Indonesia

Empowering Student Organization (OSIS) for Child-Friendly School Management

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1. Introduction

This report describes the project that has been implemented by Batch 19of the training programme. The project was done to implement the UN Convention on the Rights of the Child (CRC) adopted by United Nations in November 1989 and ratified in Indonesia a year later in 1990. The implementation of this Convention is urgent and is still very relevant, especially for developing countries such as Indonesia because students are not actually participating in decision-making processes within the framework of school management.

The Convention defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger (Article 1). The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18. There are four foundational principles that represent the spirit of the convention. The four principles are as follows: (1) a child should be free from discrimination; (2) government policies should be based on the best interests of the child; (3) a child should survive and develop to his/her full potential; and (4) a child's views and perspectives are important and need to be heard. Non-discrimination (Article 2) means that the Convention applies to all children, disregarding their race, religion or abilities; whatever they think or say, whatever type of family they come from. It does not matter where the children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis. Best interests of the child (Article 3) means the primary concern in making decisions is the best interests of children. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers. Article 12 specifically concerning

children's participation. Article 12 states that (1) State Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due to weight in accordance with the age and maturity of the child (UNICEF 2007: 149). (2) For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law (ibid).

2. Frame of Reference

Indonesia ratified the CRC through Presidential Decision No. 36/1990, and enacted the Child Protection Law through the passage of *Republic of Indonesia Law Number 23 Year 2002 on Child Protection* (Undang-UndangRepublik Indonesia Nomor 23 tahun 2002tentangPerlindunganAnak). Both the ratifications of the Convention and the passage of the Child Protection Law show that the Indonesian government is committed to implement the Convention of the Child Rights. Actually, Indonesian government has taken many efforts to realize 3Ps (Provision, Protection, and Participation) of child rights.

The access to the primary needs such as food, shelter, health, and education all is to realize the child right of provision. For *provision*, the government of Indonesia implements some programs, such as: (1) Additional Food Program for School Children *(Program MakananTambahanAnakSekolah)*, (2) Milk Drinking Movement *(GerakanMinumSusu)*, (3) School Doctor *(DokterSekolah)*, (4) Nine Year Compulsory Education (WajibBelajar 9 Tahun), (5) Financial Assistance for School Operation *(BantuanOperasionalSekolah),* and (6) Financial Assistance for Poor Students *(BantuanSiswaMiskin)*. The efforts of avoiding children from maltreatment, ignorance, and all forms of exploitation are for the *protection* needs, and the encouragement to the children to take part in decision making is to fulfill the right of participation.

With regard to *participation*, Indonesia promotes programs related to the right of child freedom of conscience expression. In education context, the government implements programs intended to encourage the students to be active in the classroom or at school. Through the 1984 curriculum, the teachers were urged to implement an active learning known as CBSA *(Cara BelajarSiswaAktif)*, and with curriculum 1996 the teachers and teacher candidates should implement an active, innovative, creative, and joyful learning often referred to as PAIKEM *(PembelajaranAktif, Inovatif, KreatifdanMenyenangkan)*. Participation involves children in decision when there is relevant knowledge, personal stake and trustworthy (Hoy &Miskel, 2013: 349).

There is also new Curriculum 2013 that is still in the way of implementation. This new curriculum will be promoting more on children's core competences. Much in-service training is conducted to facilitate the teachers to implement that program. The teacher training colleges 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.

Sragen, the regency where the project takes place, has ratified Unit Pelayanan Terpadu Penanggulangan Kemiskinan Pemerintah Kabupaten Sragen (UPTPKPK) for Education and Economy with Regency Regulation Year 2013. It means that the regency shall pay for the operational for poor students. And each school shall provide 20 percent of their students' scholarship for the poor. And students being accepted by state-owned university in Java but unable to pay the tuition fee will be supported by the government fully until he or she finish their studies.

Previous projects from batch 16, 17, and 18 were focused in Surakarta where the government has enacted PeraturanWalikota No 3-B Th 2013 Walikota Surakarta about the development of **Child-Friendly City** (Pedoman Umum Pengembangan Partisipasi Anak dalam Pembangunan di Kota Surakarta) in the level of including children's participation in city's development.

