



LUND UNIVERSITY
EDUCATION

FINAL REPORT ON CRC IMPLEMENTATION INDONESIAN TEAM

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A. Background

Every child has the right to get information, an appropriate education, to express his/her idea and thought, and to participate in decision making dealt with them. The right of child's participation is a right owned by all children in order to be listened, involved in decision making in the family, schools, welfare institutions, orphanages, media, community, and also at the national and international levels. (Geidenmark, et. all, 2005).

The implementation of child rights in the developing community still encounters some constraints from the family, the community, the school to the State. Any efforts should be taken to make their rights obtain naturally so that they can grow and develop optimally to be a part of the civilized and democratic society.

This report is a pilot project of Child Right Convention (CRC) implementation in Senior High School No. 12 East Jakarta as a follow up of a Programme in Child Rights, Classroom and School Management from SIDA that has been participated by Indonesian Team in Sweden and India. This programme aims to encourage the high school students to deliver their initiatives, opinions, and ideas both in academic and non academic such as extra curricula activities in their school.

B. Formulation of the Problem and Objectives.

1. Problem

Indonesian government has conducted education reform to reach education quality. One of the program is Teacher's Reform where student centred learning is one of the focus of the reform. The implementation of the Teacher's Reform, however, has some obstacles such as the teaching-learning process still use classical method that is a teacher centred, the limited facilitates, the culture that accustomed children to listen and silent during the class, and parents make decision in everything for their children. Parents are not accustomed to make

dialogue with their children, and involve them in making a decision about children. So that, the student participations generally both in academic and non academic activities are low.

2. Short and long term.

2.1. Objectives

- a. To motivate children to participate both academic and non academic as a way to develop their skill in decision making.
- b. To train teachers about active and joyful teaching and inclusive education.
- c. To encourage teachers to implement active and joyful method so that children can learn funly and actively.
- e. To raise awareness of teachers, headmasters and parents on CRC.
- f. To produce a modul or toolkit about helping students to take participation in the formal events. The Module will be produced in National Language (Bahasa Indonesia), however will be written in English as a report to Sida.
- g. To conduct students workshop how to use a module kit for exercising students skill in decision making

2.2. Secondary Objective

- a. To sensitize implementation of CRC to teachers member of Teachers Association of the Republic of Indonesia (PGRI) particularly in Central Java.
- b. To sensitize implementation of CRC to highschool headmasters in Jakarta Province.

C. Implementation of the Project

This project was implemented in a form of discussion, interview, training and creations. The discussion was conducted with the principals, teachers, and school committee (parents) about project plan on CRC. After being agreed, the next step was doing observation and interview with students to identify CRC's problems. Then, the questionnaires were given to principals, representative of teachers, students and parents to know their understanding about CRC. The result of this, the understanding of each respondent about CRC was low.

Based on the preliminary study, we have done some activities. First, giving the general overview of national and international perspective on CRC to principals, representative of teachers, students and parents. Second, workshop with student's committee about how to implement the CRC in their school, and how to encourage them to be more active both in academic and non academic activities. Third, giving training for the teachers, principals, and school committee about how to implement the CRC both in their school and their home.

Fourth, giving training to teachers about active and joyful method and inclusive education. Fifth, giving workshop how to use a module kit for exercising students' skill in decision making.

Another interview was conducted with several stakeholders such as PGRI President, General Secretary International Education/EI Asia Pacific Region, Head of Jakarta Education Office, School Committee (parents and students). Besides that, we have been doing training for representative of teachers and students from primary school, junior secondary about CRC, senior high school in Semarang where Mrs. Bodil Rasmunson a Mentor from Sida as one of the resource person. Another training about CRC also has been done for 30 headmasters in North Jakarta. We have also done courtesy call with Secretary Directorate General of Teachers Profession Ministry of Education (Mone), They gave support to Sida's activities and for the next batch training in Indonesia, Mone is going to participate in opening ceremony so that the issue of CRC can be covered by national mass media.

The follow up of pilot project in SMA 12, there was some significant changing. Some items of school regulation have been changed such as: no more again word of punishment in the regulation then replaced to be consequence, form of consequence should be agreed among students and teachers, the consequence not only for students but also for teachers, no shouting and corporal punishment from teachers to students, teachers more respect to the students. Another follow up is we have inserted 2 hours CRC topic in Teachers Association training that spread out to 28 provinces.

D. Defining the Task, Target group(s) and Limitations

1. Defining the Task

Sulistiyo, Takdir and Unifah Rosyidi are representative of PGRI. PGRI is Persatuan Guru Republik Indonesia (Teachers Association of the Republic of Indonesia, abbreviated "PGRI". Sulistio is president of PGRI, Unifah is vice president for International Affairs, Takdir is active member of PGRI,

PGRI has founded in November 25, 1945 just 100 days after independence proclamation on August 17, 1945. PGRI based on state ideology and philosophy Pancasila and 1945 Constitution. Members of PGRI are 1.943.000 spread out in all over Indonesia. Structure of PGRI is National Board, Province, District, and Brance.

