

# INDONESIA

## Improving Students' Protection and Participation Through Child Friendly Classroom Management

*Endang Fauziati, Nur Hidayat, Joko Riyanto*

### 1. Frame of Reference

Indonesia ratified UN Convention on Child Rights of November 1989 on August 25<sup>th</sup>, 1990 with Indonesia Presidential Decree number 36/1990. It then ratified the Law on Child Protection Number 23/2002 on October 22<sup>nd</sup>, 2002. Since then, child rights becomes a serious concern in Indonesia and the government has been very active in disseminating these acts for many years. Child Right Convention concerns 3Ps (Provision, Protection, and Participation). The first P (provision) deals with the access of food, health, and education; the second P deals with the protection against maltreatment, neglect, and all forms of exploitation; and the third P deals with the right to act and be involved in decision making. Indonesian government has developed a lot of projects to promote the child right (Wickenberg et al., 2009: 17).

With regards to the first pillar of CR (provision), Indonesian government has implemented some programs such as *Program Makanan Tambahan Anak Sekolah* (Additional Food Program for School Children) and *Gerakan Minum Susu* (Milk Drinking Movement at schools). School doctors are available (as permanent or part time workers) to monitor students' health and to give consultation on the health related issues. With regards to education, Indonesian government ratified an Act of Education System, Act Number 20/2003. This contains the standardization of national Education and the right of having education for all citizens. The second pillar of RC (child protection) has been Indonesia's great concern as well. The government has issued the law on child protection, Law Number 23/2002. "Undang-Undang Republik Indonesia Nomor 23 tahun 2002 tentang Perlindungan Anak". This shows how Indonesian government has

commitment to fulfill child rights. Finally, dealing with the third pillar of CRC, participation, the government (in this case national Education Ministry) has issued eight national education standards; among them are educational standard for the content and for the process, Act number 41/ 2007. With regards to educational standard for the process, a classroom teaching learning process should cover three major sessions, namely: introduction, content, and closing. The content session includes three main activities, namely: exploration, elaboration, and confirmation. Exploration activity is for the teacher to explore relevant issues linked to the teaching materials. Activity in elaboration is intended for material enrichment which is facilitated by the teacher. In confirmation activity, teachers may provide summary and feedback. In reality, however, the students lack participation both inside and outside the classroom; students' involvement in making decision is small. This is partly due to the teachers' lack of knowledge or their resistance to move out of their comfort zone.

In everyday life, there are obstacles in the implementation of CRC due to social, cultural, political, and economic reasons. Another common reason which hinders CRC implementation is the lack of understanding of the law and the lack of knowledge of how to materialize the law into practice. Education on child rights in school system through civic education tends to portray children as passive objects, indoctrinating them with the obligation to obey the government, parents, and other adults. They learn more about their duties as children rather than their rights that should be fulfilled. They lack an understanding about their own rights. The dissemination of child rights in Indonesian schools focuses more on cognitive domain rather than practical one. This can be seen in their being lazy to go to school or to study. School is not an interesting place for them.

Ideally, school should play good roles in fulfilling children's rights. A school should become a conducive place for children to develop their competence, interest, talent, and creativity through their active participation in the classroom. To achieve this, the support from adults (in this case the teachers) and appropriate school environment as well as a conducive classroom setting are needed. In reality, however, schools in Indonesia are still coloured by the undesirable practices such as violence and abuse by teachers and school security, and bullying by other students. Teachers and school security often use corporal punishment and abusive language to discipline the students and school bullying is often performed by senior students to their junior mates.

Muhammadiyah is a non-government organization based on Islam in Indonesia whose greatest concern is on the improvement of health and education. With regards to education improvement, there are 2091 Muhammadiyah primary schools, 2038 secondary schools, and 122 colleges and universities in Indonesia. In Surakarta alone, there are 21 Muhammadiyah primary schools, 14 secondary schools, and one university, Muhammadiyah University of Surakarta or Universitas Muhammadiyah Surakarta.

Muhammadiyah Junior High School (SMP) I Surakarta is one of the schools which experiences the child right related problems. In the last two years, the school principal has been receiving more than 50 letters of complaint from the students (blind letters) telling about both physical and verbal abuses they have experienced. These abuses were performed by their teachers, school guard, school mates, students from other schools and school parents. The kinds of abuses are stated in the appendix.

Based on the references above Indonesian CRC change agents of Batch 15 are committed to take an active role to promote child rights. And in order to achieve the goals, Muhammadiyah University of Surakarta as the teacher training institution started with a pilot project to promote child rights with Muhammadiyah Junior High School (SMP) I Surakarta as the project setting. The present project will focus on classroom management which accomodates child rights.