With regard to participation of girls in Indonesia, many of the girls perform far behind their male contemporary since most of poor girls are working in factories as drop-outs. Working in factories is valued greatly and girls are not having choice over their lives; this in turn, decreases girls' participation in school (Bessell, 2009:536). One important indicator in measuring children's participation is girls' participation in leadership. Girls participation in school from elementary to secondary level since 2006 to 2010 was 12,76% lower than for boys (Candraningrum, 2010: 43).

Participative leadership involves the use of various decision procedures that allow students to participate in the school leadership. Yukl has provided a continuum how this works by including consultation, joint decision making, power sharing, decentralization, empowerment, and democratic management (2013: 115). National policies exist in promoting gender equality in education, but there are inadequate programs to directly address inequalities in education by increasing access and participation of disadvantaged children, including poor and marginalized girls. Inadequate gender awareness and expertise persist despite gender mainstreaming mandate—this is in part a result of a deeper-rooted problem of inadequate contextualization of gender concepts in a way that makes sense within existing Indonesian socio-cultural and religious beliefs and traditions (UNICEF FACTSHEET, 2013).

The project has been implemented at SragenMuhammadiyah High School, and focused on students' participation in school management decision-making and empowering principal to involve students in participating. The dissemination of CRC to Muhammadiyah board has been done by the team of batch 19 and so far the resistance is not found. The project has focused on "empowering student organization (OSIS, red in Indonesian Language) for child-friendly school management OSIS (Internal Student Organization of School) which is established in both Junior and Senior Secondary Schools. It is expected that through this organization, students can develop their potentials in leadership or their specific interests in sport as well as arts.In Indonesia, in many cases, OSIS has been a decoration to the school whose structure is more important than

it's function. It serves as the extension of the school management, especially the vice principal on the students' affairs. The management is more top-down than bottom-up, as a result, OSIS has very little or even next to nothing like participation in the school management.

3. Purpose

The main purpose of this project is to contribute to the development of child-friendly schools through empowering the student organization to participate in child-friendly school management.

The specific objectives of the project are as follows.
a. To assist OSIS and the school management to identify and exercise their roles in contributing to the development in child-friendly school.
b. To strengthen the role of OSIS in school management, formal and informal, particularly its participation in decision-making processes.
c. To connect the CRC initiatives to the endeavor of child-friendly regency.

What is to be Different?

The current project is meant to change the existing CRC related norms into the desired ones, as follows:

1. Sragen Regency, Principal and Teachersare aware of the child's right, specifically to students' participation in relation to child-friendly school.

2. Students are aware of their roles in contributing to the development of child-friendly school.

3. Students are aware of their leadership to contribute into school management.

4. Students Organization (OSIS) has a gender balanced structure.

5. Principal and teacher's awareness to connect students' leadership and participationto child-friendly regency.

6. Sragen's Regency's awareness in facilitating students' participation in building child-friendly regency.

7. Students' awareness in communicating their rights and needs to Sragen Regency to endeavor child-friendly regency.

What is to be changed?

To create the desired norms, the following educational components should be changed:

1. The ways government, stakeholders, parents, principal, teachers interract with the children both inside and outside classrooms.
2. The method of communication process within the child-friendlyschool management.
3. The students council (OSIS) environment for child-friendly school management that promotes child rights, gender-balance leadership, children's leadership, and in voicing children's participation.
4. The students' council should be designed by students themselves and being part of original voice in endeavoring child-friendly school as well as regency.

Sragen Muhammadiyah Senior High School, the location where CRC project have been conducted, is the second biggest Muhammadiyah Senior High School out of 24 in Sragen, it is SMA Muhammadiyah (SMAM) 2 Sragen. SMAM 2 Sragen located at kecamatanGemolong, 25 km from the center of regency having 9 classes, 3 classes for grade X, XI Natural Science, 2 classes Social Science, 1 class for Grade XII natural science, 2 classes for social sciences. The school is accredited with A meaning meeting 8 national standards of education. One of its important indicators is the existence of OSIS and the active involvement and participation to school management.

