INDONESIA

Children's rights to participation through authentic and participative learning as well as to protection in Muhammadiyah Primary School 16 of Surakarta, Indonesia.

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Introduction

This project is done to implement the UN Convention on the Rights of the Child of November 1989. The implementation of this convention is urgent and is still very relevant, especially for developing countries, because ignorance, trafficking, bullying, abuse, and employment on children are still occurred in these countries. The project is done in Muhammadiyah Primary School (MPS) 16 of Surakarta, and focused on two major points of child rights, namely participation and protection. This school is one of 2,604 primary schools belonging to Muhammadiyah organization. Muhammadiyah is the second largest non-governmental Islamic organization in Indonesia with 29 million members, established in 1912, which focuses its movements on religion, education, economics, health, and social welfare. Muhammadiyah has more than 27 universities, 5,754 schools, 144 hospitals, 318 orphan houses, 81 disable rehabilitation centers, 6.118 mosques, and so on (www.muhammadiyah.or.id). The implementation of child right classroom and school management in this school is the second turn in Muhammadiyah schools

In all primary schools in Indonesia, a teacher handles one class for all subjects, except gym and religion. It means that each teacher teaches Mathematic,   Indonesian

Language, Natural Sciences, Social Sciences, and Civics. It is impossible for the team to cover all subjects when authentic and participative approaches are implemented, so the team limits on the third grade and in the subjects of social sciences only. For the protection, the team involves the representative of all stakeholders in the process of formulating the school rules (regulation).

To make the discussion easy, the team clarifies some key terms related to the project implementation, they are *participation, authentic learning, protection*, and *school rules*. Participation in CRC means children participation in both learning process and decision making. In this project, participation has two meanings, the students' participation in the learning process especially in grade 3 in social science subject, and the participation of all students of Muhammadiyah Primary School 16 when the school rules are formulated.

Authentic learning, according to Lombardi (2007: 2), is the learning processes that typically focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case-studies, and participation in virtual communities of practice. In this project, the meaning of authentic learning is not that broad because authentic learning approach is implemented to the third grade of primary school. The authentic learning are restricted on the following points: (1) The learning process is brought to real-world setting but it is restricted on the topics that are feasible viewed from the school financial capacity, accessibility, students' abilities, and time availability; (2) To find problems and the solutions, students are stimulated by such guidelines in the form of questions, tables, or list of items; (3) Students are stimulated to do the role playing; and (4) Authentic assessment in which the teachers take the scores from authentic performance of the students. Authentic assessment, according to O'Melly and Pierce (1996: 17-31) is procedures for evaluating student achievement or performance using activities that represent classroom goals, curricula, and instruction or real-life performance. These assessments enable students to construct information rather than simply choose response alternatives, and challenge students to use their language to communicate their understandings and application of knowledge.

Protection here means protection for all students of Muhammadiyah Primary School 16 from bullying, abuse, and corporal punishment in school which is realized in the form of school rules. School rules are the rules for the school members which are formulated by involving the students.

Frame of Reference

Although Indonesia has ratified the UN Convention on the Rights of the Child of November 1989 on August 25th, 1990 with Indonesia Presidential Decree number 36/1990, and other laws, but most Indonesian people, even the educated, know a little or know nothing about child rights. Actually, Indonesian government has taken many efforts to realize **3P**s (Provision, Protection, and Participation) of child rights.

For provision, the government of Indonesia implements some programs, such as: (1) Additional Food Program for School Children (*Program Makanan Tambahan Anak Sekolah*), (2) Milk Drinking Movement (*Gerakan Minum Susu*), (3) School Doctor (*Dokter Sekolah*), (4) Act of Education System, number 20/2003, where 9 years education is compulsory for all children, (5) Financial Assistance for School Operation (*Bantuan Operasional Sekolah*), and (6) Financial Assistance for Poor Students (*Bantuan Siswa Miskin*).

Dealing with Protection, with the law on child rights, Law Number 23/2002 (*Undang-undang Perlindungan Anak*), Indonesia concerns very much in protecting children from trafficking, employment, parents' ignorance, bullying, and abuse.