The objectives of PGRI are : (1) to realize the ideas of independence proclamation of the Unitary State of the Republic of Indonesia, (2) to defence, to secure, and to implement the democracy and human rights based on Pancasila and 1945 Constitution; (3) to take the active

roles to achieve the national aims mainly in achieving better life quality of all people; (4) to participate implementation and development of national education system; (5) to increase the awareness, attitude, quality and professional capability of teachers and other education personnel; (6) to save and increase the status of teachers by increasing the member's welfare and solidarity; and, (7) to protect teachers legally from all forms of violence.

PGRI has succeeded to pressure government to enact teacher's law that had been fighting for 8 years. PGRI also won legal suit toward government that government should obey to the constitution for 20 % national and local budget of education. So, now status of teachers increased dramatically in society.

Below is detail task of each member of the team:

- a. Sulistiyo responsible in conducting the training on CRC in Central Java, which was intended by representative students and teachers from Primary, Junior and Senior high school both public and private schools.
- b. Facilitate other CRC groups in central Java to run their project.
- c. Takdir responsible in giving the training to the principals in North Jakarta
- d. Unifah responsible in building network with Ministry of Education (Mone) in order to support CRC project, and responsible to the implementation CRC in SMA 12, writing CRC module, and report.
- e. All members working together in group to conduct CRC project.

2. Target Groups

Primary Target:

Students, teachers, and headmasters of Senior High No. 12 East Jakarta School Committee in SMAN 12.

The reason of why SMA 12 was chosen in the pilot project is because of Jakarta has many international and national schools standard where principles of CRC have been implemented well. However, there are also many schools which have limited facilities where CRC is only an issue; one of them is SMAN 12. The detail reasons are: (1) plurality of family backgrounds. They come from middle class and below, (2) the location is in dense residence where there are direct and indirect influences for students, (3) limited places to do both indoor and outdoor activities, and (4) variation of teachers capacity particularly in understanding of student centered teaching and CRC principles.

Secondary target:

- a. 960 teachers in 28 provinces are trained under PGRI-EI consortium project.

- b. 30 headmasters of North Jakarta.
- c. Representative students and teachers from Primary to senior secondary schools both public and private in Semarang , capital of Central Java Province

E. Limitations and Strengths

1. Limitation

NAME	PERSONAL AND PROFESSIONAL	ORGANISATIONAL	SOCIAL, CULTURAL AND RELIGIOUS
M. Takdir	<ul style="list-style-type: none"> 1. Time management 2. The Limitation toward the comprehension of the implementation of child rights. 3. Job focus on developing school management. 	<ul style="list-style-type: none"> 1. School curriculum is very tight, students should take many lesson since the school catch up the curriculum target. 2. In general, teaching learning process is still conventional; the teacher's domination is very powerful. 	<ul style="list-style-type: none"> 1. Parents are not accustomed to make dialogue with their children, and involve them in making a decision about children. 2. The perspective that children are owned by their parents is still solid so that the children must obey all rules made by the parents..
Sulistiyo	<ul style="list-style-type: none"> 1. Time management 2. The project location that is too far from the work location. 3. The Limitation in observing the impact of the workshop result for students because the changing of student ability in participation consumes much time. 	<ul style="list-style-type: none"> 3, The tradition to build a dialogue between teachers and students is still low. Students will be passive at class. 4. The teacher's low welfare makes the focus of teacher organization struggling still not meet child rights. 	<ul style="list-style-type: none"> 3. Poverty makes children work to help the parents. 4. The awareness toward the importance of child rights is still low. 5. Law is often not on the side of the children importance.
Unifah Rosyidi	<ul style="list-style-type: none"> 1. Time management 2. Because of the scope of indirect duty with the teacher, it is difficult to observe the changing process of the students 	<ul style="list-style-type: none"> 5. The conflict as the effect of the principal substitution influences the project. 6. Limitation resources in project implementation. 	<ul style="list-style-type: none"> 6. Free education for basic education has not conducted yet. It makes the children drop out and become the child worker.

2. Strengths

NAME	PERSONAL AND PROFESSIONAL	ORGANISATIONAL	SOCIAL, CULTURAL AND RELIGIOUS
M. Takdir	1. The scope of the job concerning with schools and teachers enables the project implementation more effective.	1. The awareness of principal and teachers about the importance of child rights is getting more and more increasing. 2. Students are very enthusiastic and cooperative to help the project implementation.	1. The comprehension of parents, teachers, and principals on the child rights is increasing. 2. Parents, teachers, the principals, and the ministers in education bureaucracy are very cooperative during the project implementation.
Sulistiyo	1. The scope of the job as a rector who educates the teacher trainee and as the member of the consortium enables the CRC implementation expand. 2. The support from the teachers and institutions enables the project being implemented in the larger scope.	3. Teacher organization that has 2.7 million members becomes a strategic media in implementing the CRC concepts and the active and fun learning model. 4. Students have many academic and non academic activities, either at the schools or at the society so that they are able to ask their opinion and to discuss the issue of child rights.	3. The teachers and the society make a serious demand on the government to allocate 20% of national budget for the sake of the students' education quality. 4. The progress of science, technology and information makes the students aware of their rights.
Unifah Rosyidi	1. The support from the faculty, teacher organization and National Education Department assists the project implementation. 2. Professionally, I take an interest in the students and classroom management problem so that I do this project enthusiastically.	.	

