

International Training Program Child Rights, Classroom and School  
Management

Implementing CRC in Student Teachers' Teachers Practice at  
Upper Secondary Level in Semarang, Central Java  
Final report

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## **I. Background**

The Indonesian government has ratified the CRC in 1990. The CRC, then, is manifested through the Indonesian Government Act on Child Rights No: 22 in the year of 2003. In that Act, it is clearly stated what rights that Indonesian children should have from and be protected by the government.

The Act has been socialized to the Indonesian people for some years. However, in practice, the Act has not fully been implemented as what it should be. There are some obstacles in the implementation of CRC due to social, cultural, political, and economic reasons. These aspects can influence the CRC because children will become objects of any changes in practice.

In Indonesia, children are still often neglected in their opinions, views, and willingness as they are considered to have no rights. Normally, children will depend on their parents or other senior fellows when conveying their rights which sometimes are contradictory to their actual wishes.

In addition to the problems mentioned above, some Indonesian children have not actually had the opportunities to study at schools. Meanwhile, the Indonesian government itself has been campaigning on the 9 years-compulsory education for its citizens. It seems that efforts need to be done to improve the situation.

Educational sector plays an important role in the socializing of CRC to the Indonesian people. Teachers and students sometimes are not aware of the child rights. In fact, the teachers can be the agents to socialize CRC during the learning activities. CRC should be implemented in the daily activities at schools. The teachers can hopefully integrate CRC principles in their learning materials and activities.

The student teachers of IKIP PGRI Semarang are trully expected to be able to integrate those valuable principles, both in the learning materials and the learning activities they manage. To be able to integrate the CRC, the student teachers of IKIP PGRI Semarang have to know more about the CRC. This project is aimed at socializing the CRC in the Upper Secondary Schools levels in Semarang with the hope that both teachers and students at those levels can understand the CRC so that they will do it in their daily lives.

## **II. Focus of The Project.**

The focus of the project is how student teachers of IKIP PGRI implement CRC (Child Rights Convention) within a child friendly teaching model in the teaching learning activities at the upper secondary school levels in Semarang, Indonesia.

The above focus consequently demands the following activities, they are:

1. To develop materials for student teachers of IKIP PGRI Semarang.
2. To run a workshop for the lecturers of IKIP PGRI Semarang.
3. To run a workshop for the student teachers of IKIP PGRI Semarang.
4. To supervise the student teachers in implementing the CRC in schools.

### **III. Targets of The Project**

#### **A. Workshop for the lecturers of IKIP PGRI Semarang.**

1. Objectives:
  - a. To raise the lectures' awareness on CRC perspectives.
  - b. To enable the lecturers to create teaching materials within CRC perspectives.
  - c. To build the lectures' competence in implementing CRC in teaching learning process.
  - d. To disseminate the idea of CRC and its implementation in the teaching learning process to their teacher students.
  - e. To enable the lecturers in evaluating the implementation of CRC perspectives.
2. Target Area : Semarang, Indonesia.
3. Target Groups: Lecturers of Institute of Teacher Training and Education PGRI (Teachers' Association of the Republic of Indonesia).
4. Number of participants : 80 persons.
5. Time allocation : one day

#### **B. Workshops for the teacher students of IKIP PGRI Semarang.**

1. Objectives:
  - a. To raise the student teachers' awareness on CRC perspectives.
  - b. To enable the student teachers to create teaching materials within CRC perspectives.
  - c. To build the student teachers' competence in implementing CRC in teaching learning process.
  - d. To enable the student teachers in evaluating the implementation of CRC perspectives.
2. Target Area : Semarang, Indonesia.
3. Target Groups: The teacher students of IKIP PGRI Semarang.
4. Number of participants : 466 persons.
5. Time allocation :
  - a. Workshop on preparation for teaching practice at schools : 2 days
  - b. Teaching practice at schools : 60 days (2 months).
6. Content : CRC, child friendly teaching model

#### **C. Supervise the student teachers in implementing the CRC at schools**

1. Objectives:
  - a. To evaluate the student teachers lesson plan in CRC perspectives.
  - b. To evaluate the realization of the student teachers' lesson plan in CRC perspectives.
  - c. To evaluate the implementation of the participatory learning methodologies.
2. Target Area : Semarang, Indonesia.
3. Target Groups: The student teachers of IKIP PGRI Semarang.
4. Number of participants : 80 out of 466 persons as sample.
5. Time allocation : 60 days (2 months).
6. Content : CRC principles, child friendly teaching model

#### **IV. EXPECTED PROJECT OUTCOMES**

- A. To promote the CRC implementation to student teachers of IKIP PGRI Semarang as well as students of Upper Secondary Schools in Semarang Districts.
- B. To raise teacher students' awareness and competence on the CRC through the learning materials and activities.
- C. To accommodate the CRC in the educational institution, i.e., upper secondary schools.