With regard of participation, Indonesia promotes many programs related to the right of child freedom of conscience expression. In education context, the government implements many programs that are intended to encourage the students to be active in the classroom or at school. Through the 1984 curriculum, the teachers were urged to implement CBSA (*Cara Belajar Siswa Aktif*/Active Ways of Students Learning), and with curriculum 1996 the teachers and teacher candidates should implement PAIKEM (*Pembelajaran Aktif, Inovatif, Kreatif dan Menyenangkan*/Active, Innovative, Creative, and Friendly Learning). Much in-service training is conducted to facilitate the teachers to implement that program. The teacher training colleagues are also invited by the municipality to coach the teachers in the local area such as in MGMP (Teachers Group by Subject) which are held every week. The trainings and coaching are usually focused on how the content standard, process standard, operation standard, and evaluation standard are all arranged in lesson plans and in implementation in the learning process. Related to student organization, there is an OSIS (Internal Student Organization of School) in every school of Junior and Senior Secondary School. This organization enables the students to take part in school activities although it has not functioned as students' council yet.

Muhammadiyah Primary School (MPS) 16 is the second biggest Muhammadiyah primary schools out of 23 in Surakarta. There are total 18 classes, so each grade consists of 3 classes parallel, with total students 638. There are 26 teachers, 9 males and 17 females, and 2 school's staffs. The school area is around 1.090 meters square, with two stairs building.

Actually the principal, teachers, parents, and Muhammadiyah board have done many efforts of implementing child rights, although they are not aware of that they have done those matters. For Provision for example, there are some activities: (1) "Having lunch" at school once a week for grade 1 and 2 which is conducted by the students' parents, and the menu should represent healthy foods (carbohydrate, protein, vegetables, fruit, and milk). (2) Health checks conducted by the Local Government Clinic (*Puskesmas*) which is intended to check the students' health regularly and to monitor whether the students grow well or not. There is also "Health Dissemination" which is meant to anticipate or avoid epidemic diseases, such as malaria, dengue fever, bird flu, and so forth. Vaccination for students of grade 1 is also conducted regularly. (3) Financial Assistance consists of three types, (a) BOS (*Bantuan Operasional Sekolah*/ Financial School Operational Assistance) is given by the state. (b) BPMKS (*Bantuan Pendidikan Masyarakat Kota Surakarta*/ Education Financial Assistance of Surakarta) given by the municipality is a scholarship for poor students. This school gets 197 out of 638. (c) BSM (*Bantuan Siswa Miskin*/Financial Assistance for poor student) is given by the state for the students whose parents' salaries are lower than UMR (*Upah Minimal Regional*/Local Minimal Rate of Salary).

For Protection, this school has some activities that are intended to make students feel secure and comfortable, although some violence still happens to the students. The principal got some short messages from the parents who told that some teachers still do corporal punishment and bullying. For example, if the male students have long hair, longer than their ears, the teacher cut a part of their hair. The principal has also got reports from some female students of grade 5 or 6, told that there was a teacher who commented on the big breasts of the students, and unfortunately the male students imitated the teacher's abuse repeatedly. The principal has also received some anonymous letters told that the teachers gave too much homework, and never checked and scored them properly. If the students missed that homework, the teacher punished them. The teachers also expressed such threatening remark for student whose score below average that they would fail for the National exam.

For these situations, the principal has done many efforts to foster the protection. He did such like "*among siswa*" (welcoming students) in the form of shaking the students' hand at the gate of the school, did a routine briefing for all teachers to avoid bullying or abuse, asked parents to tell (report) him if there is a bullying to their children.

Regarded with Participation, all teachers have been urged to implement PAIKEM, since they have joined the trainings. PAIKEM is an approach of teaching and learning introduced by the government of Indonesia. It is a concept of learning which is based on the theory of constructivism where knowledge is built from the students' experiences, learning is a process of gaining experience, experience grows from the result of interaction, and learning should be in realistic setting with holistic assessment. The

principles of learning process in PAIKEM are (1) Meaningful learning which means that the learning activities are to gain cognitive, psychomotor, and affective learning achievement; (2) Students centered learning which is to enable the students to develop their potential; (3) Providing real experiences in the forms of listening, reading, retelling, and doing; (4) Developing social skill and character building; (5) Developing curiosity, imagination, and the nature of believing God.