F. Methods

The methods used of pilot project qualitative and quantitative, such as in-depth interview, observation, focus group discussion (FGD), and questionnaire. Besides, writing a participation module about a practical guidance in helping students to participate at any formal events. This module is used to train students in expressing their thoughts and ideas, and to practice in making a decision coherently and logically.

G. Data Collection and Analysis

1. Observation

- a. Observed about teaching learning process.
- b. How students took part in the classroom and in OSIS (student council activities).

2. Interview to students, headmaster, teachers, parents, and President PGRI

3. Data Analysis

Data analysis using quantitative by percentage, and qualitative by description report.

The instrument and the result could be seen in attachment.

H. Resources for the Project

1. Resource Person

- a. Sulistiyo, Takdir, and Unifah as alumni of Sida
- b. Ms Bodil Rasmusson, Mentor from Sida and Lund University
- c. Some PGRI's trainers that have been trained about CRC

2. Supporting Resources

Supporting resources such as budget, facilities for seminars from IKIP PGRI Semarang, National Board of PGRI. Module will be produced and distributed by Directorate General of Quality Improvement of Teachers and Education Personnel (DG-QITEP MONE) for the 2009 fiscal year.

I. After Pilot Project

- a. Students have knowledge about child rights in better comprehension and they have knowledge how to implement those in school and family
- b. Most of teachers did not use physical punishment, shouting, ears beating, and bullying.
- c. Teachers more active involving students in teaching learning and others activities both academic and non academic.
- d. School regulation especially regarding with punishment written together between students (school committee), teachers and principal.
- e. Students have initiated to sensitize CRC to other schools.

J. Outcomes of the Project

- a. Teachers familiar using active and inclusive teaching method with the spirit of CRC, So that students being as subject in the learning process not as an object.
- b. Students active to participate in the learning process and have couragemnet to participate in decision making related to themselves.
- c. Teachers, principles, headmasters and school commeetee aware and understand about CRC and how to fulfill CRC principles to the children's life.
- d. Headmaster more familiar to use participatory leadership by indiators involving students and staffs in decision making.
- e. A module or toolkit helping students to express their ideas, intiatives, oppinions in any formal events in order to improve student's skill in the process of decision making.
- f. Students active to participate both in academic and non academic activities. Beside that, students have courage to express their opinion, initiatives and ideas in any formal events.
- g. Sensitize of CRC principles to member of PGRI all over in Indonesia particularly in Central Java and high school headmastesr in Jakarta Province

K. Future Work

- a. Accomplish the module writing. .
- b. Produce and publish participation module.
- c. Establishing further network with other agency such as Ministry of Education, ILO and others to spread out module and implementation of CRC especially in schools

L. Evaluation

We have been doing evaluation by observation, and interview. The brief result as follow:

- a. Understanding of CRC by students, teachers, new principal better than before.
- b. Teachers committed to eliminate ears beating, shouting and bullying in the school
- c. Most of teachers committed to change teaching method be more attractive, active, enjoy and treat them equally.

- d. Teachers wants to encourage students to participate both in the class and extra curricula
- e. Teachers, students and principals committed to revise school regulation where consequences have been used instead of punishment.
- f. Awareness of CRC grew up among parents and teachers

M. Conclusions

It can be concluded that the issue of CRC was very interesting. There were positive and negative responds from teachers, principals and staffs. From students' side, they were very happy. Before pilot project done, they have bit knowledge about CRC from internet, television and media, and never imagined that it can be implemented in their school.

The key actor in CRC implementation is teachers, because they have a lot of time with students. So, the teaching learning activity should be interesting, active and joyful. In fact, many teachers reluctant to change and still use the conventional way to teach. Therefore, some efforts should be done such as; sensitizing and training of CRC to increase their awareness and understanding.

By implementing this project, school regulation where students as object of this regulation has been changed. Student's participation grew up significantly. Last week when we did observation we have many information from teachers that they realized that it is time to change. We have also checked it up to students.

Teachers Association of The Republic of Indonesia (PGRI) would like to express appreciation and gratitude for giving us opportunity in the last of 3 groups. We committed to spread out the CRC in our training. It has been started in this year. Now we have been meeting in Semarang for several days, we are going to finish the module and hopefully it will be showed up in Bangkok. PGRI has also promoted CRC principles in ILO project which focus how to eliminate child labour through strengthening teacher's role. One of the modules was 3 R's (Rights, responsibility and representative) of children, it was very close with the concept of CRC. So we have confidence that CRC will be part of new paradigm in our country.