To develop this CRC project, Teacher Training and Education Faculty of UMS has started cooperation with the educational stakeholders within Muhammadiyah organization as well as those from other NGOs. Within Muhammadiyah Organisation, the change agents have started cooperation with Muhammadiyah Elementary Schools, Muhammadiyah Junior High School (Lower Secondary School), Muhammadiyah Senior High School (Higher Secondary School), and other Muhammadiyah Universities outside Surakarta. With other educational stake holders outside Muhammadiyah organization, CRC change agents has started cooperation with the local government and the ministries that have been mandated to work in the field of education such as Ministry of Education and Ministry of Religion (the later is also organised Islamic schools and universities and with the media which will play an important role in the dissemination of the CRC projects.

## 2. Purpose

The current project is aimed at improving students' participation in school as well as in classrooms. It is meant to change the existing CR related norms into the desired ones, as follows: (a) Teachers are aware of the child rights both inside and outside the classroom; (b) Teachers' behavior is favorable to child rights, in a sense that the verbal and physical abuses toward students can be eradicated; (c) Classroom is conducive to teaching learning process; (d) Classroom teaching learning process provides students' active participation; and (e) Students take active participation in decision making.

In order to achieve the desired norms above, the following educational components should be changed: (a) The classroom environment should be designed in such a way as to promote child rights; (b) The ways teachers interact with the students in and

outside the classroom; (c) The method of teaching learning process/procedure within the classroom; and (d) The role of student council.

## Target Group and Stakeholders

The target groups of this project are (1) Teachers of Muhammadiyah Junior High School (SMP) I Surakarta and (2) The first graders of Muhammadiyah Junior High School (SMP) I Surakarta. Meanwhile, the stake holders of this project include (1) School Principal of Muhammadiyah Junior High School (SMP) I Surakarta; (2) Teachers of Muhammadiyah Junior High School (SMP) I Surakarta; (3) Administrative Staffs of Muhammadiyah Junior High School (SMP) I Surakarta; and (4) School Council of Muhammadiyah Junior High School (SMP) I Surakarta and (5) Muhammadiyah Board in Surakarta

## 3. Methodology

### a. Preparation Activities

This project focuses on four classroom management components (the classroom environment, the ways teachers interact with the students, the method of teaching, and the role of student council) which are expected to be changed. In general, the goal of the project is to improve the knowledge and understanding of teachers, students, and parents on child rights through the teaching learning process in the classroom. In particular, this projects aims to provide teachers with the comprehensive knowledge of child rights through the learning process in school. School and classroom are managed in such a way as to provide more right for protection, participation, and provision in school.

The following are the activities done in order to reach the intended goals. Which follows are some activities which have been carried out from November 2011-February 2013. The activities include (1) coordination with the target groups and stake holders, and (2) workshop on child friendly school and classroom management and (3) monitoring and evaluation.

***(1) Coordination with the Target Groups and Stakeholders.*** The first thing to do before implementing the project was holding coordination meeting with the target groups and stake holders. The project coordination meetings are for those directly involved in all aspects of this project. The goals of these meetings were to share and coordinate projects' plans and to discuss the implementational aspects of the project as a whole. These meetings have been held with Muhammadiyah Board, the executives of

Muhammadiyah Junior High School I, the teacher and administrative staff, the students and student council, and with parents.

**(2) Meeting with Muhammadiyah Board.** Meeting with Muhammadiyah Board was conducted on 6 November 2011 at “Balai Muhammadiyah” (The House of Muhammadiyah). All the executives of Muhammadiyah board together (director, vice director, secretary, treasurer, and head of Education department) with the principal and executives of Muhammadiyah Junior School of Surakarta I were present. The main agenda to discuss in the meeting were Education in Sweden, Child Right Convention, Child Friendly School and Classroom management, and the pilot project at Muhammadiyah Junior School of Surakarta I.

During the meeting most audience appeared to welcome the implementation of Child Friendly School and Classroom management at Muhammadiyah Junior School I Surakarta as the pilot project. For one thing, this model is in accordance with Islamic value. Another reason is that they were in agreement that this model would promote students’ academic achievement. In addition, this model would also facilitate the conducive relationship and genuine understanding between teachers and students as well as among students themselves. In the long run it is expected that child abuse and bullying which sometimes occur in the school will be eradicated. For these reasons, Muhammadiyah Board was very supportive and even provided the financial back up for the project.

Though most audience was supportive towards the program there were just few people who questioned and seemed to resist to the change. The resistance to change mainly came from religion teachers who were concerned with the Islamic belief system. This situation is very common reaction to the unknown promise of change to be better while the proof is not there since making a change requires a kind of jump of faith. After the long discussion they finally did understand of what the project was about and took pledge toward accepting the new model after Muhammadiyah Board and change agents guaranteed that there was no risk of any kind when implementing this new model. These teachers were at least got enlightenment when their rational mind was engaged. They did understand the importance of the change to be better.