The principal has also checked the lesson plans, whether they have fulfilled the design as suggested by the process standard or not.   Some teachers (about 30%) have made the lesson plans and implement them in line with PAIKEM and process standard in the classroom which consist of 3 phases; Exploration, Elaboration, and Clarification. The teachers have tried to rearrange the students´ tables in different ways but because of the big number of the students and the limited space, this effort seem to be not maximal. They have also tried to implement some active learning techniques but lecturing is still dominating their teaching.

In line with this expectation, this project is intended to **revitalize** the implementation of the 3Ps of child rights in MPS 16 to change the existing CR related norms into desired ones. In the implementation, there are some steps to take. The first is taking such efforts to make teachers, students, parents and other stake holders aware of the significance of implementing CRC in the form of dissemination. Awareness is the first priority since the implementation of CR need to be supported by the stakeholders. The second step is coaching the teacher to step by step designing and implementing the CRC through authentic and participative learning. The third step is evaluating and redesigning school rules, and the fourth step is monitoring and evaluating the implementation of CRC in school as well as the project.

Purpose

The purpose of this project is to **revitalize** the implementation of children's rights, specially   the participation of grade 3 students in the learning process through authentic and participative learning together with protection in Muhammadiyah Elementary School 16 of Surakarta.

Methodology, Result and Discussion

This elaboration of methodology, result and discussion is divided into 3 parts, namely dissemination, implementation of authentic and participative learning, and formulating of school rules. The discussion of each part is followed up by presenting the result and the discussion. The part of way forward is placed at the end.

Dissemination.

Dissemination is held by conducting meetings with stakeholders because the implementation of the program needs to be supported by them. The team prefers to conduct bottom-up meetings rather than top-down. It means that the team talks to the teachers, school staffs, students, and parents first, before talking to the school committee and Muhammadiyah board. The reason is that besides the board has gained the knowledge of CRC from the previous team, this team wants to impress the school that the implementation of CRC is not because of the instruction but the need of the school itself. The second activities are conducting workshops on the authentic and participative learning, and implement them in the real classroom.

Meeting with Teachers and School Staffs

Description

The meeting, which was attended by all members of this project, teachers and school staffs, was conducted on June 29, 2012. The flow of the meeting is described below:

1. The principal, who is also the member of this project, initiated the meeting by sharing vision first. He related the existed norms that are the norms written in school's vision and mission with the concept of CRC. The team then brought the meeting into a focus group discussion (FGD) situation where the teachers and school staffs are invited to find the similarities and differences between those visions, and identify which parts of vision and mission, related to child rights, have already been implemented.

2. In the setting of FGD the teachers and staffs described some activities related to the child right that had been done, and evaluated the implementation. They were also invited to propose some new possible activities to be conducted in school.

3. The principal showed good appreciation and gratitude for the teachers and school staff for holding some programs for the students well, treating the students properly inside and outside the classroom, caring with the way the students behave, keeping away students from all things that endanger them, and having good relations with the parents. In this point, the team found a good situation to offer the CRC project.

Result and Discussion

The result of the meeting with teachers and school staff are:

1. There is no contradiction between values of CRC and school vision and mission.
2. Many activities had been done for the children and they correspond with school vision and mission and CRC as well
3. Teachers and school staff showed commitment that CRC is to be implemented in this school because child friendly school promotes a big concern to the children.
4. Many activities are recommended to be done since the values of child friendly school needs to be promoted further.