N. Reflections

As adults, we realized that children should be protected from any kind of abuse. Many efforts have been done to protect and promote children. Government has ratified many international instruments regarding CRC, in the national level, it has law of child

protection. In the schools, teachers also realize that students as subjects in the teaching learning process, *there is no teacher's profession without children*. Parents devoted their lives to their children. But there are still fundamental questions, why there are so many child abuses in the family, society, and schools nowadays?

In the developing countries, poverty, lack of education access and quality, culture, stereotype, narrow perspective, and now global crisis created worse conditions for children to get their rights. The number of drop outs, child trafficking, street children, and sexual abuse rose significantly. We have to think and do much harder and smarter to protect and to give them opportunity to be human being with dignity and respect. As educators and a member of teacher's organization, we should be hand in hand to collaborate and work more realistic in order to fulfil child rights. We realized we are facing big stone where culture and poverty as most constrain to promote children rights. So, it is not the end but it is just started. By giving and receiving, we could be stronger to bring children to get their rights fully.

O. References

- Concept and implementation of CRC especially principle of 3 Ps
- Active - joyful learning, Inclusive education, contextual teaching, cooperative teaching and learning
- The development Tasks of human being especially development of child: Psychological perspective
- Human Rights module
- CRC, UN, November 20 1989 Ratified by Government Year 1991
- Law of Child Protection No. 23 Year 2002
- Presidential decree 12/2001 on national action committee on The Elimination of WFCL, upon ratification of ILO Convention 182
- Presidential Decree No. 88/2002 on National Action Plan on Trafficking of Women and Children.
- Presidential Decree No. 87/2002A on National Agenda for Action on Commercial Sexual Exploitation of Children (CSEC). National laws, policies and programme will be developed and strengthen to protect children from trafficking within and outside the country, to punish traffickers.

P. Appendix

Questionnaire and Action plan and time table are attached.

Attachment

1. Action Plan and Time Table

No	ACTIVITY	OBJECTIVE	RESPONSIBILITY	TARGET	INDICATORS	TIME
A	Preparation					
01	Writing proposal	To get support from certain departments and embassy	Sulistiyo Takdir Unifah		Proposal provided	October 2007
02	Collecting school data	To get initial information about school target .	Unifah Sulistiyo Takdir	Headmaster Teachers Staff Parents	Both kuantitative and qualitative data provided	January 08
03	Need analysis	To know what students, teachers, principals and parents know and needed about CRC	Unifah Sulistiyo Takdir	Students Headmaster Teachers Staff Parents	Get information about what stackholder needed	February 08
04	School Observation	To know what students, teachers, principals and parents know and needed about CRC	Unifah Sulistiyo Takdir	Students Headmaster Teachers Staff Parents	Get picture or actual situation in teaching and school climate	February 08
05	Sensitize on CRC Issue	Students, Headmaster, Teachers, Staff Parents know CRC	Unifah Sulistiyo Takdir	Students Headmaster Teachers parents	Know about the rights of child	March 08
06	Giving questionnaire	Students, Headmaster, Teachers, Staff Parents know CRC	Unifah Sulistiyo Takdir	Students Headmaster Teachers Parents	Questionnaire result in quantitive method (%)	Feb 2008
07	Go to Kerala India for Second Batch	To present progress report on project implementation	Unifah Sulistiyo Takdir	Mentors from Sida, All participants from 10 countries	Giving and receiving of progress report from all participants	9-20 March 08
08	CRC training to	To give information about the basic principles of CRC, and child Rights	Unifah Sulistiyo Takdir	Students committee SMA 12	Knowing and understand child rights and how to fulfill it	July 08
09	Group discussion	To Identify critical issues on CRC in	Unifah Sulistiyo	Students committee	Identifying issue on CRC	July 08

	with students	the school	Takdir	SMA 12, Counselr, and teachers	and how to implement it	
10	Mentor Visit (Ms Bodil Rasmunson)	To know implementation on CRC project, obstacle, challenge and support	Unifah Sulistiyo Takdir	All sommunity in SMA 12, Local Government, MONE, PGRI, Alumny from Central Java	Target group understand how important CRC in all level of school, parents, beuracrats	2 – 10 August 2008
11	Creating School regulation based on CRC principle	To implement CRC principle in school life and culture so that become friendly school	Unifah Sulistiyo Takdir	All schools members including parents	No bullying No Shouting Respect to students involving students in scool regulation	Septembe r and on going process and implemen tation
12	Monitoring and Evaluation	To monitor and evaluate whether teacher, principl and staf have implement CRC in their work	Unifah Sulistiyo Takdir	Students Headmaster Teachers Parents	Any significant progress that teachers and principals more understand and more involving students in decision. Bullying, small punishment reduced significantly	October 2008
13	Inclusive education training	To give equal opportunity to students to get access education and learning with ggod quality and enjoy	Unifah Sulistiyo Takdir	Teachers and head master	Friendly teaching and learning process, respect to students, involving them in any kind of their matters	November 2008
14	Working group wih Sida Alumny in Semarang	To give opportunity to all alumny (two groups from PGRI) to producemodule on CRC	Unifah Sulistiyo Takdir	Finalise thedraft of module; We have 4 module in CRC as comitment of PGRI on CRC issue	75 % module almost finise in Bahasa, will bring it in Bangkok	Januari 2008 – December 2008