**(3) Meeting with Executives, Teacher Representatives, and Administration Staff.** This meeting was held November the 9<sup>th</sup> -13<sup>th</sup> 2011 at the meeting room of Muhammadiyah Junior High School I Surakarta. All the executives (principal, vice principals, treasurer), teacher representatives, and administration staff were present. The main agenda to discuss in the meeting were Child Right Convention and Child Friendly School and Classroom management. The result of the meeting was favorable. Most of school members were enthusiastic and ready to implement the project. The term *Thematic Classroom* was used to represent classroom design which is child friendly, a classroom design which promotes students protection and participation.

It is very significant to design child-friendly classroom since it is the social and academic environment in which the students live. This is to ensure that every student has an environment that is physically safe, emotionally secured and psychologically enabling. The role of teachers is very significant here. Students are by nature natural learners, but this capacity to learn can be undermined and sometimes destroyed. A student-friendly school and classroom management recognizes and encourages their capacity to grow and develop as learners by providing a school culture, teaching behaviors, classroom design which are focused on learning and the learner. Such a good learning environment can liberate students from stress, anxiety, and shy. Students are motivated and able to learn.

*Thematic classroom management* designed in this project has some characteristics as follows: (1) the classrooms are classified based on subject (e.g. mathematics classroom, english classroom, religion classroom, etc.); (2) students move from one classroom to another depending on the subject they take; and (3) the teacher stay in his/her classroom as if she/he the owner of the room. With these features attached, this thematic classroom has several advantages, namely: (1) both students and teachers can explore and express themselves freely; (2) they can use the room more effectively without being worried of disturbing other teachers teaching different subject; (3) students can hang their work on the wall for more exposure to the subject; (4) the classroom is comfortable and clean since the teacher is always there and the students will be kept from loitering this place (cleanliness is a major issue in Indonesia, including in this school).

**(4) Meeting with Students, Student Council and Student Parents.** Meeting with students was held 21-23 November 2011 at Muhammadiyah Junior High School I Surakarta. Agent Joko Riyanto in his speech addressed to the students present the importance of child friendly classroom and school management. Within this paradigm, the students will get more freedom to express their thoughts and feelings and to participate more in relevant decision making. The students will no longer stay in one particular classroom instead they would move from room to another depending on the subject matter they take. Since one classroom is used only for one subject the classroom activity will be more student oriented as if the students own the room. The learning center is the students and the activity is focused on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning. This method acknowledges students as central to the learning experience. Thus, students will be more active and responsible participants in their own learning.

Another issue discussed in this meeting is student art performance as a media to make students more open, expressive, and shy no more. In general, students are shy and quiet. And it is important to find ways to overcome quietness and shy. Due to this, it has always been hard for them to have a good achievement in lessons which need performance. We believe that art performance will help to improve students' confidence and

combat shy and quietness. As we can see when we observe successful performers, they appear to have super confidence in their own ability. Certainly, there exists a process of building the skill of self-confidence over time. Thus, by practicing art performance students can develop their confidence and in the long run they become more open and expressive, less shy. Confidence can be improved using various mental techniques, and one of them is through art performance. We plan to have art performance during break. We believe that art performance can contribute positively towards the reduction of child abuse. Art performance can be used to teach students to focus and use their physical energy in a positive way, rather than acting out in violence or disrupting class. In this activity the student will have the opportunity to lead the group and to learn how to respect the leader and each other. Students also will learn to develop positive leadership and cooperative teamwork skills. Art performance, we believe, also can help improve self-esteem by transforming loss, anger and alienation into personal growth and inner discipline. Students learn self-expression, cooperation, altruism and music skills, as well as respect for teachers and mentors. The long-term goal of the program is to reduce violence and other at-risk behaviors among students and to improve academic performance, school attendance, and life skills. In addition, we believe that this can develop good communication and understanding between students and teachers.



Picture 1. Meeting with student council





Picture 2. Meeting with student parents



Picture 3. Dissemination of CRC in Morning Assembly

**(5) Workshops on CRC and Child Friendly Classroom Management.** We have conducted workshop twice, on the 26<sup>th</sup> of November 2011 and the 12<sup>th</sup> of January 2012. The first workshop focused on CRC and child right classroom and school management. The participants are all teacheral staff of Muhammadiyah Junior High School I. All the change agents – Fauzia, Nurhidayat, and Joko Riyanto became the key note speakers during the workshop. The material includes CRC, child rights classroom and school management, and positive discipline.

As we know it, children spend almost most of their childhood in schools. The corollary is that schools should provide a safe, caring, and orderly environment for students through school discipline. Schools use a variety of disciplinary techniques, among which corporal punishment, especially harsh words, is used to improve student's behavior. To develop students' positive behavior, teachers must be educated in managing



classroom which is child friendly, in implementing different kind of teaching techniques which are student centered, and in developing positive disciplining methods to improve students' positive behavior. The core message in this workshop is "developing child friendly school and classroom management to improve students' right of protection, participation in school".