Because the socialization of CRC to teachers and school staffs was done by relating the values of CRC to the school vision and mission resistance did not appear. It was very valuable moment to plant and maintain the concern to child right in this school. In the process of this project implementation, the team encourages the teachers to realize their commitments. The example are (1) teachers implement some more active learning strategies in order that the students participation in learning can be facilitated; (2) teachers commit to themselves to do some more friendly activities to the students, such like *among siswa*, (which is previously done by the school principal only, now each teacher does it voluntarily based on specific schedule they make). They also observe the school situation at the end of the school hours in order that the students are picked up by their parents or relatives. Bullying and corporal punishment have now decreased in this school; (3) teachers voluntarily promote CRC to the community where one of the teachers will be the key person of the realization of Child Friendly School of the city of Surakarta. They also involve mass media for the promotion; (4) teachers do extra-curricular activities, such like art and sport more enthusiastically to encourage the students' participation. The result is that the students can win many competitions among the neighboring schools.

Meeting with Students' Parents

Description

The meetings with students' parents were conducted in July and August, 2012. The meetings were conducted six times since in each meeting the principal invited the parents of each grade. The team designed the meeting with the parents as the description below.

1. The principal, and the team, gave high appreciation to the parents for sending their children to this school and their willingness to be involved in the school activities. The team asked their motives of sending their children to this school,

their expectations from this school, whether the activities done by the management correspond with their expectation.

2. The principle also asked whether negative things were still committed by the teachers, school staff, and the management.

3. The team reminded the parents that this school concerns very much on the children. It can be seen from the school vision, mission, and the activities. The team asked how if the school add one more valuable concept to be implemented, which is Child Right. The team, then, brought the floor into the discussion of CRC.

Result and Discussion

1. Most parents stated that the reasons for sending their children to this school were for a good education; this school was not only fostering the cognitive abilities to be achieved by the students, but also educating the children with proper values and extra curricula activities.

2. The parents stated that there were too much homework; bullying, abuse and corporal punishment sometimes still existed; the activities done out of this school made the students happy, but it took money.

3. CRC could be implemented, because it concerns very much on children, promote good behaviors of the children, and protect children from danger.

If the socialization was done by relating the new norms to the existing, the resistance could be eliminated or at least decreased. Based on the result of the meeting above, the team encourages the teachers, school staff, school committee, and Muhammadiyah board to maintain the trust given by the parents by conducting routine meetings and provide evidence that this school handle their children well. The principle has also made coordination with the teachers related to the homework; bullying, abuse and corporal punishment are to be eliminated step by step. The team provided a letter box that facilitates the parents and students to tell to the management about abuse, bully-

ing, and corporal punishment. Because the values of CRC are universal, so it is easy to communicate the values to the community.

Meeting with Students

Description

The meeting with the students was conducted twice because to approach the students of the upper grades 4, 5, and 6 was different from approaching the students of lower grades 1, 2, and 3. The team invited the representative of the students of upper and lower grades on July, 10 and 11, 2012. The meeting with students can be described as the elaboration below.

1. The meeting was started by asking the students whether they were happy in this school, what kinds of activities made them happy, what things made them unhappy, what kinds of activities they expected to be implemented, what things should be avoided from the school. The answers of all questions were (firstly) delivered orally and only from some students pointed out by the team.

2. Based on the students´ answers, the team asked them whether they are happy if the school is safe for them, how they feel if they are protected, how they feel if anybody is not polite to them. Then, the team introduced that there is a concept of CRC that should be implemented in school.

3. Related to CRC, the team asked each of the students (from upper grade) to write down the things, activities, and events that made them happy and unhappy, the activities that should be implemented by the school, and the things that should be avoided from them. For the students of the lower grade, the responses for the points above were delivered orally.

Result and Discussion

1. Most students (92 %) wrote that they are happy in this school. The things that made them happy are the polite principal, the way the teachers treat them, the outing activities, school facilities (drum band, music, schools competition, and library). The things that made them unhappy are too much homework, bullying from the friends, and the anger of the teachers.

2. They were enthusiastic when they were offered the safe and polite school. They were curious to know the way to stop naughty students from doing bullying. The team said that it did not take too much time if students, teachers, and school staffs love each other, polite to each other, help each other, care to each other, and so forth.