2. Instrument

List of questionnaire for principal, teachers, stidents, and parents

Attachment 1

**INSTRUMENT DESIGN
IMPLEMENTATION CHILD RIGHTS IN SCHOOL**

STAKEHOLDERS	DIMENTION	ASPECT		
		PROVISION	PROTECTION	PARTICIPATIOM
PRINCIPAL	<ol style="list-style-type: none"> 1. Understanding of CRC 2. Implementation CRC 3. Leadership 4. Teaching-Learning Process 5. Kesempatan kepada siswa 6. Bahan Ajar 7. Fasilitas 			
TEACHERS	<ol style="list-style-type: none"> 1. Understanding of CRC 2. Implementation of CRC 3. Leadership 4. Teaching-Learning Process 5. Student's opportunity 6. Dicsipline 7. Punishment 8. Summon 9. Facilities 			
MURID	<ol style="list-style-type: none"> 1. Understanding of CRC 			

	<ol style="list-style-type: none">2. Implementation of CRC3. Leadership4. Teaching-Learning Process5. Student's opportunity6. Discipline7. Punishment8. Summon9. Facilities			
ORANG TUA	<ol style="list-style-type: none">10. Understanding of CRC11. Implementation of CRC12. Leadership13. Teaching-Learning process14. Student's opportunity15. Teaching materials16. Facilities			

Attachment 1.

Questionnaire for Principal

Teachers Association of the Republic of Indonesia (PGRI) in collaboration with Sweden International of Development Cooperation Agency (SIDA) would like to ask principals assist and cooperation to fulfill this questionnaire about International Instrument - Convention of Child Rights (CRC) and National Instrument - Law of Child Protection/(LCP) and its implementation in teaching learning process in school. This questionnaire is neither for respondent's performance assessment nor for school's assessment. Please answer the questions honestly. The result of questionnaire is only for the study.

Thank you for your cooperation.

Team Coordinator,

Unifah Rosyidi

GENERAL INFORMATION

Sex :
Age :
Period of being principal :

QUESTIONS

1. Do you know about the CRC? (Yes) (No)
2. Where did you get information about CRC
a) Television, b) Book ,c) Internet, d) Seminar e).....
3. Do you know about Law of Child Protection (LCP) ? (Yes) (No)
4. What are things that you know about LCP? Please mention!
a)
b)
c)
d)
5. In child right to obtain education, what are their rights which should be given from the school/teachers:
a)
b)

- c)
- d)

6. In child right to obtain education, what are their rights which should be given from the government:

- a)
- b)
- c)
- d)
- e)

7. What are students' responsibilities in their school? Please mention!

- a)
- b)
- c)
- d)

8. Students, who violate school's regulation, should be:

- a). Summon
- b). Harsh Warning
- c). Drop out
- d).No punishment, it is enough to consulate to school counselors. If it is needed, their parents are called.

9. Does government provide free text book in the school? :

- a) Not provided
- b) Limited to particular subject.
- d) Fully provided

10. For indiscipline students (cheating, trouble maker, late), what is the suitable punishment for them?

- a). Summon
- b). Harsh Warning
- c). Make them to stand in front of the class, pinch their ears, make them to squad or run in the field for their self evaluation.
- d). No punishment, it is enough to consulate to school counselors. If it is needed, their parents are called.

11. Are learning materials including source book which provided in school

- (a) less (b) enough (c) many

12. The availability of learning facilities in school

- (a) Inadequate (b) Adequate

13. If there is indiscipline student, do you upset at him/her, shout, or give them harsh warning? (a) Yes (b) No (c) Sometimes

14. If there is indisciplined student, do you permit teachers to pinch student's ears or something like that? (a) Yes (b) No (c) Sometimes
15. If you really upset with the hard-disciplined students, will you give physical punishments like hitting, slapping, and something like that? (a) Yes, (b) No, (c) Occasionally.
16. Are students being involved in arranging school's regulations?
(a) Yes (b) No (c) Sometimes
17. Are students being asked about their opinions and thoughts in arranging the school's program?
(a) Yes (b) No (c) Sometimes
18. Are students being asked about their opinion and thoughts in arranging the extra-curricular school program? (a) Yes (b) No (c) Sometimes
19. Are the learning facilities such as laboratory, book and library adequate?
(a) Yes (b) No (c) Less (d) Need improvement
20. Do you know about the three principles of CRC - **vision Protection and Participation**- which should be conducted by all parties like government, parents, teachers and society in supporting children grow to be independent people?
(a) Yes, (b) No, (c) Just know by now, (d) only a little bit know.
21. Are these three principles already conducted and fulfilled by the government?
(a) Yes (b) No, (c) Partly, (d) Far from the expectation.
22. Are these three principles already conducted and fulfilled by the parents?
(a) Yes (b) No, (c) Partly, (d) Far from the expectation.
23. Are these three principles already conducted and fulfilled by school/teachers?
(a) Yes (b) No, (c) Partly, (d) Far from the expectation.
24. Based on your opinion, from these three principles, which one that hard to conduct/fulfill?
(a) provision
(b) protection,
(c) Participation,
(d) a, b and c.
25. Based on your opinion, does school is the institution that can guarantee children protection from any violence and discrimination?
(a) Yes (b) No (c) partly guarantee, (d)