4. Target Groups, Authorities and Stakeholders

There are three group categories addressed in the project, namely *the authorities, the stakeholders, and the target groups.* The authorities include Dinas Pendidikan (the Education Office) and Pimpinan Muhammadiyah Daerah (the Regional Board of Muhammadiyah) Sragen. The main reason of involving the authorities is that the project requires acceptance and permission both from the Education Office, representing the government, and the regional board of Muhammadiyah as the owner of the school. The stake-holders include the parents, the local government, and the community leaders. The importance of involving these groups is that this project needs support from them. The least support will be the absence of opposition. This group (stake-holders) may not have to be involved in the discussion but they need to be notified.

Muhammadiyah was established in Jogjakarta in 1912 by Ahmad Dahlan and has a predominantly urban, middle-class base. His concerns with high poverty of the people of the Netherlands East Indies–the majority of whom belonged to Islam–led him to found an organization active in the fields of education and health. Muhammadiyah views its activities in propagating Islam, empowering the Islamic community *(ummah)* and improving the social conditions of Muslims. Dahlan opted for a combination of Western and Islamic reformist ideas.Today, Muhammadiyah has established

as an Indonesian Islamic social organization well known for providing education and health services. The number of Muhammadiyah schools has rapidly increased until today. Besides schools, Muhammadiyah began establishing higher education institutions since 1958. By 2005, Muhammadiyah has established 36 universities, 74 high schools institutions, 52 academies, 4 polytechnics. The number of Muhammadiyah educational institutions is far beyond other private ones.

Two Muhammadiyah sister wings organizations have played an important progressive role at the civil and social cultural level. Aisyiyah and NasyiatulAisyiyah have played significant role in transforming the meaning of womanhood since the fall of Sukarno's presidency in 1965. Through their activities they have enabled women to extend the role from the domestic sphere into the public sphere. In practice, many women in Muhammadiyah organizations have been self-empowered to transform and negotiate the Islamic ideology they profess and the values they receive outside of Islamic teaching.

The main target group is the students. To reach the students, however, this project has worked with the principle, the teachers, and the administrative staff. The main reason of this project is to work in partnership with the principle, teachers, and administrative staffs and the children to realize child-friendly school.

5. Methodology

This project was implemented step-by-step through a series of dialogues (Focus Group Discussions, FGD) and workshops. What follows are the activities done in order to reach the objectives from November 2013 until January 2015. The activities are categorized into two general sections, whicharetwo outcomes, as follows.

E.1. Outcome 1:

The authorities, the stakeholders, and the students of SMAM 2 GemolongSragenare aware of Children´s Rights and students' participation in decision making process. Within the scheme Batch 19 would like to achieve the following output: students' organization (OSIS) is aware of the rights, both in extra and intra curricular activitieswhich are achieved through the following activities: FGD with the principal, teachers, and administrative staffs as well as workshops on participation with the students.

ACTIVITIES
FGD on CRC with the principal, teachers, administrative staffs and OSIS

a. *Sharing and Coordinating with the Change Agents*
Preliminary activity was done to identify the communicationstrategy to disseminate the content of CRC principles and Child Friendly School.Before applying the project, the first thing to do was planning the strategy to disseminate what Batch 19learnt in

Sweden. 3 change agents (M Thoyibi, Dewi Candraningrum, and Amir Zubaidi) conducted weekly meeting at UMS (Muhammadiyah University) from mid of November till end of November 2013.

First FGD was done by having a meeting and workshop with the authorities, which are DinasPendidikan (the Education Office) and PDM-Pimpinan Muhammadiyah Daerah (the Regional Board of Muhammadiyah) Sragen, and the principals on Wednesday 13 November 2013. They then came to agreement to share the responsibility within the Batch 19 Project. The coordination was facilitated by agent M Thoyibi and Amir Zubaidi.