If the socialization was done step-by-step, and is related to the students' interests, students' prior knowledge, and students' emotion, the resistance would not appear. The program of implementing CRC was accordingly supported by the students. In the second phase of meetings with teachers, parents, and school committee, the team communicated the results with them so that they could evaluate the school programs, and the students' interests could be accommodated**.**

Meeting with School Committee

School committee consists of six persons as the members. This committee is responsible as the partner of the schools' management in conducting school programs dealing with the participation of parents. The member of school committee is also the representative of the community around the school and the member of Muhammadiyah board as well. The meeting was conducted on August 18th, 2012.

The meeting was started by describing the summary of the meetings with the students, parents, teachers and staffs. The team also informed the project that would be implemented in this school. The forum reviewed the summaries, and the discussion came to the result that the students', parents', teachers' and staffs' responses could be accommodated in the school program and the committee supports the implementation of the project in SD Muhammadiyah 16 of Surakarta.

Meeting with Muhammadiyah Board

The meeting with Muhammadiyah board was conducted on August 4, 2012 at 03.00 – 05.00 p.m. The meeting was conducted in "Balai Muhammadiyah Solo" (Muhammadiyah board office). There were 20 persons in that meeting and it was supported by the whole team. In this meeting, the agents explained about CRC and all the programs that have been conducted and would be implemented in Muhammadiyah schools of Surakarta. The result of the meeting shows that Muhammadiyah board supports the implementation of the program dealing with CRC principles in the frame of Child-Friendly School.

Meeting with Muhammadiyah Teachers

Meeting with Muhammadiyah teachers was conducted in Mohammad Djasman Auditorium of Muhammadiyah University of Surakarta. The meeting was carried out on September 5, 2012. The meeting was handled in the form of an International Seminar on Child-Friendly Teaching. The activity was started at 09.00 a.m. and ended at 01.30 p.m. Mrs. Bodil Rasmusson was the keynote speaker in this forum. She has explained much about CRC in front of 350 Muhammadiyah teachers. The participants were also very interested in this seminar. It could be seen from the great number of questions from the participant. Based on the time schedule, the seminar should be closed at 12.00 a.m., however, because of the great number of questions so the forum was closed at 01.30 p.m.

Workshop on Authentic and Participative Learning

The workshops were conducted 3 times. The forum used was the forum that the school usually uses for in-service-program. The workshops were compulsory for the teachers since they were in line with the government and school program that is enrichment on the teaching matters program.

Description

1. The first workshop, conducted on July 21, and 22, 2012, was focused on some points; (1) making a reflection on the teaching methods that the teachers had implemented in the classroom. It was also related to the principles of PAIKEM suggested by the government; (2) discussing the underlining philosophy of why active and innovative methods are needed; (3) offering authentic and participative method. There were 26 teachers involving in this workshop.

2. The second workshop was conducted on July 27, 2012. It was focused on the implementation of authentic and participative learning methods. The methods of participative learning introduced are *Answers Gallery, Card Sort, physical Self-Assessment, Peer Editing, Questions Students' Have, Reading Guide*, etc. The Authentic methods are *Students' Visit, Role Play, Students' Pictures, Realia,* etc.

3. The third workshop was conducted on August 4, 2012. It was for the third grade teachers only. The team did a coaching of how to plan, manage the classroom, and implement the assessment. These steps were followed by visiting "BATIK" gallery as one of the realizations dealing with authentic and participative learning.

1. From the reflection phase, it was known that the teachers had implemented PAIKEM well. They also knew a little the philosophy of implementing active and innovative learning. When the team introduced comprehensive philosophy it seemed that it enriched the teachers understanding. No resistance appeared.
2. The participants were involved in the process of learning method implementation and the visit of BATIK gallery.

Implementation of Authentic and Participative Learning

It is fortunate that the school has implemented PAIKEM in which the learning process is arranged based on the process standard released by the government which consists of some steps, namely exploration, elaboration, and confirmation. In the step of exploration, the students are brought to the situation where the teacher guides them to relate the topic they will learn with their prior knowledge. The teacher usually shows pictures, provides examples, or tells such story to reveal the students' background knowledge. In elaboration, the students are facilitated to do observation, identification, group discussion, and presentation on the topic being learnt. In confirmation stage, the teacher and students make summary, and clarify misconception.

