Provide Feedback to the Children

Borlan et al. (2001, p. 8) said that feedback is the most important part of the consulting exercise, and the success of the consultation is in the next activity. Harris and Manatakis (2013, p. 48) added that providing feedback to children in

consultation activities, interpreting their messages, and communicating with the broader community and stakeholders are key elements of the final stage of meaningful consultation with children. Harris and Manatakis further shared the Children's Voice project results and reported them publicly to the wider community through books, journals, and the media. Indeed, tracking the child's message absorption and demonstrating the work of the Children's Voice project is an effective way to promote the project itself. The results of the Children's Voice project have been published as an illustrated book of poetry, shown below in Figure 14, as a re-imagination of national identity.



Figure 14. The Book of Poetry on the Re-Imagination of National Identity

The book *Voice of Children in Poetry: Illustration and Re-Imagination of National Identity in Indonesia* results from documentation of the project, and is also a form of promotion to the broader community. In addition to presenting the results of the Children's Voice project, the book also contains material on national identity, children's poetry, and steps for implementing the Children's Voice project, as well. The book is also a form of appreciation for the work the children put into the project.

#### IV. CONCLUSION

Through this research, an understanding can be broadened that involves children's voices in expressing national identity through poetry, and its critical role in education. This approach gives children a sense of belonging and responsibility towards their national identity by providing opportunities for them to actively participate in expressing their views. In an educational context, it can be applied by engaging children's voices in learning activities such as consulting, and then having the children write poetry will promote a more inclusive and children-centered learning. The children become active agents in the learning process where they can explore their knowledge, express their ideas, and contribute to understanding national identity. In writing poetry, they are faced with expressing their thoughts, feelings and experiences using beautiful and rhythmic language. It encourages them to think critically, explore their imagination, and express themselves uniquely. Through these activities, children can develop their communication and self-expression skills, essential to their personal and social development.

In addition, the results of this study provide valuable insights for educators, policymakers, and educational practitioners. Information about children's views and understanding of national identity through poetry can be used to inform the development of a more relevant and contextual curriculum. Indeed, a curriculum that strengthens the understanding of national identity can help build a sense of pride, patriotism, and concern for culture and national heritage in children. Therefore, this research can influence educational policies that are more accommodating and pay attention to children's voices. Policies that support the inclusion of children's voices in the learning process and educational decision-making can strengthen children's participation in formulating policies that impact them.

In a broader context, this research emphasizes the importance of recognizing children as actors who have the right and ability to participate in building and maintaining national identity. Respecting the voice of children in this regard can strengthen democracy, pluralism, and equality in society. In turn, involving children's voices in expressing national identity through poetry allows them to speak up and is an investment in building a generation that cares, is ready to be involved, and has a strong understanding of their national identity. By allowing children to express their views, they can grow into culturally aware individuals, value diversity, and deeply love their country. This research implies that

children's education in national identity through poetry can significantly contribute to forming a generation with a strong understanding who become active members in their civic duties, and develop a deep sense of patriotism. The themes that emerged in the children's voice project were the red and white flag, the Indonesian national language, the national symbol Garuda Pancasila, the national anthem *Indonesia Raya*, ethnic groups in Indonesia, Indonesian culture, and Indonesian customs.

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