Muhammadiyah and Aisyiyah has collaborated with KAPAS (NGO dealing with children having problems with the law) supporting advocacy for cases of sexual violence and harassments. Building perspective and children's participation is becoming the highest challenges. The commission needs the following: policy to be implemented in the scope of city and regency; networking with the government, coordination and communication as well as forum for CRC, more research on CRC, building commitment, technical assistance, integration of CRC into the curriculum, school rules shall involve children's participation, building synergy between children and family.

Change Agents were having FGD with OSIS.
Source: Batch 19 Change Agents.

b. FGD and Dissemination of CRC Principlesand Child Friendly School

The dissemination was conducted to the Board of Muhammadiyah in Sragen, principals, teachers and staffs of SMAM 2 Gemolong, as well as parents associated in the parents' council. This action was conducted on Wednesday 20 November 2013.

After the project started, several attempts were done by the school to promote child-friendly school. *The first* is through joyful, active, authentic, and realistic teaching methods. Using those methods not only can the learners learn in a happy environment but also learn the subject easily. *The second* is how to treat the learners, namely welcoming the learners every morning at the gate so that the learners feel comfortable, stop corporal punishment, and give the learners reward to high achievement learners. *The third* is through involving the learners to suggest many school activities, to encourage students to make decision, to recruit teachers, etc. *The fourth* is involving the parents in many activities.

The challenges are, however, implementing the joyful, active, collaborative teaching methods, changing parents and teachers' perspective on how to educate the learners, making the parents aware of the importance of supporting the learners in school activities. Based on the problems, there are several ways needed, namely eliminating the corporal punishment, but reward and consequences, making them aware that they have to know the consequences if they break the rules, discussing intensively with the parents using many techniques, such as how to discipline the learners, conducting workshop on child friendly school to change the teachers and parents' mindset, and involving the learners in making decision.

Change Agents & OSIS conducted workshop on participation.
Source: Batch 19 Change Agents.

c. FGD with Muhammadiyah Board, Principals (SMAN 1 Gemolong, SMA SBBS, SMAM 4 Sumberlawang, SMAM 8 Kalijambe) together with the teachers and Staffs of SMAM 2 Gemolong.

The FGD was conducted on Wednesday 27 November, 2013 and facilitated by Principal of SMAM 2 Gemolong Sragen. All Sragen PDM (local Muhammadiyah committees) (Joko Margiantomo, Suwardi, Marsono, Chumaidi), principal, vice principals, teachers and staffs were present. The major aim was to discuss the Child Right Convention and the project plan Batch 19. Seeing that CRC was important for all schools, we decided to share our project with the other schools in the neighborhood, particularly those under the coordination of Muhammadiyah. We had no difficulty in involving the school principals since one of our team members, Amir, was a school supervisor in which the schools were under his authority.

In general, the result of the activity was favorable. The principals and the administration staffs understood and accepted the child rights and UN Principal on it. The questions, responses, resistances were among others on the concept of children's participation. It is something new to them and they are afraid that students' rights and participation will exceed children's capacity in decision making. Clarification, discussion and retouring are being done during the FGD and at the least common principles of child right were then understood very well by the respective groups.

d. FGD withthe Parents' Council of SMAM 2 Gemolong

This activity was conducted in the beginning of the project to socialize child rights and the pilot project on Saturday 30 November 2013 being facilitated by change agent Amir Zubaidi. The parents welcome this project mainly because it can promote their children's participation in leadership. They suggested agent Amir Zubaidi and the Principal (EdyMuhammadi) to materialize the program, and they would monitor the result of the project.

OSIS' workshop on proposal of events under the frame of participation.
Source: Batch 19 Change Agents.

E.2. Outcome 2:

Students are aware of 3Ps and active in voicing their participation. Students are able to exercise their participation for the improvement of communication with the school management.

ACTIVITY

a. FGD with the Students' council of SMAM 2 Gemolong, SMAM 4 Sumberlawang, SMAM 8 Kalijambe.