The teachers have implemented the steps of process standard sufficiently, but the limited understanding on learning philosophy make the awareness on the significance of implementing active and innovative learning limited too. They still feel that implementing active learning is a matter of instruction. The following parts discuss the two point's namely participative and authentic learning.

Description

1. Participative Learning
   Introduction of participative learning together with the philosophy of learning is intended to make the teachers well aware of the significance of students' participation in learning. The following learning philosophies are introduced in the setting of workshop. According to Davies (in Aryani, 1997: 23) lecturing method has to be decreased because of some the weaknesses. The teacher speak 100 – 200 words per minute, students listen 50 – 100 words per minute. Students' attention decrease every minute (70 % materials are understood in the first 10 minutes; but the last 10 minutes only 20% materials are understood). Other philosophy on learning is also given by Magnesen (in Aryani, 1997: 23) who states that We learn 10% from what we hear, 30% from what we read, 50% from what we hear and read, 70% from what we say, 90% from what we say and do. Confucius (in Aryani, 1997: 24) states a wise satire such like this, What I hear, I forget; What

I see, I remember; and What I do, I understand. The statement of Confucius is then revised by Mel Silberman (in Aryani, 1997: 25) with his statement What I hear, I forget; What I hear and see, I remember a little; What I hear, see and ask question about or discuss with someone else, I begin to understand; What I hear, see, discuss, and do, I acquire knowledge and skill; and What I teach to another, I master. Ramsden (in Aryani, 1997: 25) gives other theory that is Teaching as telling or transmission, teaching as organizing students' activities and teaching as making learning possible. This theory tells the level of teaching qualities. The lowest one is that teaching is just telling or informing something to the students, the next is that teaching is activities where the teacher is organizing the students' activities, and the highest one is that in teaching, the teacher should take efforts to make the students learn.

The philosophies above emphasize the significance of involving the students in the learning process. The students begin to understand if they start asking questions and discuss the topic with others, and if the students are involved to do or to practice the thing being learnt, they acquire knowledge and skill. If the teacher gives the students opportunity to share the knowledge and skill to the others they can master the concept or principles well.

The participative workshop, such like practicing *Answers Gallery, Card Sort, Physical Self-Assessment, Peer Editing, Questions Students' Have,* is not only to enrich the teachers' learning strategies but also to penetrate those philosophic values to the teachers.

2. Authentic Learning

In implementing authentic learning approach, the teachers and the team try to relate the concept of social sciences written in the students' book with the reality in the real world. The book has been structured based on the competencies that the students have to achieve. The team and the teachers implement the practical steps to facilitate the students to do meaningful learning, which means that the learning process is meaningful if the learners can relate the significance of the topic being learnt with the real life. The students do not only memorize the concept, principles, or theory without knowing how to use them. The steps implemented by the team and the teachers are *observing, questioning, associating*, and *networking*.

The example is that, in the students' book it is stated that the students should understand the concept of "human needs". Then in authentic learning setting the students are asked to **observe**, and write a list of the goods purchased by their mothers at the beginning of the month, since in Indonesia there is a habit that a family does a monthly shopping to fulfill their family needs. In this step, the students just need to write a list of goods. Then the students are asked to propose **questions** to their mothers about the amount of money spent for their daily life in a month. The list of the goods and the

answers of the mothers, then, is brought to the classroom. Based on the students report, the students do a group discussion to rearrange the list of the goods purchased by their mother according to the significance of the goods to human life. The students are also asked to find the reasons of why the new list is different from the previous one; why the food, clothes, and housing are placed at the top row, while toys and ice cream are at the bottom. In this step the students are in the step of **associating**, since they relate the real things (list of goods according to the significance for the human life) with the abstract concept: "primary, secondary, and tertiary needs". The teachers then ask the answers given by the students' mother related to the family budget. The students must find that the family budget is greater than the budget allocated to purchase goods. The students find that their mothers' budget shows a great amount of money for education, but low for recreation. The students are then guided to relate and synthesize the two different things, the list of the goods and the family budget. In the last step, the students come to the step of relating the group findings and the findings of other groups, and this is the step of **networking.**