#### **V. PROJECT REALIZATION**

From the projects planned above, all which have been done, they are:

- A. To raise the lecturers' awareness on CRC perspectives.
- B. To disseminate the idea of CRC and its implementation in the teaching learning process to their teacher students.
- D. To enable the lecturers to evaluate the implementation of CRC perspectives.
- E. To raise the student teachers' awareness on CRC perspectives.
- F. To enable the student teachers to create teaching materials within CRC perspectives.
- G. To build the student teachers' competence in implementing CRC in teaching learning process.
- H. To enable the student teachers in evaluating the implementation of CRC perspectives.
- I. To evaluate the student teachers lesson plan in CRC perspectives.
- J. To evaluate the realization of the student teachers' lesson plan in CRC perspectives.
- K. To evaluate the implementation of the participatory learning methodologies.

#### **VI. STRATEGY OF THE PROJECT IMPLEMENTATION**

- A. Preparing socialization material of CRC for student teachers, lecturers, and headmasters
- B. Designing Child Friendly Teaching Model
- C. Designing the instrument for mentoring and evaluation of the teaching model
- D. Socialization of CRC for student teachers in a seminar
- E. Socialization of CRC for lecturers and headmasters of the training schools in a seminar
- F. Discussion with lecturers and student teachers who will be involved in the project
- G. Trying out of the Child Friendly Teaching Model
- H. Mentoring and monitoring the implementation of the model

#### **VII. DISCUSSION**

There are some limitation in the realization of the project which caused some parts of the programme could not be carried out, such as microteaching and lecturers workshop. At the time of the microteaching programme for the student teachers, before going to training school, the design of the model had not been done. Whereas the workshop for lecturers, instead of conducting workshop we were only able to inform the lecturers about

CRC in a seminar and to have a discussion with a number of lecturers who are involved in trying out of child friendly teaching model.

The rest of the programmes have gained some achievement, this can be seen from the above presentation. The achievements were observed by using observation and student teachers' retrospection sheet upon 80 students out of 466 students in 24 out of 32 schools in Semarang district.

The result of the observation indicates that the student teachers of IKIP PGRI Semarang have implemented CRC through child friendly teaching models in teaching learning activities at school and students teachers' awareness and competence on the CRC through the learning materials and activities are also traced. However, further development is still needed to continue to make this teaching model known and implemented by every student teacher of IKIP PGRI Semarang at the training schools by the time they attend their teaching practice.

The development takes among others are having discussion with lecturers, teachers, and headmasters for the improvement and the applicability of the model. We hope that the final design of the child friendly teaching model will be accommodated from the microteaching subject which are guided by the lecturers intensively to the student teachers teaching practice at schools with the school teachers and lecturers as the mentors.

To ensure the realization of this development, support is needed from the authority in this case the center for the development of teacher training and profession IKIP PGRI Semarang upon the implementation of any kinds of teacher training programme.

### VIII. PROJECT IMPLEMENTATION SCHEDULE

NO.	TIME	ACTIVITIES	TARGET	VENUE
1.	2-10 January 2009	<ul style="list-style-type: none"> <li>• Preparing socialization of CRC for student teachers, lecturers, and headmasters</li> <li>• Designing Friendly Child School Teaching Model</li> <li>• Designing the instrument for mentoring and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Student teachers <b>Institute of Teacher Training and Education (IKIP) of Assosiation of Teachers of The Republic of Indonesia (PGRI) Semarang</b></li> <li>• Lecturers of IKIP PGRI Semarang</li> <li>• Headmasters of the training schools</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Institute of Teacher Training and Education (IKIP) of Assosiation of Teachers of The Republic of Indonesia (PGRI) Semarang</b> <b>Semarang District</b></li> </ul>

2.	12 January 2009	<ul style="list-style-type: none"> <li>• Socialization of CRC for student teachers, lecturers, and headmasters</li> </ul>	<ul style="list-style-type: none"> <li>• 250 Indonesian, English, Guidance and Counseling departments student teachers</li> <li>• 150 Math, Physics, Biology, Civics departments student teachers</li> </ul>	Aula  Seminar Room
3.	13 January 2009	<ul style="list-style-type: none"> <li>• Socialization of CRC for lecturers and headmasters of the training schools</li> </ul>	<ul style="list-style-type: none"> <li>• 54 Lecturers</li> <li>• 32 headmasters</li> </ul>	Seminar Room
4.	14 January 2009	<ul style="list-style-type: none"> <li>• Discussion and Coordination with lecturers and student teachers who will be involved in the project</li> </ul>	<ul style="list-style-type: none"> <li>• 8 Lecturers</li> <li>• 80 student teachers</li> </ul>	Seminar Room
7.	20 January – March 2009	<ul style="list-style-type: none"> <li>• Trying out of the Child Friendly Teaching Model</li> </ul>	<ul style="list-style-type: none"> <li>• 80 student teachers</li> </ul>	Training Schools
8.	9 February – March 2009	<ul style="list-style-type: none"> <li>• Mentoring and monitoring the implementation of the model</li> </ul>	<ul style="list-style-type: none"> <li>• Mentors and student teachers</li> </ul>	Training Schools