The main objective of this workshop was to facilitate teachers' understanding and application about child-friendly school and classroom management as to promote students' rights, especially participation in classroom and protection from child abuse and to promote the school culture of positive disciplining practices through the implementation of a non corporal punishment policy in schools.

The first session of the workshop focused on developing participants understanding on the concepts of child friendly school. A school which provides children with an environment that is physically safe, emotionally secure and psychologically enabling. On the one hand, the teacher and administration staff play a very significant role in creating a child friendly school. On the other hand, children who are actually natural learners, can have their learning capacity undermined and sometimes destroyed. Thus, a child friendly school recognizes, encourages and supports children's growing capacities as learners by providing a school culture, teaching behavior and curriculum content that are focused on learning and the learner.

The second session of the workshop focused on child abuse, as any act that violates children's rights, particularly their right to physical and mental health, security and bodily integrity. Specifically, it discussed child abuse in the school settings where children are most at risk such as the classroom, the teachers' office, the playground, the sport field, and the school vicinity. Settings where school can do something to cope with it. Students' letters addressed to the head master said that some child abuse had been identified, such as, the occurrence of physical and psychological punishment; gender-based violence and discrimination; bullying, fighting, physical assault and gangs; and sexual harassment .

A lot of activities can be done to cope with such condition. Two things were chosen to be carried out in this school are (1) thematic classroom to improve students' right of participation in the classroom and (2) performance as a media to improve the students' right of protection against child abuse.

Thematic classroom has been implemented for the first graders. Classrooms are redesigned. In this concept, one classroom is used for one subject, for example, classroom for Biology, classroom for Mathematics, classroom for geography, etc. The result of this redesigned classroom in satisfying for both students as well as teachers. On the part of students, moving from one class to another class make them much happier; since moving is energizing. They also tend to be more focused to each subject since there is a sign or mark of movement from one subject to another. When they enter a classroom,

their mind could be expected to also engaged with subject they want to study as if the classroom greet them "Hi guys, welcome to mathematics world or welcome to biology world". On the part of the teachers, having their own classroom make them feel at home. They become more creative in decorating the room as to show the kind of world knowledge they want to show to their students. The teachers are also very happy as if they were the owner of their own room. They would feel free to explore and to express themselves as creative teachers.

*The second workshop* was conducted on the 12th of January 2012. It focused on how to use performance to combat child abuse. The participants consisted of student council, teachers, and the executives. In this opportunity the change agents presented ideas of the importance of performance to improve the quality of interpersonal relationships between students and teachers and among students themselves. In the long run we hope performance-based activities directly or indirectly can prevent child abuse. Such activities may include dancing, singing, clowning and acting, writing, choreographing, producing art work, designing and exhibiting their work.

## **(6) Evaluation**

To know the result of the project, the change agents made an evaluation. The data for evaluation are taken by using questionnaire and group discussion. 30 questionnaires are given to the students for getting the description of the teachers' condition. 20 questionnaire used for getting the description of the students' and principal's condition are given to the teachers. All questionnaires are answered by the students and the teachers. The questionnaire format can be seen in the appendix.

There are several benefits of performance-based activities that can be identified for both the performer and the audience. Students who are given opportunity to perform are expected to grow and develop their creativity of doing things. They can learn and practice the actual skill involved in their area of performance, in which the skills are prized in the job market. Students also can meet new friends with common interest and goals and learn how to work cooperatively. Students can achieve a feeling of success and accomplishment which can increase their self-esteem and self-confidence so that they can be proud of themselves. For the audience (students, teachers, and administration staff), watching young people perform and present creative endeavors can be very entertaining and inspiring. This can also means education since it can educate decision makers about young people and their life problems. Last but not the least this can contribute to the overall health of the school community.



Picture 4. Workshop on Child Rights-Based School and Classroom Management

## 4. Results

### a. Thematic Classroom as a Means to Improve Students' Participation

Thematic classroom is designed based on the principles of Child friendly school. This is a typical classroom which is very conducive for teaching learning process. The teachers play a very significant role in promoting child friend classrooms. They must make effortful attempts to materialize child friendly classrooms. As an example, they are supposed to provide different teaching aides, charts, pictures, and other relevant written elements on the walls of their classrooms. This can bring the students to the real world knowledge they are studying. In addition, teachers are supposed to promote peace and love to the children. An atmosphere of peace, tranquility, and friendship among students and between teachers and students are some of the hallmarks of a child-friendly classroom.