To disseminate the project to the target groups, that is the student council, FGD was being facilitated by SMAM 2 Gemolong and agent DewiCandraningrum on the Tuesday 3 December 2013 after final examination. Student's councils from the three schoolswere introduced to child's rights, concept of students' participation and leadership. The result was quite surprising since they really wanted to exercise their rights in relation to school management. Most surprisingly was that gender-balance leadership and structure are already established in the OSIS's organizational structure.

OSIS' workshop on understanding CRC and 3Ps. Source: Batch 19 Change Agents.

b. Workshop on participation with the students being conducted on Tuesday 10

December2013. This Workshop encouraged students to exercise a democratic and critical atmosphere by considering gender and leadership as the core action. Students Organization (OSIS) is expected to have the capacity to carry out a project as well as having gender-fair organizationalstructure.Workshop on management with the students was also conducted.

c. Students Organization OSIS had exercised the capacity to manage the project via writing proposal to be given to the Principal via this project. This workshop was conducted weekly in February that is every Friday: 7, 14, 21, 28 February 2014. Bi-weekly were supervised by the whole team of change agents. Students met and expressed their views not only in form of proposals but also in form ofartistic expression such as sketching, theatre, and music performance. Students organized events based on their initiatives. Previously they were being dictated by the teachers, but after the workshop they planned the initiative and proposed the initiatives to the schools.

OSIS' ideas and voices to be delivered to school management. Source: Batch 19 Change Agents.

d. Seminar and FGD initiating to bridge Child-Friendly Regency of Sragen and Muhammadiyah Senior High School of Sragen at Hotel Lor In Surakarta facilitated by UniversitasMuhammadiyah Surakarta and all change agent on Thursday 16 January 2014. This FGD was conducted with the support from Lund University through

participation of the mentor as key-note speaker, UMS, UNICEF, Bappeda Surakarta and Education Office of Sragen (Sunari, the Head Department of Higher Education) and Sragen Senior High Schools Principals (EdyMuhammadi-SMAM 2 Gemolong, Soewardi-SMAM 4 Sumberlawang, Agus Luqman-SMAM 8 Kalijambe).The leader for building Child Friendly School is BAPPEDA (Badan Perencanaan Pembangunan Daerah-Board of Planning and Development) Sragen. The Government needs the following to realize child-friendly cities: 1. Meet the needs for a definite law to realize Child-Friendly Regency; 2. Improve the quality of teachers/teaching staffs among others by fit-proper test, improved recruitment process, certification process and evaluation. 3. Improve the coordination among existing institutions. 4. Improve parenting.

OSIS' workshop on defining participation. Source: Batch 19 Change Agents.

e. Socialization of CRC based on UN Convention and Act No. 23, 2002 to PDM (local Muhammadiyah Committees), Education Office of Sragen, Principals of Junior and Senior High Schools of Gemolong on January 17, 2014. Most of the participants accepted the major principles of CRC. They were also aware that corporal punishment was against the law. However, some of them still used the old perspective in understanding the principle of "to the best interest of the child" and some of them were still alien to the idea of positive discipline.

f. Change Agents & Bodil Rasmusson visiting OSIS' office, was held on January 17, 2014. Having short conversation on the meeting room and students' works, structure, and other materials.

Bodil & Change Agents are visiting OSIS'Offices. Source: Batch 19 Change Agents.

6. Results

1. Student Organization (OSIS)'s Participation for Child-Friendly School Management

Since the inception of the project, OSIS, principal, teachers, administrative staffs and parents are aware of children's provision, protection and participation under the UN convention of child rights. Batch 19 specifically focuses on empowering OSIS's rights to strengthen the capacity of school-management. The team has incepted two major strategies in year 2014, that is bridging OSIS's voices to the principal and teachers, meaning collaborating students' ideas to the betterment of school management. First half of the year, OSIS was involving in writing letters, opinions, and meeting with principal and teachers. These activities will be applied within OSIS framework for the next appointed structure. Results are amazing that principal and teachers are responding positively toward their ideas. Most of OSIS' ideas concern the betterment of school library and teachers' performance.

OSIS is writing letters to the Principal and School Management. Source: Batch 19 Change Agents.