This kind of learning strategy is implemented for other topics of social sciences, such like 'practicing *sell* and *buy*', 'market' (traditional market), 'entrepreneurship' (milking, batik), 'manufacturing' (tea), and so on. In implementing this strategy, the teachers make lesson plan, prepare instrument for stimulating the students learning, and making instruments to monitor the students' participation, and achievement. The instruments used for stimulating the students learning are list of aspects to be observed, list of questions, form of table, etc. The instruments used to monitor the students' participation are a table of observation, and to measure the students´ achievement the teachers conduct a test.

Result and Discussion

For the teachers, besides participative and authentic learning, the strategies enrich the teaching model, they can also apply the ideal values as introduced in the teaching philosophy. The authentic learning enables the students to have experience of early exposure to the real world. It also makes the learning effective because the students' participation in learning is maximal, the abstract concept or the relation between concepts can be conveyed easier. For the students, participative and authentic learning make them happier because they understand the concept easily, they are avoided from monotonous situation where memorizing all information without knowing the uses dominate the learning process.   Participative and authentic learning are also meaningful for the parents and school because the students achievement is better than usual. The other impact

is that the learning process shows the social side of learning where the students can work in group or in collaborative manner. The students of upper average can facilitate the lower and it is automatically build the feeling of tolerance, appreciative, sympathy and empathy among students.

School Rules

The school rules are all collected data dealing with the rights that will be given to all students of SD Muhammadiyah 16 of Surakarta. This data are taken from students, teachers and parents. Then, the collected data are analyzed by using interactive analysis. Both students and parents as well the teachers may express what they want to express based on their understanding to student rights in the class and school. Then, collected data are crosschecked with one to another to get internal validation. The result of data verification, were then brought to the team to be discussed. After having conclusions from the collected data they will be approved by the headmaster and the deputy of Education on behalf of Muhammadiyah Board of Surakarta.

Description

1. Questionaire for Parents
    All students' parents are given a questioanire consisting of the questions: 1) What activities should your child do in the school?, 2) What activities should not your child do in the school? and 3) What student rights (your expectations) that should be given to the your child from this school?. These questions are needed to know how far their parents may give contribution in making student rights in SD Muhammadiyah 16 of Surakarta.

2. Questionaire for Students
    All students' of the third grade are given a questioanire having of the questions: 1) What activities that make you happy in this class?, 2) What activities that make you sad in this class?, 3) What can you do in this class?, 4) What cannot you do in this class?, 5) What can you do in this school?, 6) What cannot you do in this school? and 7) What (is) are your expectation (s) from this school? These questions are given to students to know how far they may give contribution in making student rights in the school

3. Questionaire for Teachers
    All teachers of SD Muhammadiyah 16 of Surakarta are given a questionanire consisting of the questions: 1) What can your students do in this class?, 2) What can you students not do in this class? 3) What can your students do in this school? 4) What cannot your students do in this school? and 5) What rights should be given to the students in this school?

The full flow chart for getting the data from the three parties, and analysing the collected data can be seen as follows:
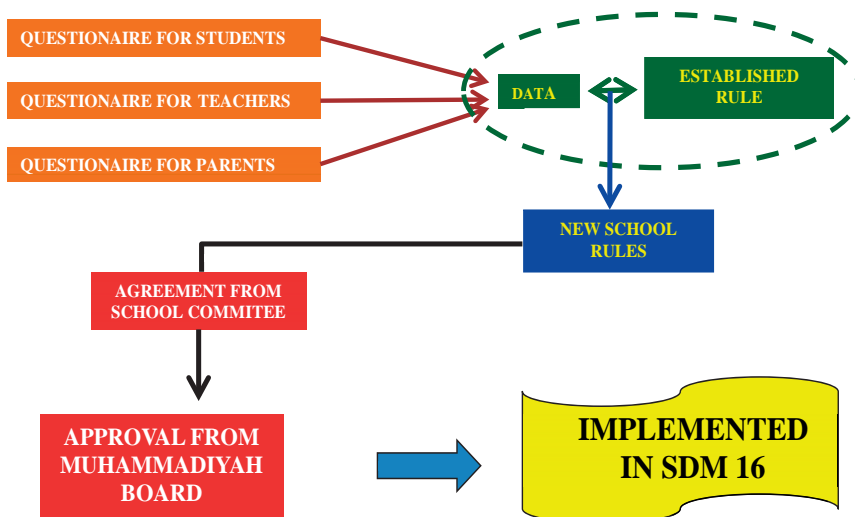
Result and Discussion