Picture 5. Classroom Activity before the Program



Picture 6. Classroom Activity after the Program

## b. Result of Analysis on Child Abuse Document

The change agents (Fauzia, Nur, Joko) analyzed the documents (of 524 students' letters addressed to the head master) and found a rather shocking results. The child abuse recorded can be categorized as follows:

NO	Category	Action	Agent
1	Physical Abuse	Pinching painfully Asking money by force to the juniors	Teacher Student
2	Verbal Abuse	Producing rude words Talking about sex not lesson Scolding late comers to the classroom Mocking or teasing the student's parent's poor job Scolding students without significant reason Teasing students' poor works Ridiculing students' inability in doing the task. Hot-blooded Producing 4 letter words and teasing Threatening (I slap your cheek if you don't shut up Snapping Teasing students who are overweight, poor, etc. Grumbling.	Teacher teacher teacher teacher teacher teacher teacher teacher teacher student teacher
3	Sexual Abuse	Pinching the girls (flirting) Touching students' bottom Pulling out bra lease. Touching students' back (flirting) Touching students' shoulder (flirting)	teacher teacher teacher teacher teacher
4	Violating Privacy	Disturbing other students. Pacing back and forth while disturbing other students. Opening students' seized mobile phone Chatting with other teachers while supervising exams.	Student Student Teacher teacher
5	Neglect	Ignoring questions from not-good looking students	Teacher
6	Discrimination	Paying more attention to beautiful students. Having double standard in treating beautiful and not-good looking students Having double standard in giving score to beautiful and not-good looking students Comparing the class with other class with good achievement.	Teacher Teacher  Teacher  Teacher

Based on the above findings, there are several activities done to improve the role of the school counselors as vital members of the education team who work to help all the students to improve their academic achievement. The major focus of their attention is to uphold good relations among the students and between teachers and students. Teachers are supposed to have high ethical and professional standards in teaching learning process so that they become the role models for the students. In addition, the school counselors also provide consultation for the students' parents, especially those who undergo financial and matrimonial problems. The students' academic achievements generally become better when the school work together with their parents to solve the existing

problems which literally hinder their learning process. With all these activities, abusive behaviors in this school are drastically reduced in quantity.

### **c. Art Performance as a Means to Improve Students' Protection**

As we know it, children spend almost of their childhood in schools. The corollary is that schools should provide a safe, caring, and orderly environment for students. The teachers, however, have used a variety of disciplinary techniques, among which corporal punishment is used to improve student's behavior. In addition, students also experience abuse from other students. The documents on child abuse reveal that corporal punishment by particular teachers is a common form of discipline in schools. They use it because it results in immediate compliance. It is found that the teachers regularly slap and beat students, or twist their ears.

Besides conducting workshops on CRC and Child Friendly Classroom Management, to reduce such abusive behavior towards students, we (change agents) propose art performance on regular basis. It is a kind of a subtle intervention to improve understanding and respect between teachers and students and among students themselves. It is believed that people who are involved in and exposed to performance-based activities can directly or indirectly help prevent abusive behavior. Art performance in this case is loosely to cover a wide range of expressive forms such as dance, drama, public speaking, and music.

The result indicates that the using of performance can reduce abusive behavior because it is very fascinating and beneficial to both participants and audience. Performing art also involves diligent rehearsal of complex skills, self examination, and self assurance. In addition, it usually includes interpersonal skills such as working cooperatively in a group, accepting others, and communicating effectively. In the long run, we believe that art performance will make students as well as teachers better able to withstand problems that can lead to abusive behavior.

Especially with students, art performance is beneficial for some reasons. They can grow and develop by trying to do new things. They can also learn more about themselves by involving in art performance like dancing, singing, or poetry reading. They can meet new friends with common interests and learn how to work cooperatively with others to reach the common goals. More importantly, they can have fun and relieve boredom by having or just watching art performances. Some types of performance which are held commonly include dance, poetry, music, and storytelling. The working together between students and students as well as teachers and students results in positive behavior. In other words, abusive behavior in Muhammadiyah Junior High School I reduced drastically. They grew respect and understanding with one another; this contributes to the development of child friendly school.



Picture 7. Javanese Orchestra



Picture 8. Puppet Show (Story Telling)

## 5. Evaluation of the Project

Although the program runs well, we still need some evaluation to see whether the changes are significant. To see the progress of the project, we have used many techniques for collecting data and evidences. The data are found from the questionnaire, interviews, observations and focus group discussions with the teachers, school management and student parent.

### a. The Finding from Questionnaire

Based on the questionnaire it is shown that there is a good tendency on the commitment of the principal, teachers, students. Although the former principal, one of the change agents, was changed by the new principal but the new principal also has similar commitment as the former one. It is indicated in the result of the questionnaire given to the teachers. Based on the questionnaire, the principal gives motivation to teachers in practicing classroom management based on CRC, monitor teachers' preparation for the classroom management, facilitate the teaching practice, practice fair relation and nice conversation at schools, control practicing teaching learning process, practice transparency, accountable and participative school management. The result can be seen in chart 1 point.1 to 6

The results of the questionnaire show that the lowest score is on accepting students with special needs (chart 1 point 7). It is reasonable because there are schools for the disabled provided by the government so the parents actually can bring their children with disabilities there. The facilities of the school itself have not supported to the opportunity



for the disabled. It, of course, needs much fund to build those facilities. However, there should be consideration for the school in the future for giving opportunities to the disabled that make it to be inclusive school.