It was a rare case for OSIS to voice their ideas regarding school management. What came across their mind was that the school was under the responsibility of teachers and principal. Since the intervention of Batch 19, OSIS is fully aware that they have rights to insert their voices and ideas to make the school better. Batch 19 and OSIS conducted several workshops from May to August 2014 after progress-report in Zambia. These workshops were conducted in two ways, with the intervention of Batch 19 and on their own. Batch 19 cooperated with students to exercise their voices by writing letters to the principal regarding school management. These letters were then sent to the principal. This is the first time for the principal to get letters from OSIS regarding school-management. Principal and teachers are then aware of OSIS's participation and understand fully the meaning of 'participation.'

2. "Students Evaluating Teachers" to empower Students' Participation to Strengthen Child-Friendly School Management

By the second half of the year 2014, Batch 19 implemented and cooperated with the students to design a participation-tool that can influence the performance and capacities of the teachers which are believed incorporating best-practices into school management. The participation-tool was agreed in the form of "Students Evaluating Teachers". Batch 19 and students were sitting together and had several workshops to formulate students' evaluation to teachers' capacity and performance. This activity was considered taboo before the inception of the project. But since the introduction and workshop on CRC, teachers are aware of students' right to participate. The following table was the form being filled by students to evaluate teachers' capacity and performance in teaching-learning process.

Table1: Model of Teacher's Evaluative Form (Initiated and formulated by OSIS)

<table>
<tr><td colspan="6" align="center">TEACHERS' EVALUATION FORM</td></tr>
<tr><td colspan="6">Assalamu 'alaikumwrwb.
To raise the quality of teaching and learning process, please kindly fill out the following evelution form. We are grateful for your cooperation. You can fill out your name or be anonym (optional).

OSIS ofSMA Muhammadiyah 2 Gemolong, Sragen, Central Java, Indonesia</td></tr>
<tr><td colspan="2">Nameof student/Anonim</td><td colspan="4">:</td></tr>
<tr><td colspan="2">Sex</td><td>: A. Boy</td><td colspan="3">B. Girl</td></tr>
<tr><td colspan="2">Grade</td><td>: A. X</td><td>B. XI</td><td colspan="2">C. XII</td></tr>
<tr><td colspan="2">Name of teacher being evaluated</td><td colspan="4">:</td></tr>
<tr><td colspan="2">NameofSubject</td><td colspan="4">:</td></tr>
<tr><td colspan="2">Period ofEvalution</td><td colspan="4">:</td></tr>
</table>

NO	PerformanceIndicators	Answers			
		A always	**B** frequent	**C** some times	**D** never
1	Before teaching, teacher is introducing and explaining aim of teaching-learning to students?	A	B	C	D
2	In explaining teaching-materials, does the teacher read the teaching material from the books?	A	B	C	D
3	Can the teacher's explanation be understood easily?	A	B	C	D
4	In explaining teaching-materials, does the teacher give examples for clarification?	A	B	C	D
5	Is the teacher able to answer the students' questions?	A	B	C	D
6	In the learning process, does the teacher employ a variety of teaching methods? (lecturing, question-answer, demonstration, group-work, project).	A	B	C	D
7	Does teacher refer to the previous subject before starting the class?	A	B	C	D
8	In teaching-learning, does teacher pay attention to specific need of specific students?	A	B	C	D
9	When entering the classroom, does the teacher greet the students?	A	B	C	D
10	Does the teacher give feedback to students?	A	B	C	D
11	Does the teacher pay attention to the class-management?	A	B	C	D
12	Does teacher support you with other teaching materials? (Books, Moduls, etc).	A	B	C	D
13	Does the teacher employs technical support in teaching? (map, pictures, other means of learning).	A	B	C	D
14	Does the teacher praise the studentsthat answer the questions correctly?	A	B	C	D
15	Does the teacher help and guide the students that have difficulty in finding the right answer?	A	B	C	D
16	Does the teacher motivate, advise, and inspire the students?	A	B	C	D
17	Does the teacher give the concluding remarks at the end of the class?	A	B	C	D
18	Are the test items in both the mid test and final test in accordance with the material taught in class?	A	B	C	D
19	Does teacher return the students' work after assessment?	A	B	C	D
20	Does teacher give remedy to those who did not do well enough in the examination?	A	B	C	D