27. Are students being asked about their opinions and thought in discussing school's program, especially program for student?
 (a) Yes (b) No (c) Sometime (d) Not necessary
28. In certain time, are students being asked about their suggestion/evaluation of teachers performance in teaching?
 (a) Yes (b) No (c) Sometime (d) Not necessary
29. Based on your opinion, what is/are the suitable leadership quality in school? Identify in point:
 (a).Hard Worker, (b).....
 (c)..... (d).....
 (e)..... (f).....
30. Based on your opinion, what are qualities of teachers that could encourage students motivation in studying ?
 (a)..... (b).....
 (c)..... (d).....
 (e)..... (f).....

Thank you and Good Luck.

Attachment 2.

Questionnaire for Teacher

Teachers Association of the Republic of Indonesia (PGRI) in collaboration with Sweden International of Development Cooperation Agency (SIDA) would like to ask teacher's assist and cooperation to fulfill this questionnaire about International Instrument - Convention of Child Rights (CRC) and National Instrument - Law of Child Protection/(LCP) and its implementation in teaching learning process in school. This questionnaire is neither for respondent's performance assessment nor for school's assessment. Please answer the questions honestly. The result of questionnaire is only for the study.

Thank you for your cooperation.

Team Coordinator,

Unifah Rosyidi

GENERAL INFORMATION

Sex :
Age :
Teaching Period :

QUESTIONS

1. Do you know about the CRC? (Yes) (No)
2. Where did you get information about CRC
a) Television, b) Book ,c) Internet, d) Seminar e).....
3. Do you know about Law of Child Protection (LCP) ? (Yes) (No)
4. What are aspects that you know about LCP? Please mention!
a)
b)
c)
d)
5. In child right to obtain education, what are their rights which should be given from the school/teachers:

- a)
- b)
- c)
- d)

6. In child right to obtain education, what are their rights which should be given from the government:

- a)
- b)
- c)
- d)
- e)

7. What are students' responsibilities in their school? Please mention!

- a)
- b)
- c)
- d)

8. Students, who violate school's regulation, should be:

- a). Summon
- b). Harsh Warning
- c). Drop out
- d). No punishment, it is enough to consult to school counselors. If it is needed, their parents are called.

9. Does government provide free text book in school?

- a) Not provided
- b) Limited to particular subject.
- c) Adequate
- d) Fully provided

10. For indiscipline students (cheating, trouble maker, late), what is the suitable punishment for them?

- a). Summon
- b). Harsh Warning
- c). Make them to stand in front of the class, pinch their ears, make them to squad or run in the field for their self evaluation.
- d). No punishment, it is enough to consult to school counselors. If it is needed, their parents are called.

11. Are learning materials including source book provided in school?

- (a) less (b) enough (c) many

12. The availability of learning facilities in school

(a) Inadequate (b) Adequate

13. If there is indiscipline student, do you mad at him/her, shout, or give them harsh warning? (a) Yes (b) No
14. If there is indiscipline student, do you pinch student's ears or something like that? (a) Yes (b) No (c) Sometime
15. If you really upset with the hard-indiscipline students, will you give physical punishments like hitting, slapping, and something like that? (a) Yes, (b) No, (c) Occasionally.
16. Are students being involved in arranging school's regulations?
(a) Yes (b) No (c) Sometime
17. What methods that usually used in learning process?
(a) Preach, (b) discussion (c) question and answer (d) Quiz,
(e) games, (f) Combination (g) Exploration (h)
.....
18. What is the basic reason for you in choosing the learning method?
(a) Creating active and fun teaching learning process,
(b) Pursuing curriculum target,
(c) Pursuing standard of accomplishment,
(d)
19. Are students given opportunity to convey their thought, opinion and point of view freely in teaching learning process?
(a) Yes, always (b) Never, (c) Sometimes
20. Toward the children who have different opinion even contra opinion in teaching learning, how do you react of this matter?
(a) Appreciate all opinion, (b) teacher's opinion is always correct,
(c) Blame to different opinion against teacher (him/her),
(d).....
21. Do you know about the three principles of KHA: **Provision, Protection and Participation** which should be conducted by all parties like government, parents, teachers and society in supporting children grow to be independent people?
(a) Yes, (b) No, (c) Just know by now, (d) only a little bit know.
22. Are these three principles already conducted and fulfilled by the government?
(a) Yes (b) No, (c) Partly, (d) Far from the expectation.
23. Are these three principles already conducted and fulfilled by the parents?
(a) Yes (b) No, (c) Partly, (d) Far from the expectation.