### **Syntax of the Child Friendly Teaching Model**

The child friendly teaching can be said as a procedure that is activating learner on every activity chronologically. To have teaching process effectively, we serve the syntax:

#### **Opening Activities of Teaching**

At the opening of teaching activity teacher has to build the learner's interest and curiosity, and stimulate learner to think. If they have been reached, it means that the learner is ready to be involved in teaching actively. To start the teaching activity, teacher can take the procedure bellow:

- a) Set the extend time to spend on beginning activity of teaching
- b) Give the warm greeting
- c) Communicate the competence, source, media, and material
- d) Motivate the learner
- e) Attract the learner's attention by asking some questions. Teacher can take this steps:
  - i. Supply the questions' list related to the material
  - ii. Give the learner a certain time to answer the questions
  - iii. Ask the learner to search the answer from his/her friend
  - iv. Support the learner to help each other
  - v. Use the question and answer technique to discuss the answer that they have got
  - vi. Give guided questions to stimulate the learner to think the answer which can be answered by no one
  - vii. Use the information that have been got from the previous activity as a media to introduce important topics of the main activity

### **Main Activities of Teaching**

On the main activity of teaching, teacher organizes the learner to learn actively by taking these strategies:

- a. Stimulate the learner's curiosity

The steps are:

- i. Give the learner a complex question/problem or the question which has some possibility answers to stimulate their curiosity about the material. The questions may be about the daily activities, how to do something, definition, or how something done
- ii. Motivate the learner to think, make schema or diagram, and arrange a common hypothesis. Use phrase i.e. let you guess
- iii. Accommodate the entire learner's hypothesis. Create the learner's curiosity about the true answer. You can also ask the learner to work with a partner to arrange a hypothesis collectively
- iv. Use those questions to guide the learner thinks about the main topic. Make sure that the learner pays much more attention than usual.

- b. Stimulate the learner to learn independently

The steps are:

- i. Distribute material to the learner, enclosed some questions/problems chronologically from the simple to the complex one
- ii. Give the learner opportunity to learn the material autonomously or with his/her partner
- iii. Ask the learner to highlight the material which he/she has not understood. Then ask him/her to arrange question related to the material as much as possible
- iv. Give the other learner opportunity to respond the question so that the entire questions/problems can be solved
- v. Give explanation as a consolidation of the learner's question
- vi. Ask the learner to finish the problem of the material autonomously or with his/her partner
- vii. Ask the learner to express the answer of a problem and give the other learner chance to comment or to give the other possibility answer

- viii. Give a consolidation. If the learner have difficulties, teacher needs to give some information to guide him/her
- c. Stimulate the learner to work in group
  - The steps are:
    - i. Give the learner opportunity to learn the material autonomously
    - ii. Ask the learner to write something that he/she hasn't understood in question form
    - iii. Ask the learner to arrange the group
    - iv. Give the group opportunity to discuss questions of each member
    - v. Give task to solve the problem to each group, by giving clear instruction. For example: Write the pattern, Draw schema or diagram
    - vi. Involve the member of group plays role, i.e. facilitator, pencatat, speaker, and timer
    - vii. Give the group chance to solve the problem and present them in front of the class
    - viii. Give quiz to the learner to test his/her understanding toward the material
- d. Stimulate the learner to work with partner
  - The steps are:
    - i. Give the learner chance to choose the partner
    - ii. Distribute different problem to the different pair
    - iii. Ask each pair to exchange the answer and arrange the new answer
    - iv. Ask them to turn the answer back to the previous partner, if the entire pair have written down the new answers
    - v. Give chance to the pair to compare the answer of each pair with the answer of other pair in class
    - vi. Ask the learners to choose the correct answer for each question and present their best answer
- e. Stimulate the learner to learn in tournament \_\_\_\_\_
  - The steps are:
    - i. Arrange group of 3 to 8. Make sure that every team has the same number of member. Ask them to identify their group by special name
    - ii. Give material to the team to be learned together
    - iii. Arrange some questions which can be used to test the understanding of the material. Use the simple form so that it is easier to evaluate
    - iv. Ask the learner of each team to answer the question individual
    - v. Ask the member of team to check the friend's answer
    - vi. Hold a class discussion to determine the correct answer of the question
    - vii. Ask the learner to count his/her correct answer then ask him/her to give score
    - viii. Ask them to unite their score in their own team to get the teams' score
    - ix. Announce the teams' score, give reward to the team that get the highest score

The tournament can be held in various around. The time can be set, however make sure that the learner has learning session in every around. With the learner's agreement, teacher may be give penalty to the one who gives the wrong answer by decreasing the score and give o score to the one who doesn't answer the question.

