

FINAL REPORT

Programme : **Child Rights, Classroom and School Management
(2008-9)**

Country Team : **Indonesia**

Team Members :

1. Ngasbun **Egar**
2. **Riana** Martin
3. Baiq **Inggrid** P.

Project Title :

**Empowering Students to Participate Actively in the Classroom
Activities: a project in Collaboration between SMP PGRI 10
Kaliwungu, Kendal and IKIP PGRI Semarang (a Teacher
Education Institute)**

A. Introduction

The Republic of Indonesia is a country of archipelago, geographically located between two continents-Asia and Australia—and two oceans—the Indian Ocean and the Pacific Ocean. Formerly, Indonesia was called *Nusantara* means a region consisting of many islands separated by seas. This is because the fact that there are more than 17,000 islands in Indonesia occupied by different races and ethnic groups with different local languages. There can be 2 or 3 local languages in an island; even there are not less than 200 local languages in Papua. However, there is only one national language—the *language of unity*—used throughout the country named *Bahasa Indonesia* (Indonesian language). Recently, the Indonesian population is not less than 218,868,791 people—the fourth biggest population number in the world after China, USA and India.

The government system of Indonesia is a republic led by a president and a vice president who are directly elected by the people in the General Election once in five years. The governors and mayors/residents are also elected directly by people through the General Election. They are responsible for serving in their regions for five years. Since the political reform in 1998, Indonesia has been entering to a new era toward democratization. The government that was, formerly, very centralistic becomes very de-centralistic throughout the amendment of Law No. 5/1974 to be Law No. 22/1999 on Local Government and it was updated to be Law No. 32/2004. This law regulates the direct election of the President, the governors and the mayors—head of the districts.

By decentralization, people have a high expectation that they will have better lives. It is true if education, health, and economy run well; we believe Indonesia in the future will grow bigger, more modern, prosperous and democratic country. However, government and the people of the country still need to work very hard since the education level of the society is still low, and the economic structure is still dominated by the agrarian society; meanwhile the government is in the transition period. Hence, a very crucial key to the success of the country is nothing else but education. What is in urgent need is education which really develops students; education centering on and involving students in all the process; education which empowers students to participate actively at schools.

1. Development of the Education for All in Indonesia

Indonesia is one of the countries ratifying the international convention on Education for All (EFA). This convention was agreed in the declaration of The Dakar Framework for Action, which has arranged

the Education Action Plan for All in order to meet the target of EFA in year 2015. Indonesia decided to sign the convention in the efforts of strengthening the nation commitment to fulfill all children rights in gaining the education. The action to reach the EFA target is part of building the national education as a whole. Since the Indonesian independence in 1945, there has been many things should be reached in education development.

However, the challenge faced to produce good human resources for the country's development has also been very big. The education development is a strategic sector to support the development of the whole sectors. This is true of the fact that some of the development sectors focus on human resources both as the subjects and objects of the development. Consequently, the education development must be sensitive towards and meet the demands of other development sectors.

The Indonesian Constitution 1945 states that the nation aims at developing the quality of the nation. As a consequence, all Indonesian people have the right to get fair and quality education according to their interest and talent of the participants without considering any social, ethnic and gender status and background.

The national education system development aims at realizing qualified, forward looking, independent and modern people of Indonesia. Education development is an important part of all ways and totally to develop the nation's status. The success reached in education. development will be of a great contribution to achieve the national development goals as a whole. Therefore, the education development covers various dimensions and is implemented as a systematic unity with open and multi-meaning system.

The national education system is established on the basis of

the National Education System Regulations No. 20/2003 that regulates all the aspects of education, such as: learners, educators, education institutions, management, funding, competency/expertise field, education level and type, and the like. All the aspects must be considered and judged fairly and meet the basic rights of the people as quoted in the Constitution 1945.

Furthermore, the National Education Department arranges the Education Development Strategy Plan 2005-2009 as a further explanation of the long term education programs. The ultimate goal of this plan is to reach the national development targets and goals. Besides, the education development plan also covers the targets and goals of the international commitment on the children rights fulfillment without discrimination.