The way teachers communicate and interact with students is also appreciable. In starting the class, teachers usually open the class with apperception. They make agreement with students before conducting teaching learning process in each semester. Teachers teach students with appropriate media, activate students, respect students opinion, motivate students in learning, strengthen students' learning, give remedial teaching for slow-learners, guide students who break the class/schools' rule and maintain a comfortable class.

The lower score is in teaching students without physical and psychological pressure. It is logical since there is pressure to the teacher for improving the students' academic achievement. The academic achievement still becomes the single measurement of the school performance. Community view the school only from the rank in academic achievement. It sometimes causes teachers make psychological pressure to students. Responding the low score, we discussed with the principal to make periodical and intensive meeting and discussion with the teachers on how to treat the students and improve the academic achievement without giving pressure but by giving enforcement. It is relevant to the score of giving enrichment for fast-learners. The classical treatment sometimes ignores the individual needs of the students. The teachers think that all students need the same materials to be studied. They only use single method for different students with different learning styles. Teachers do not give opportunity for the students to use the multiple intelligences for enforcement and enrichment. It, of course, needs the improvement of learning culture with differentiation. Therefore, there should be workshop for teachers on differentiated curriculum.

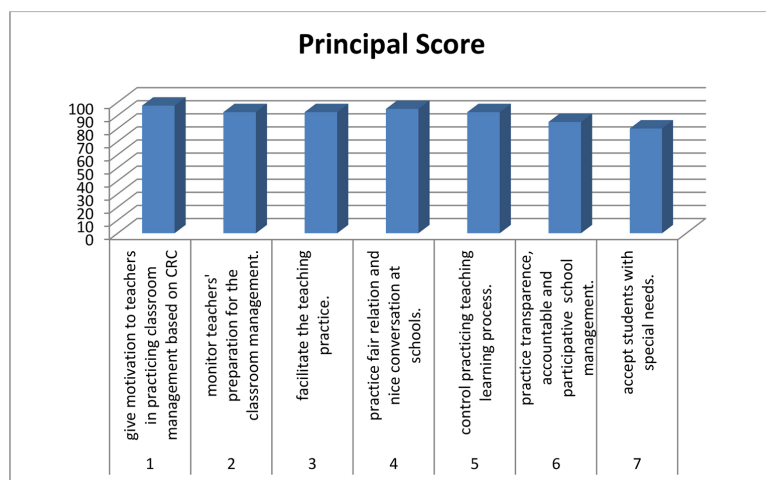


Chart 1. Principal Score

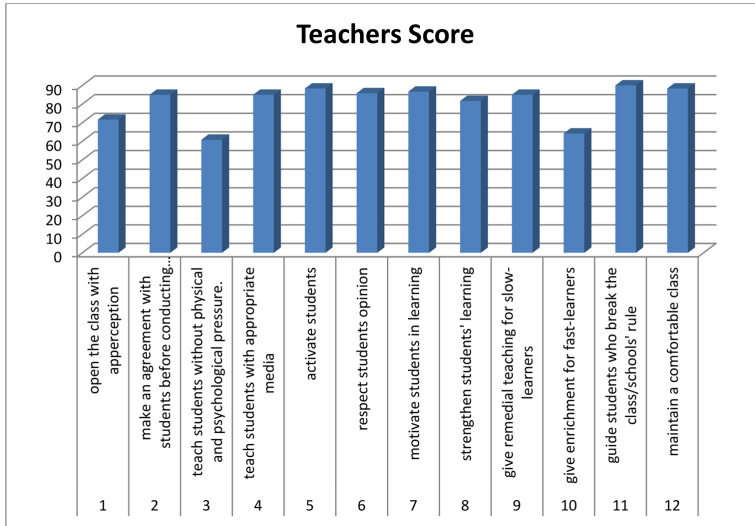


Chart 2. Teacher Score

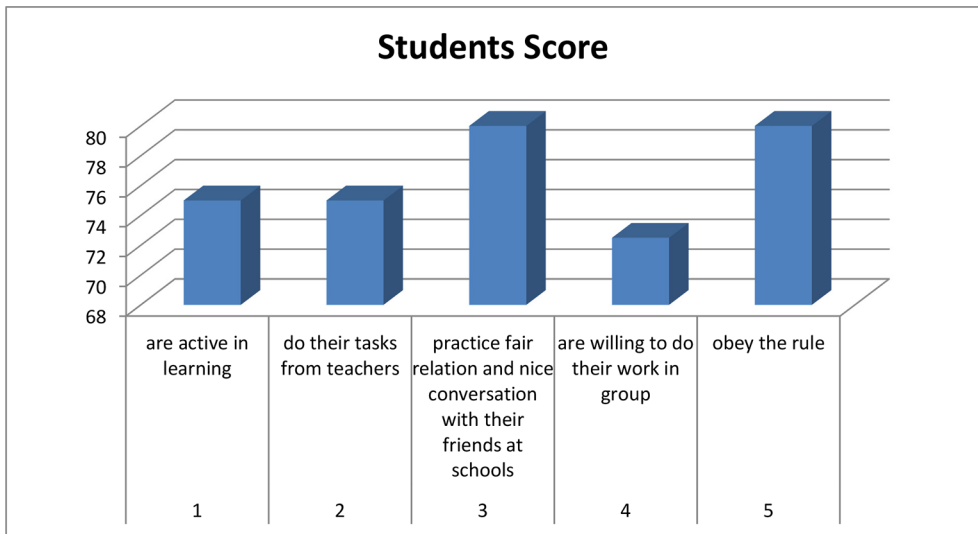


Chart 1. Students Score

## b. The Finding from observation, interview and group discussion

There are also some findings from the observation, interview and focus group discussion on the school condition and implementation of thematic classroom. We try to search the problems that still exist in the implementation of this program to make solution. The problems are as follows:

1. The students and teachers are late in entering the classroom.

2. The students feel tired to move from the first floor to the fourth floor.
3. There is an overlap in scheduling.

The first problem happens because the teachers do not stay in the classroom. They move to the teacher office, for some socialization, and come back to the classroom. The movement of the students from the first floor to the fourth floor also wastes time. Therefore the students become late in entering the classroom. Besides being late, the students also feel tired because they have to run from the first floor to the fourth floor.

The solution of those three problems is on scheduling. Therefore, there will be rescheduling so that there will be no movement from the first floor to the fourth floor and there will be no overlap classes. Teacher should also stay in the classroom before the break time so they are not late in entering the room. Moreover, they can make preparation in the room before their students come.