- f. Stimulate teaching among the learners

The steps are:

- i. Arrange a number of groups as much as the topic (sub-topic). The topic should be related each other
- ii. Give a number of information, concept, or skill to each group, then the group shares them to other learner
- iii. Give the group chance to arrange procedure to present or teach their the topic to other learner
- iv. Suggest them to avoid lecturing or reporting, but motivate them to use learning experiences as an active experience for the learner. For example, using visual media, involving the friends in discussion or question and answer
- v. Give the learner chance to summarize the material
- vi. Motivate the learner to study more, ask him/her to complete the assignment individually or in a group
- vii. Give the learner time to present their topic
- viii. Give them reward

Command the learner to teach or give guidance to other learner individual or in a small group might be the alternative of model teaching

### **Closing Activities of Teaching**

The teacher can use the closing activity to:

- i. Inform the next material
- ii. Evaluate to improve learning process
- iii. Give a complimentary close

Giving the learner chance to summarize and present it in front of other learner is a good way to teach the learner in making summary. We can use these strategies:

- a) Explain that it is not suitable with the learners-centered teaching if the teacher make a summary of the material
- b) Arrange the group of 2 to 4
- c) Give the group chance to summarize the subject of the day
- d) Motivate each group to make short explanation, then share them to the other group
- e) Use guidance question, i.e. What is the title of the recent material? Write the definition or pattern that you have learnt chronologically!

## CLASSROOM OBSERVATION SHEET

Observer's Name			
Date			

File the class experiences during the observation:

1. Record the positive things of learning process and make some developments and improvements of the process
2. Identify the child friendly teaching achievement

	Observer's Note
What are evidences planning that available for the observed lesson (note, if there are lesson plan, syllabus, curriculum map and instrument study that used by students teacher)	
What is the active learning strategy that used by student teacher (explain)	
Explain how the teacher can accommodate the learning style of the students!	
Explain every instrument or educational appliances that used for learning. (example: How do they use? Is the instrument relevant with the material? Is it used by all the students or only some of them? Is the instrument available or made by the student's teacher?)	
Are the students active in teaching learning Process? Please explain!	
Does the teaching learning process reflect Child Right Convention (CRC)?	
Does the student's teacher use effective languages? (example: Is the student teacher use correct language, talk clearly, write correct and can read? etc) If there isn't, please explain!	
Does the student teacher use authentic scoring?	

**Student Teacher Retrospection Sheet**  
( Reflexive Instrument)

Direction

Give scoring honestly, objective, and responsibly toward yourself. For each statement indicate (√) in the column based on these criteria: 1 = lower, 2 = low, 3 = fair, 4 = high, 5 = very high

		1	2	3	4	5
	<b>Subject Knowledge</b>					
1.	Subject knowledge and it's contribution to curriculum					
2.	Understanding about KTSP					
	<b>Subject Planning and Implementation</b>					
3.	Set a clear indicator					
4.	Plan a teaching learning based on curriculum					
5.	Serve new knowledge					
6.	Communicate ideas clearly					
7.	Set teaching strategy accurately					
8.	Manage time of teaching experiences					
9.	Arrange question in a good language					
10.	Give instruction clearly					
11.	Accommodate difference of student's learning style					
	<b>Planning and Using Learning Sources</b>					
12.	Arrange appropriate subject					
13.	Use learning media and chart					
14.	Use various learning sources					
15.	Use computer as teaching learning aids					
	<b>Class Management</b>					
16.	Manage pair work					
17.	Manage group work					
18.	Motivate interest and enthusiasm					
19.	Give praise tenderly					
20.	Give the same chance to students with different ability					

	to participate actively					
21.	Facilitate students to construct knowledge					
22.	Motivate students' creativity					
23.	Motivate and facilitate students to interact among them					
24.	Build a warm, personal, interesting circumstances and good relationship with students					
	<b>Evaluate and Record Students' Progress</b>					
25.	Evaluate students' task					
26.	Evaluate students' progress					
27.	Identify difference learning style individually					
28.	Help students in learning					

THE SHEET OF TEACHING LEARNING DEVELOPMENT PLAN  
(Based on Reflective Model)

Skill that needs to be developed		Plan to do
a.	Presenting new material	
b.	Developing rapport with students	
c.	Managing the class	
d.	Generating interest and enthusiasm	
e.	Use learning sources and teaching learning media	
f.	Taking authentic scoring	
The most mastery skill (among the skills above)		