The meeting in Jomtien, Thailand, discussed the importance of education for children which is then stated in the World Declaration on Education for All, as a result of a meeting conducted in Dakar, Senegal, on 26-28 April 2000. The Declaration is known as the Dakar Framework of Action on Education for All. All the nations signed the declaration will expand and improve the early child education and treatment, mainly towards the unlucky and trouble children (children with special needs and protection). In fact, the sixth agreements of the declaration are the main task for the National Education Department. Therefore, an action toward the EFA target achievement in 2015 is a part of the action to reach targets of the long term national education development. The international convention of CEDAW established in December 1979, strongly explained the commitment to restrain discrimination and the action convention in September 2000 attended by 189 countries. They declared the Millennium Development Goals (MDG's) comprising eight goals to fulfill the universal basic rights.

Among those basic rights are: to conduct basic education development, and to overcome the poverty, starve, and health.

2. Convention on the Rights of the Child in Indonesia

As a consequence of a democratic country, Indonesia is supposed to agree on the issue concerning democracy in all aspects of life. This is done so on the UN's Convention on the Rights of the Child of November 1989, in which Indonesia had ratified it on August 25th, 1990 with Presidential Decree number 36/1990. To follow it up, this country issued the Law Number 23/2002 on the Child Protection on October 22nd, 2002. The initiative of the Law was from the collaboration work of the State Ministry of Women Empowerment, The Ministry of Human Rights and Justice, and the Department of Social Affairs.

This particular law is considered a very powerful tool for the implementation of the Convention on the Rights of the Child in Indonesia. It, among others, addresses the basic rights of children to: self-identity, freedom, education, health, recreation and protection. This law is, at least, useful for the protection of vulnerable children; including children economically and sexually exploited, children trafficked, children in conflict with the law, children as victims of violence and abuse, children in conflict regions, children of minority and isolated groups, children neglected/abandoned, and disabled children.

The Law on the Child Protection follows the four principles of the Convention on the Rights of the Child, namely: 1) non-discrimination, 2) the best interest of the child, 3) the right to life, survival and development and 4) the right to participation.

Some important legal points stipulated in the Child

Protection Law, among others, are:

- a. The definition of a child is anyone under 18, regardless of whether they are married or not. This is in line with the definition suggested by CRC.
- b. The law specifies the establishment of the Indonesian National Commission on Child Protection within one year after the adoption of the law.
- c. It states that the Government, legal enforcers, the community, family, and parents are the responsible parties for the protection of children.
- d. Part of the strength of the law comes from the inclusion of specific sanctions against violators of child's rights.

3. CRC and Basic Education in Indonesia

The CRC recognizes the rights of all children to education. In article 28, it shows how this shall be implemented and describes the purpose of education. Education is a right in itself, not just a means to achieve other goals. A child rights' perspective on education has consequences for legislation, funding, curriculum development, etc. Basic education is the right the States Parties have undertaken to make compulsory and available, free of charge, to all children. A child rights' perspective shall also permeate the work in the school and knowledge of child rights been included in the curriculum.

It was reported by National Forum Coordination Education for All that in 2004, Indonesia has achieved 93% of Net Enrollment Ration (NER) primary school/Islamic primary school and 65% of NER secondary school/Islamic secondary school. Although the achievement was excellent for primary school, Indonesia still faces the big challenge in order to improve the secondary school participation rate up to 95%

in year 2009. As happened in many developing countries, financial factors and attitude are the main factors which exclude children from school. Thus, the government reduces the obstacles faced by the education participants come from poor and unlucky families, particularly problem on the school fee. The government provides subsidies to learners in the form of the school operational fund (BOS) in order to release students from school fees. The fund would be gradually increased in line with the government capability towards the free basic education.

The targets of the government programs on basic education as mentioned in the National Action Plan, among others are:

- a. there will be at least 95% of children in the school age (7-15 years old) specifically female students, poor children, and children with special needs get basic education services fulfilling the quality standard of education through formal as well as non-formal education by the year 2008/2009;
- b. there will be significant improvements in all aspects of education supporting the quality of basic education, especially related to the availability of teachers, facilities, and all infrastructures needed.

4. National Education System of Indonesia

Indonesian National Education is based on the nation ideology *Pancasila* and Indonesian Constitution 1945. The national education is regulated by Law number 20/2003 on the System of National Education. National education functions to develop the ability of and to build the character and civilization of the dignified nation in order to improve the nation life. While the objective of national education is to develop student potentials so that they become religious people, who have good characters, healthy, educated, skillful, creative,

independent, and being democratic and responsible citizens. All these characters are also stated explicitly in the law on the National Education System.