Concerning with the school condition, in the group discussion we also found impression from the student parents that some teachers have become closer to students that the students are not shy to ask for advice if they have personal problems. It is very important since the adolescences are usually shy to share their personal problems with the teachers that it becomes difficult for the teacher to assist them in giving solution. Such improvement will be very useful for the teacher to help the students solve their problems.

Besides mapping the condition of the school we also search for the suggestions from the stakeholders to the sustainability of the programs. The following are the suggestions from the stakeholders:

1. There should be continual monitoring and evaluation for the sustainability of the program.
2. There should be guidelines or criterias for standardizing child friendly school.
3. There should be seminars and discussions for widening the teachers' knowledge on child right based education.
4. Making network with other institutions on child right based classroom and school management.
5. Discussing more deeply on the similarity between CRC and the Islamic values on how to deal with the child.
6. Making comparative studies.

## 6. Way Foward

Reflecting on all the achievements of this small scale project, we hope not to stop this work here. We would like to further the initiatives by providing timely support,

monitoring, and evaluation to the principal, the teachers, the students, and the administration staff for the successful implementation of the project. The core values of child friendly school that we are going to promote are cooperative and active learning, respect and tolerance, caring and loving, creativity and productivity, positive discipline. We do realize that what we have done are not sufficient to bring about the total change, but some changes in the attitude of the teachers, the executives, the administration staff, as well as the students appear significant. They feel much happier with the new condition and are spirited to continue the project. We also intend to expand our project at other 8 Muhammadiyah Junior High Schools in Surakarta. The Child-Friendly School project at Muhammadiyah Junior High School I Surakarta will be used as a framework and as a model for the next project.

Based on the result of the project and the potential resources for the implementation of Child Friendly School around Surakarta, the Indonesia Team from Solo (Surakarta) proposes an umbrella for the widespread of Child Friendly Education. Followed by the next batch, Solo Team will foster the implementation of CRC in the Muhammadiyah School by making Criteria of Child Friendly School.

The following List of Criteria is the breakdown of three pillars of CRC, namely Provision, Protection and Participation. The criteria will be developed continuously in relation to the progress made by every batch. The team will also propose a competition on Child Friendly School based on the criteria.