This format was formulated by OSIS in several workshops. It evaluated not only teachers' capacity and performance but also teachers' willingness to hear students' opinions. This formulation was then proposed to the Principal and teachers as vital part in school-management, and to OSIS' surprise they accepted these ideas and were willing to conduct evaluation every end of each semester. In December2014OSIS and students in SMAM MuhGemolong 2 practice this model to strengthen their voicing toward the attainment of child-friendly school.

Among 27 teachers in this school, evaluation from the students was successfully conducted at the end of the semester. Teachers and principals are aware of the consequence of letting them voicing their ideas. That child-friendly school management shall take children's ideas and voices is vital force.

1. Aim of Teaching-Learning
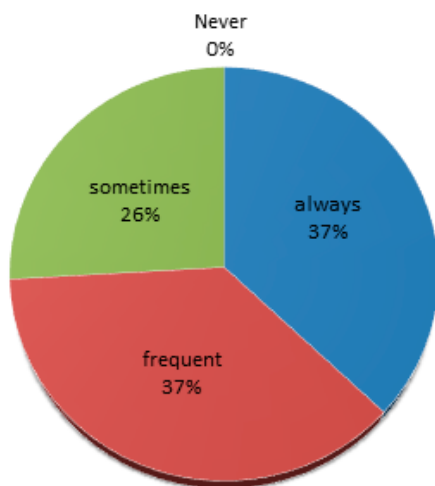
School-management sat together and found that regarding the aim of teaching-learning, teachers evaluation form found that the enhancement of opening the class by introducing aims of teaching-learning is important for students.

2. Teaching Materials
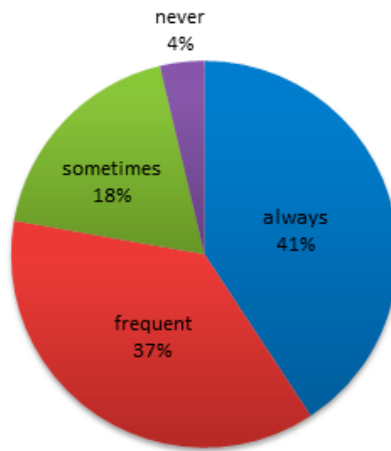
The previous pie shows that 4% of teachers did not explore and employ certain teaching materials. This led to further evaluation that book-purchase will be planned to support teachers who have no teaching-materials. This has good impact that teachers are then decide to buy their own to support their own capacity. This breakthrough was never discussed in the school and considered as taboo. By regarding children's voices, teachers now know how to stimulate classes and their capacities.

3. Teaching-Method Variation
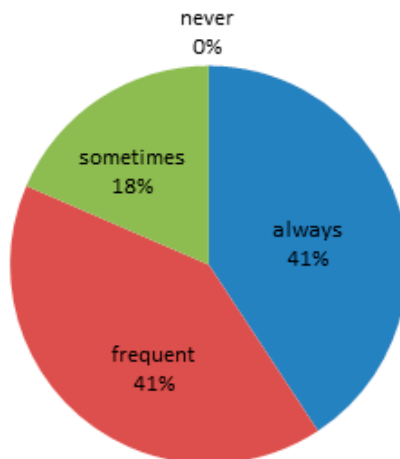
Item 3 evaluated the way teachers used variation in teaching-method. 41% students in SMAM2 Gemolong positively responded to teachers' performance. And 18% teachers were not quite practicing various methods. Teachers are reflecting to those evaluation and responded positively to children's evaluation

The previous findings are the discussion of three capacity and performances of teachers by students. Of 20 questions being formulated in the model of evaluation-form, school-management is now involving students. This is an achievement to be introduced to other schools in Sragen to support the realization of Child-Friendly Regency. SMAM2 Gemolong has realized the concept of child-friendly school by conducting end-semester evaluation form for teachers by students and OSIS will encourage this as a form of sustainable model in the future.