Education lines comprise Formal Education, Non-formal Education and Informal Education which complete and enrich each other. Educations as mentioned previously are conducted in the open system throughout a face-to-face in the classrooms and/or long distance meeting. The levels of Formal Education consist of Basic Education, Secondary Education and Higher Education. The types of education include General, Vocational, Academic, Professional, Religious, and Specialized Education. The education lines, levels and types can be realized in the form of education units carried out by Central Government, Local Governments, and/or Community.

5. Current Situations of Education in Indonesia

According to Human Development Index (HDI) for the last four years, Indonesia poses at the 110th in 2002, at the 112th in 2003, at the 111th in 2004 and at the 110th in 2005. The index declination has been caused by the indicator showing the decrease of Indonesian economics performance since the economic crisis in the middle of 1997.

School Participation Rate (SPR) for the population at the age of 7-12 years old is 94.57%, at the age 13-15 years old is 83.5%, and 50.97% for the 16-19 years old. This indicates that there is about 5.43% for 7-12 year-old children and about 16.5% at the age of 13-15 years old who do not go to school. As many as 76% of the children drop out or cannot continue their study because of economic reason, 15.3% because of not having enough fund for study, and 8.7% because they have to work and earn their own livings.

There are at least 77,393,700 of the total Indonesian population at the school age. Of that particular number, there are 39.7 million children are in the age of basic education, 12.7 million at the age of secondary education, and about 25.1 millions at the age of higher education. Specified into the sex, male population at the school age is a little bit more than female population.

Table 1.1 Population at the School Age according to the Sex (X 1000)

Age Group	Male	Female	Number
7- 12	12832,3	12418,7	25256,9
13 - 15	6630,6	6403,3	13034,0
16 - 18	6431,6	6227,6	12659,1
19 - 24	12 517,7	12590,2	25 107,8
School Age 1)	38418,2	37639,8	76057,8
Non School Age 2)	70000,4	70256,7	140 357,3
Total of Population 1)+2)	108 418,6	107 996,5	216 415,1

Source: Indonesian Population Projection per Province 2000-2010.

There are quite a great number of children dropped out of the school at the basic education level. This indicates that the government has not entirely guaranteed the children rights fulfillment in obtaining a free and qualified basic education.

The implementation of child rights in the developing countries such as Indonesia still encounters some constraints emerging from the family, the community, the school as well as the State. Efforts should be taken to make child rights obtain naturally so that they can 'grow and develop optimally. In the school environments, children should be encouraged to have capacity or skill to express their ideas, initiatives, opinions. This capacity will be very beneficial for the children as way to participate actively in the school activities including the decision making of things particularly planned

for them.

It widely believed that initiatives designed for children are more likely to be effective if they are involved in their development and implementation. Besides, children are one of the most important parties in decision-making as they have a clear understanding of the issues that affect them. By involving them actively in those activities, it is believed that they will be more responsible in the development and implementation. In other words, involvements will make children grow better. Therefore, in getting the children develop optimally at schools, nothing to do but empower and facilitate the learners to participate actively in the school activities.

B. Statements of the Problems

With the total population of not less than 218,868,791, Indonesia has still been facing many problems. One of the major problems is the low quality of human resources. Hence, education is an urgent need to increase the human resources. In the field of education, the low rate of education participation of the children is a common phenomenon can be seen in everyday school life. It is hard to involve the students to participate actively in the school activities. This can be caused by the cultural background or by the fact that teachers are not aware of the importance of involving students particularly in the classroom teaching-learning process and generally in the school life.

Referring to those conditions, education which highly empower learners is a must; education which empower learners to get involve and take active roles in the whole school life. These kinds of schools provide the learners with at least skillful and accommodative teachers—teachers with proper understanding of CRC and therefore,

they can apply techniques of teaching based on CRC principles. However, teachers with CRC—based teaching skills must be systematically trained. The same thing must also be done to teacher candidates. To make the training effective, it is considered effective to give theoretical as well as practical activities in the classroom practice and the whole school life. Therefore, learners must also be involved in this case.

Dealing with these cases, we have been conducting a project concerning empowering learners to participate actively in the school activities.

C. Objectives

1. To motivate learners to take an active role in the school life.
2. To encourage teachers to use teaching methods involving learners active participation in the classrooms.
3. To increase the awareness of teachers, parents, headmasters, and education officers on the importance of CRC in growing children.
4. To equip teacher candidates with sufficient knowledge and skills of CRC—based teaching.
5. To socialize the CRC principles to the society.