24. Are these three principles already conducted and fulfilled by school/teachers?
 (a) Yes (b) No, (c) Partly, (d) Far from the expectation.
25. Based on your opinion, from these three principles, which one that hard to conduct/fulfill?
 (a) provision,
 (b) protection,
 (c) Participation,
 (d) a, b and c.
26. Are students mainly involved to participate in arranging school's regulations, and some important decisions in school?
 (a) Yes (b) No (c) Sometime, (d) Not necessary
27. Are students being asked about their opinions and thought in discussing school's program, especially program for student?
 (a) Yes (b) No (c) Sometime (d) Not necessary
28. In a certain time, are students being asked about their suggestion/evaluation of teacher's performance in teaching?
 (a) Yes (b) No (c) Sometime (d) Not necessary
29. Based on your opinion, what is/are the suitable leadership quality in school? Identify in point:
 (a).Hard Worker, (b).....
 (c)..... (d).....
 (e)..... (f).....
30. Based on your opinion, what the quality of teacher's that could encourage students' motivation?
 (a)..... (b).....
 (c)..... (d).....
 (e)..... (f).....

Thank you and Good Luck.

Attachment 3

Questionnaire for School Committee

Teachers Association of the Republic of Indonesia (PGRI) in collaboration with Sweden International of Development Cooperation Agency (SIDA) would like to ask School Committee assist and cooperation to fulfill this questionnaire about International Instrument - Convention of Child Rights (CRC) and National Instrument - Law of Child Protection/(LCP) and its implementation in teaching learning process in school. This questionnaire is neither for respondent's performance assessment nor for school's assessment. Please answer the questions honestly. The result of questionnaire is only for the study.

Thank you for your cooperation.

Team Coordinator,

Unifah Rosyidi

QUESTIONS

1. Do you know about the CRC? (Yes) (No)
2. Where did you get information about CRC
a) Television, b) Book ,c) Internet, d) Seminar e).....
3. Do you know about Law of Child Protection (LCP) ? (Yes) (No)
4. What are things that you know about LCP? Please mention!
a)
b)
c)
d)
5. In child right to obtain education, what are their rights which should be given from parents:
a)
b)
c)
d)
6. What are student's responsibilities in studying? Please mention!
a)

- b)
- c)
- d)

7. Students, who violate school's regulation, should be:
- a). Summon
 - b). Harsh Warning
 - c). Drop out
 - d).No punishment, it is enough to consulate to school counselors. If it is needed, their parents are called.
8. Does government provide free text book in school?
- a) Not provided
 - b) Limited to particular subject.
 - d) Fully provided
9. For indiscipline students (cheating, trouble maker, late), what is the suitable punishment for them?
- a). Summon
 - b). Harsh Warning
 - c). Make them to stand in front of the class, pinch their ears, make them to squad or run in the field for their self evaluation.
 - d). No punishment, it is enough to consulate to school counselors. If it is needed, their parents are called.
10. Are Learning materials including source book provided in school
- (a) less (b) enough (c) many (d) nothing
11. Do parents provide all school needs for their children such as book and children self stationary?
- (Yes) (No)
12. If there is indiscipline children , do you mad at him/her, shout, or give them harsh warning? (a) Yes (b) No (c) Sometimes
13. If there is indiscipline children, will you give physical punishments like hitting, erars biting , etc? (a) Yes, (b) No, (c) Sometimes.
14. If you really upset with your children, will you give physical punishments like hitting, slapping, or give other physical punishment? (a) Yes, (b) No, (c) Occasionally.
15. Do you concern about physic, psychological and aspiration of children?
- (a) Yes (b) No (c) Sometime, (d) Partly.

16. If you make any mistake for children, will you ask apologize?
(a) Yes (b) No (c) Not necessary (d) Sometime
17. The availability of learning facilities in school
(a) Inadequate (b) Adequate
18. What suitable punishment for indiscipline student in school?
(a) Summon, (b) No punishment (c) Parents invited by school
19. Do you give your children broaden opportunity to convey their opinion, critics, and suggestion to their parents?
(a) Yes, always ,(b) No, (c) Sometime, (d) Not necessary
20. Do you know about the three principles in KHA ***Provision, Protection , and participation*** which should be conducted by all parties like government, parents, teachers and society in supporting children grow to be independent people ?
(a) Yes, (b) No, (c) Just know by now, (d) only a little bit know.
21. Are these three principles already conducted and fulfilled by you?
(a) Yes (b) No, (c) Partly, (d) Far from the expectation.
22. Are these three principles already conducted and fulfilled by school/teachers?
(a) Yes (b) No, (c) Partly, (d) Far from the expectation.
23. Based on your opinion, from these three principles, which one that hard to conduct/fulfill?
(a) provision
(b) protection
(c) Participation,
(d) a, b and c.
24. Are students being asked about their opinions and thought in discussing school's program, especially program for student?
(a) Yes (b) No (c) Sometime (d) Not necessary

Thank you and Good Luck.