7. Discussion and Reflection

The previous activities had been successfully incepted in year 2014. FGDs are then being conducted in January 2015 to discuss the result of OSIS's ideas in voicing their opinions via letters and teachers' evaluation form. From this meeting between OSIS and school-management, it is becoming a good moment for the teachers to have a reflective input from students. Such evaluation from students was never being conducted in this school, even across high-schools in Sragen Regency. During the FGDs, it was apparent that a few teachers showed resistance against the students' evaluation. Their response to the evaluation implied that they should be evaluated by the superintendent and not by the students. They questioned the relationship between child-friendly school and the evaluation to teachers. They stated that child-friendly school should deal with the school children instead of the teachers. However, the majority of the teachers supported the evaluation. They recognized that the evaluation signified a self-reflection by which they could see their performance not as they claimed to be but as the students perceived.

This project, the process, how we implemented as equal partner and how we discussed CRC meant a lot to us as team and meant a lot to children as major target of this project. Children are now aware of their rights. A moment of reflection showed that children are happier more active, more critical and brave than previously. It is now easier for them to voice their participation to school management. It means a lot for children to get knowledge of their rights. When we came to school, OSIS was just a decorative students' organization that teachers always designed their activities. Yet, at present, students are actively engaged from the beginning of setting ideas, agendas, and implementations. Teachers who previously regarded that it was taboo for students to evaluate them, at present they realized that students have rights to voice their critical ideas. The flow of communication that was previously top-down, from school management to students, are now changing into equal partnership and equal communication—where students via OSIS are now practicing ideas to insert into school management. This made the realization of child-friendly school under the umbrella of child-friendly regency come into realization. Something that is so meaningful to us all. Teachers and school management started to learn how to cooperate with those young people. Students are not afraid anymore that their voices might affect their grades in schools. This project, however, is still in its critical phase. Sustainable cooperation between OSIS and school management shall be maintained for long term application—hence advocating present

OSIS structure to transfer this paradigm and evaluation of teacher to the next OSIS structure. School management shall has commitment as well to sustain this equal and new tradition of students participation.

SMAM 2 Gemolong is becoming the first model of school to incept CRC in Sragen Regency. Some schools in the neighborhood have expressed their interest in the child-friendly school ideas and intended to adopt the CRC values in their school management.

8. Way Forward

The project constitutes the cooperation between Teacher Training Faculty of UniversitasMuhammadiyah Surakarta and SMA Muhammadiyah 2 Gemolong. This cooperation is an equal partnership and collaboration that provide and empower OSIS to voicing their ideas in the realization of child-friendly school under the frame of Child-Friendly Regency of Sragen that was enacted previously. This model will be introduced to the new structure of OSIS in July 2015 as well as in the future. Principal, teachers, parents, will involve OSIS and students as integral part of school-management.

In order that all stakeholders can take its benefits, the first step to do is discussing the result of the project to the teachers as well as spreading the model to other schools in Sragen. At the school level, the teachers and the school management can gain a lot of positive things. The result can be used to empower students' voices in the school. For the school management, new learning-insight existed to involve students as vital part in management.The results of the project show that students are involving actively in decision-making.

The project does not end on this final report. The results of the program show that indeed change take time. The OSIS's participation model implementation is going on for the years to come in the succession of OSIS' structure. Strengthening OSIS internal capacity building is important, specifically in voicing ideas to realizing child-friendly school-management.

Research on parents' opinion regarding CRC is still on progress under Muhammadiyah team. This will be part of way forward in incorporating ideas from parents, students and school. Muhammadiyah team sees this as crucial strategy in mainstreaming CRC to the community.

The way OSIS comprehended their roles, rights, as well as participation had also changed dramatically. Previous myth that OSIS is only the apparatus of school's management had changed as well. They are now evaluating teachers as part of practicing to voice their participation in the decision making process. Further commitment from change-agents, principals, government, parents, and stakeholders are still needed to achieve child-friendly school as well as child-friendly regency.

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