After getting the complete data from students, students' parents and teachers, then the team analysed the collected data. The team reduced all similar data and tried to make verification between data taken from students to the data taken from students' parents. Next, the team verified again the fixed data to the data taken from teachera. The final result of the data verification among the data taken from students, students' parents and teacher can finally be formulated as the students rights of SD Muhammadiyah 16 of Surakarta.

After analyzing the collected data, the following are the main rules to be implemented in SD Muhammadiyah 16 Surakarta.

1.   Students arrive at school before 07.00 o'clock.
2.   School uniforms:
- **Monday- Tuesday**
  The uniform used every Monday is white and red color
- **Wednesday-Thursday**
  The students wear white and brown color
- **Friday**
  They wear boy scout uniform (brown color)

- **Saturday**
  The students may wear Batik (School Identity)

3. Female students should wear a cowl (head cover)
4. Always greet "*Asslamu'alaikum*"
5. The student should shake hand with teachers when coming and leaving the school
6. Bringing communication book to school everyday
7. Getting permits from their teacher to leave the school during the prosess of learning
8. Avoiding a culpable action, becoming a prestigious student and developing the creativity.
9. Expressing the idea freely, creatively and innovatively
10. Expressing an art and culture in school
11. Getting a full heartily love
12. Getting a good academic atmosphere, personality, service of health, a guidance of creative mental, discipline, self-confidence and logical thinking.
13. Having a harmonic relationship with teachers, staff and principle.
14. Getting a scholarship, a sense of safety, and a special value of Koran and hadist.
15. Getting nonphysical punishment and a nice teaching learning process
16. Joining an "ethic-kindness" education
17. Joining an extra curricula activity, reading Koran and and "outing" classes
18. Rejecting a "*khurafat*" activity, a children exploitation, and fearful activity
19. Practicing and implementing the politeness to everyone
20. Participating actively in making the school decision and taking a good appreciation to the teacher

Monitoring and Evaluation

Monitoring and evaluation are done by the along the implementation of the program. Monitoring and evaluation are done in different ways, namely:

1. Observing the Lesson Plans
    In the initial part of the program, the team was involved in making the lesson plan. It was meant to monitor whether the learning design, the materials, the instruments, and the assessment match with the desired one. It was difficult for the first time; especially in designing the steps of authentic learning which was different from the usual format that the teachers are familiar with, but later it was easy after the teacher knew the philosophy of learning. The following lesson plans were made by the teachers themselves and then monitored by the principal.

2. Observing the Implementation.
    During the implementation, the team let the teachers conduct the process of learning by themselves. The team monitored the process by observing the activities, the steps of learning as written in the lesson plan, and taking notes of the strengths and weaknesses. The team also monitored the students' academic achievement by observing the students' scores. The results of observation were then used as a basis of reflection in the forum of group discussion.
3. The results of monitoring and evaluation showed that the student's participation in learning increased significantly, the participative and authentic learning could be implemented properly, the students' academic achievements were better than before, and both the teachers and students felt happy.

Way Forward

1. Participative and Authentic Learning
*   The School of Muhammadiyah 16 will continue the implementation of the authentic approach to the other grades (grade 4 and 5) and to other Muhammadiyah Schools as well.
*   As the Lecturers of Teacher training faculty, the team will use the experiences to implement CRC in the training of teachers candidates + teachers in general (in in service training)
2. School Rules
*   After the analysis of the questionnaire has been finished, the team will continue to formulate the draft of the new school rules. The drafts are then discussed with the school teachers and principal and the school committee before declared as the new rules.

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