### Criteria of Child Friendly School

PILLAR	ASPECT	INDICATOR	SCORE
Provision	School canteen	No School Canteen	0
		Has school canteen but unhealthy food	1
		Has school canteen with healthy food	2
		Has clean school canteen with healthy food	3
		The school canteen is clean, the food is healthy and all students can access easily	4
Protection	School Security Staff	No security staff	0
		Has security staff but no job description	1
		Has security staff with job description but does not reflect child friendly job description	2
		Has security staff with child friendly job description	3
		Security staff has child friendly job description and implement it	4
	Regulation for Student	No regulation for student	0
		Has regulation but does not reflect protection to student from bullying	1

		Has regulation that reflects protection to student from bullying	2
		Has regulation that reflects protection to student from bullying and is implemented	3
		Has regulation that reflects protection to student from bullying, the regulation is effectively implemented and has strategy for sustainability of the implementation	4
	Regulation for Teacher	No regulation for teacher	0
		Has regulation but does not reflect protection to student	1
		Has regulation that reflects protection to student	2
		Has regulation that reflects protection to student and is implemented	3
		Has regulation that reflects protection to student, the regulation is effectively implemented and has strategy for sustainability of the implementation	4
	Counselors	No counselor	0
		Has counselor but has no SOP for handling student that has problem	1
		Has counselor and has SOP for handling student that has problem	2
		Has counselor, with child friendly SOP for handling student that has problem	3
		Has counselor that proportional to the total number of students and has child friendly SOP for handling student that has problem	4
Participation	Classroom Design	The room is not designed for class and is used for all subjects.	0
		The room , is used for all subjects, is designed for class but has no decoration	1
		The room , is used for all subjects, is designed for class, has decoration, but not thematic	2
		The room is designed for class, has thematic decoration but is used for all subjects.	3
		The room is designed for class, has thematic decoration and is used for only one subject.	4
	Media for Aspiration	Have no media for giving advice and aspiration	0
		Have only one media for giving advice and aspiration	1
		Have more than one media for giving advice and aspiration	2
		Have more than one media for giving advice and aspiration and periodically discussed by management	3
		Have more than one media for giving advice and aspiration that are periodically discussed by management and followed up by improvement	4

## References

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- Wickenberg, Per et al. 2009. *Taking Child Right Seriously*; Reflections on five years of an International Training Programme. Lund University, Lund Sweden.
- National Document. 2002. *Undaublic of Indonesia*.
- Unicef. 2009. *Child Friendly School Manual*

## Appendix

The kinds of abuses toward students:

1. Student was kicked by a gym teacher because he was lazy when exercising.
2. Students were scolded by the teacher with harsh words because they did not pay in the classroom.
3. Student was offended by the words of the teacher as a prostitute.
4. A student was called by the teacher using a bad nickname.
5. Student was beaten by a gym teacher
6. Student was pinched bruised by religious teachers
7. Students was being told as stupid by art teachers because they can not answer teacher's questions.
8. Student was threatened to be raped by religious teachers because she was outside the class and did not follow the lessons.
9. Students complained about too much homework from teachers of mathematics.
10. Students complained that teachers only give the task but not corrected, so they asked the teacher is replaced.
11. Students complained that teachers did not teach clearly, and became angry when he was asked questions.
12. Students complained that math teachers often leave the task because many activities outside of school.
13. Students were told to take down their shoes for a day for not wearing uniform shoes.
14. Students were sent home for not wearing a uniform.
15. Students were given a raffia belt (to make them shameful) for not wearing belts.



16. Students were asked to use the base of the black plastic bag (shame) for a day for not wearing uniform shoes.
17. Students were not allowed to take a test because they did not pay tuition fee.
18. Students were beaten by parents (Indonesian Arm Force) in the school for violating school discipline.
19. Students were asked for money by his friends.
20. Students were threatened would be ostracized by classmates if they do not buy snacks.
21. Students were threatened by outsiders (from another smp) to give money.
22. Student was repatriated because of smoking.
23. Students were expelled for gambling in school.
24. Students were invited and threatened to gamble by classmates.
25. Students were released by the school because of getting drunk.
26. Students were forced by students from another Junior High School students for getting drunk.

The questionnaire for evaluation

No	Description	SCORE			
		1	2	3	4
A.	<p><b>Principals</b></p> <p>give motivation to teachers in practicing classroom management based on CRC</p> <p>monitor teachers' preparation for the classroom management.</p> <p>facilitate the teaching practice.</p> <p>practice fair relation and nice conversation at schools.</p> <p>control practicing teaching learning process.</p> <p>practice transparence, accountable and participative school management.</p> <p>accept students with special needs.</p>				
B	<p><b>Teachers</b></p> <p>open the class with apperception</p> <p>make an agreement with students before conducting teaching learning process</p> <p>teach students without physical and psychological pressure.</p> <p>teach students with appropriate media</p> <p>activate students</p> <p>respect students opinion</p> <p>motivate students in learning</p> <p>strengthen students' learning</p> <p>give remedial teaching for slow-learners</p> <p>give enrichment for fast-learners</p> <p>guide students who break the class/schools' rule</p> <p>maintain a comfortable class</p>				

C	<p><b>Students</b>  are active in learning  do their tasks from teachers  practice fair relation and nice conversation with their friends at schools  are willing to do their work in group  obey the rule</p>				
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