D. Project Implementation

1. Target Groups

- 1) Target areas:
 - a. Kendal District, Central Java Province Indonesia
 - b. Semarang City, Central Java, Indonesia
 - c. Mataram District, West Nusatenggara, Indonesia

- 2) Target groups:
 - a. Students and teachers of Junior High Schools PGRI 10 Kaliwungu, Kendal District, Central Java Province, Indonesia
 - b. Teacher candidates and lecturers of IKIP PGRI Semarang (Teacher Training Institute)
 - c. Students and teachers of SMA 1 Mataram, NTB
- 3) Stakeholders:
 - a. Learners
 - b. Teacher candidates
 - c. Headmasters
 - d. Teachers/lecturers
 - e. Officers of Education Office

2. Strategy

The main programmes of the project:

- 1) Coordination meetings
- 2) Socialization of CRC
- 3) Trainings for the headmaster, teachers and teacher candidates
- 4) Trainings on teaching media preparation and use
- 5) Classroom implementation:

The students' competencies to be developed, among others, are:

- a) Brave to ask questions to the teachers
 - b) Brave to express opinions, ideas, preferences, objections and/or agreements.
 - c) Brave to tell the facts.
- 6) Students are involved in decision-making especially deals with teaching materials and teaching method.
 - 7) Monitoring
 - 8) Evaluation
 - 9) Follow-ups

3. Work Plan

Project implementation schedule

July 08	August 08	September 08	October 08	November 08	December 08
Coordination meeting	Socialization of CRC	Socialization of CRC	Socialization of CRC	Trainings	Trainings
			Trainings'	Designing Teaching media	Producing Teaching media

January 09	February 09	March 09	April 09	May 09	June 09
Trainings	Trainings	Classroom implementation	Classroom implementation	Evaluation	Final report
Classroom implementation	Classroom implementation	Monitoring	Monitoring		
Monitoring	Monitoring				

4. Expected Outcomes

The expected outcomes of the project are:

- a. Trained headmasters and teachers
- b. Trained teacher candidates
- c. Learners who know their basic rights at schools/classrooms
- d. CRC principles implemented in the classroom processes and school life.

E. Things Have been Conducted

Several programmes/activities have been conducted so far:

1. Consultation and Coordination meeting with the Secretary of Kendal District (July 21st, 2008);
2. Consultation and Coordination meeting with the Head of Education Office of Kendal District (July 23rd, 2008);

3. Consultation and Coordination meeting with the Deputy Resident of Kendal District (July 24th, 2008);
4. Introduction of CRC to and Consultation/Coordination meeting with the Key Officers of Kendal District (July 29th, 2008);
5. Introduction of CRC to and Consultation/Coordination meeting with the Deputy Headmasters and key-teachers of SMP PGRI 10 Kaliwungu, Kendal (July 30th, 2008);
6. Training on CRC to Teachers and administrators on SMP PGRI 10 Kaliwungu, Kendal (July 31st, 2008);
7. Consultation and Coordination meeting with the Rector and other keyleaders of IKIP PGRI Semarang (July 19th, 2008);
8. Coordination meeting with the Central Student Leaders of IKIP PGRI Semarang (July 2008);
9. Socialization of CRC to Key-leaders of student teachers and lecturers of IKIP PGRI Semarang, (August 6th, 2008);
10. Seminar on CRC at IKIP PGRI Semarang attended by student leaders of Junior High and Senior High in Semarang, some teachers of Junior High and Senior High in Semarang, some officers in education office of District Semarang and Central Java Province level (August 6th, 2008);
11. Socializing CRC principles through mass media;
12. Initiating a coordination and consultation meeting of our mentor (Mrs. Bodil Rasmusson and the Head and key Officers of the Education Office of Kendal District (August 8th, 2008);
13. Initiating a prior meeting and visit of our mentor Mrs. Bodil Rasmusson to SMP PGRI 10 Kaliwungu, Kendal (August 8th, 2008);
14. Training on CRC for students of IKIP PGRI Semarang who are about to practice teaching at schools (August 2008);
15. Monitoring and evaluating CRC implementation by the student