Attachment 4 :

Questionnaire for Student

Teachers Association of the Republic of Indonesia (PGRI) in collaboration with Sweden International of Development Cooperation Agency (SIDA) would like to ask student's assist and cooperation to fulfill this questionnaire about International Instrument - Convention of Child Rights (CRC) and National Instrument - Law of Child Protection/(LCP) and its implementation in teaching learning process in school. This questionnaire is neither for respondent's performance assessment nor for school's assessment. Please answer the questions honestly. The result of questionnaire is only for the study.

Thank you for your cooperation.

Team Coordinator,

Unifah Rosyidi

GENERAL INFORMATION

Sex :
Age :
Class :

QUESTIONS

1. Do you know about the CRC? (Yes) (No)
2. Where did you get information about CRC
a) Television, b) Book ,c) Internet, d) Seminar e).....
3. Do you know about Law of Child Protection (LCP) ? (Yes) (No)
4. What are things that you know about LCP? Please mention!
a)
b)
c)
d)

5. Do you think that the education/teaching learning quality you get in school is good?
 (a) Yes (b) No (c) Enough (d) Less
6. Did government give adequate attention to the needs of quality education for children?
 (a) Yes (b) No (c) Enough (d) Less
7. What are student's responsibilities in studying? Please mention!
 a)
 b)
 c)
 d)
8. Did you ever: (you can choose more than one)
 (a) Get harsh warning (with impolite words)
 (b) Get physical punishment like ears-pinch, squad, run, etc.
 (c) Get hard physical punishment like being slapped, shoot by foot, etc.
9. Based on your opinion, what school should do for indiscipline students?
 a). Summon
 b). Harsh Warning
 c). Make them to stand in front of the class, pinch their ears, make them to squad or run in the field for their self evaluation.
 d). No punishment, it is enough to consulatate to school counselors. If it is needed, their parents are called.
10. Does school provide free text books ?
 a) Not provided
 b) Limited to particular subject.
 c) Adequate
 d) Fully provided
11. How about the availability of learning facilities in school? (internet, library, laboratory, classes(the building), etc?)
 (a) Inadequate (b) Adequate (c) Very inadequate
12. Are there any punishments for indiscipline students?
 (a) Yes, there are (b) No, there are not (c) Do not know
13. What are the suitable punishments for indiscipline students?
 (a) Harsh Warning (b) physical punishment (c) other, please mention

16. Are you being asked to be involved when arranging school's regulations?
 (a) Yes (b) No (c) Sometimes

17. Are students being asked to be involved when arranging school's regulations?
 (a) Yes (b) No (c) Sometime
18. Are students being asked their opinion and thought when arranging school's program?
 (a) Yes (b) No (c) Sometimes
19. Are students being asked their opinion, thought, and suggestion when arranging and discussing extra curricula program?
 (a) Yes (b) No (c) Sometimes
20. Students are given opportunity to convey their thought, opinion and point of view freely in teaching learning process
 (a) Yes, always (b) Never, (c) Sometimes
21. Toward the children who have different opinion even contra opinion in teaching learning, how teachers react of this matter?
 (a) Appreciate all opinion, (b) teacher's opinion is always correct,
 (c) Blame to different opinion against teacher (him/her),
 (d).....
22. Do you know about the three principles of CRC - **vision Protection and Participation**- which should be fulfilled by government, parents, teachers and society in supporting children grow to be independent people?
 (a) Yes, (b) No, (c) Just know by now, (d) only a little bit know.
23. Are these three principles already conducted and fulfilled by the government?
 (a) Yes (b) No, (c) Partly, (d) Far from the expectation.
25. Are these three principles already conducted and fulfilled by the parents?
 (a) Yes (b) No, (c) Partly, (d) Far from the expectation.
26. Are these three principles already conducted and fulfilled by school/teachers?
 (a) Yes (b) No, (c) Partly, (d) Far from the expectation.
26. Are students mainly involved to participate in arranging school's regulations, and some important decisions in school?
 (a) Yes (b) No (c) Sometimes, (d) Not necessary
27. Are students being asked about their opinions and thought in discussing school's program, especially program for student?
 (a) Yes (b) No (c) Sometimes (d) Not necessary
28. In a certain time, are students being asked about their suggestion/evaluation of teacher's performance in teaching?

(a) Yes (b) No (c) Sometime (d) Not necessary

29. Based on your opinion, what is/are the suitable leadership quality in school? Identify in point:

- (a).Hard Worker, (b).....
- (c)..... (d).....
- (e)..... (f).....

30. Based on your opinion, what the quality of teacher's that could encourage students' motivation?

- (a)..... (b).....
- (c)..... (d).....
- (e)..... (f).....

Thank you and Good Luck.