- teachers practicing teaching at schools (August-October 2008);
16. Initiating an MoU agreement between IKIP PGRI Semarang and SMP PGRI 10 Kaliwungu, Kendal;
 17. Implementation of CRC at SMP PGRI 10 Kaliwungu, Kendal and some classes of IKIP PGRI Semarang;
 18. Sending one teacher candidate of IKIP PGRI Semarang to implement CRC in the classroom activities (July-October 2008);
 19. Training teacher candidates on CRC principles and implementation, when they are going to practice teaching at schools;
 20. Implementation of CRC by teacher candidates when practice teaching at schools;
 21. Conducting seminars, discussions, and meetings on CRC involving headmasters, teachers, teacher candidates, education officers, and the like;
 22. Socializing CRC through mass media (local/national and electronic/printed);
 23. Evaluation was conducted through especially two strategies: observations and interviews.
 - a) Observations were done by: the team members, headmistress, teachers and lecturers;
 - b) Observations were done to: students, teachers, teacher candidates, and lecturers.
 - c) Interviews were done by: the team members;
 - d) Interviews were done to: students, teachers, teacher candidates, and lecturers.

The results of the evaluation are presented on F. Observed Actual Results below together with some other actual results.

F. Observed Actual Results

1. **Learners are involved actively** in designing the rules of school life.
2. **Learners are involved** in making the decisions of classroom activities (learners are given chance to contribute in determining teaching methods in the classrooms: discussions, group works, lectures, or outbound, etc).
3. **CRC Club** involving some key students was established and has been running at SMP PGRI 10 Kaliwungu.
4. **School Council** was established and has been running at SMP PGRI 10 Kaliwungu.
5. The headmistress has made a written **policy on treating students** independently to teachers (teachers are asked to use various teaching resources either in or outside the classrooms).
6. **No more physical punishments seen** at SMP PGRI 10 Kaliwungu, Kendal, students and teachers have formulated rules and the consequences themselves.
7. **Teacher candidates conduct practice teaching more confidently**; they can involve learners quite well in the teaching learning process.
8. **CRC** becomes one of the **compulsory materials** given to teacher candidates of IKIP PGRI Semarang who are going to practice teaching at schools.
9. **Thousands of teachers and education officers** have been exposed to CRC and CRC principles as they joined several big seminars on CRC, two of which involved Mrs. Bodil Rasmusson, Ph.D as the key speaker. The Head of National Committee on Children Protection Dr. Seto Mulyadi was also invited as one of the speakers in the seminar.

10. **Hundreds of headmasters** in Semarang and Kendal district and some key persons of the Education office of Kendal and of Central Java were trained on CRC implementation at schools.
11. **CRC, CRC principles, and CRC implementation** have been **nationally known and heard**, as we have been using mass media (local/national and electronic/printed) to socialize CRC. Note: Bodil Rasmusson was once one of the resource persons in a TV Dialogue on CRC implementation at schools, together with Sulistiyo and Egar. Besides, especially Sulistiyo and Egar have been frequently become resource persons for the media.

G. Important Feedbacks

Throughout the process of the accomplishment of the project from the very beginning up to the end of the project, we have got some important feedback necessary to notice, to respond, and even to follow up. Among those feedbacks, two of the most important are that:

1. Most teachers are interest in CRC implementation very much. They do not, however, completely know about CRC yet. That is why, they need more trainings; and most importantly they generally ask for some written hand—outs, modules, or teaching media, and the like, on CRC, CRC principles, CRC implementation, or teaching methods on the perspective of CRC.
2. Based on the responses of the students during interviews, most students feel more comfortable at schools and in the classrooms. However, many of them still feel shy, afraid, and unwilling to get involved in the classroom activities. Classroom teachers need to have various teaching media and methods which can give more chance for the students to adjust and to get involved.

H. Things still need to be Conducted

Up to this point of the project accomplishments, there is one activity has not been done yet: trainings on teaching media. But this hopefully can be done by the next batch, we have been always working together. We are also dreaming of writing a handbook on CRC implementation in Indonesian context. And this can be follow up of this project.

I. Continuity of the Project

The team members have been trying hard to conduct and continue this project with various strategies, programs and activities. Although the ultimate goal of this particular project is that **the CRC principles are implemented at schools**, under the planned project has been achieved so far, they are of the spirit that CRC implementation must be a continuous and permanent process happening at as many schools as possible. Therefore, the team members are going to make continuous contacts with, among others, 1) the next participants of CRC training, 2) leaders of provincial level and district level of education office, 3) leaders of our teacher organization, 4) leaders of teacher training colleges, 5) leaders of schools and the like.

Indonesia, May 25th , 2009.

Team Members:

Egar , Ana, Ingrid