

INDONESIA

The Implementation of Child-Friendly Teaching Model (CFTM), Classroom and School Management in CRC Perspective for SMP Negeri (State Secondary School) Tempuran I, Magelang, Central Java

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I. Frame of Reference

Child Rights in Indonesia

Based on the UN Convention on the Rights of the Child (CRC) of November 1989, in which Indonesia had ratified it on August 25th, 1990 with Indonesia Presidential Decree number 36/1990 and the Law Number 23/2002 on the Child Protection on October 22nd, 2002, child rights becomes a serious issue in Indonesia. In Indonesia, the implementation of CRC is based on the five principles of the Indonesian philosophy (Pancasila) and on the Constitution of 1945 as well. The five principles (Pancasila) consists of 1) Believe in one God; 2) Civilized and fair humanity; 3) The unity of Indonesia; 4) People with great wisdom in democracy; and 5) Prosperity throughout all Indonesian people. The Constitution now includes specific provisions for the protection of human rights (Chapter XA, Articles 28 to 28J). They include recognition that every child shall have the right to live, to grow and to develop, and shall have the right to protection from violence and discrimination (Article 28B.2). Children are also entitled to all the other rights which are said to be the entitlement of "every person". These rights include the standard list of civil, cultural, economic, political and social rights.

The five principles and the constitution accommodate 4 pillars of CRC: 1) **Non-discrimination** (Article 2). This applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where 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; 2). **Best interests of the child** (Article 3). The best interests of children must be the primary concern in making decisions that may affect them. 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; 3) **Right to life and maximum survival and development** (Article 6). Children have the right to live. Governments should ensure that children survive and develop healthily; and 4) **Respect for the views of the child** (Article 12). When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. This principle encourages adults to listen to the opinions of children and involve them in decision-making. Moreover, it recognizes that the level of a child's participation in decisions must be appropriate to the child's level of maturity. Children's ability to form and express their opinions develops with age and most adults will naturally give the views of teenagers' greater weight than those of a preschooler, whether in family, legal or administrative decisions.

The Indonesia government has been socializing, sensitizing, disseminating and implementing the CRC to the Indonesian people for some years. There are some national policies to implement the convention, such as the policy of Women's Empowerment Ministry about National Action Plan for Elimination of Violence Against Children which are actualized on Presidential DecreeNo:87/2002 on the National Action Plan for the Elimination of Commercial Sexual Exploitation of Children; Presidential DecreeNo:88/2002 on the National Action Plan for Elimination of Trafficking of Women and Children; Telephone Friends of Child /Child Help Line; Mobilizing and encouraging the establishment of Child Friendly City in 15 regencies / cities (as the implementation of World fit for children); Socialization of LawNo:23/2002 on Protection of Children; and the Law No: 21/2007on Combating the Crime of Trafficking. However, in fact, there are some obstacles in the implementation of CRC due to social, cultural, political, and economic reasons. The children are still often neglected in their interests, views, health, education, protection, and participation. Numerous difficulties impede Indonesia's implementation of CRC, including the practical difficulties of coordinating policy in over 6,000 islands; furthermore, traditional attitudes persist in which child abuse is seen as a family matter for which intervention is unnecessary; Indonesian culture and society are very traditional. Family structures are strong and roles within families rigid. Children are expected to be respectful and obedient. They have little part in family decision-making but many are expected to contribute to family sustenance directly or indirectly.

The implementation of CRC in Education

As stated by International Bureau for Children's Rights (2006), Education rights in Indonesia are recognized and protected in the Constitution. Every citizen has the

right to obtain education and the obligation to undertake basic education. The State has the obligation to fund basic education and to prioritize education by allocating at least 20% of national and regional budgets to education. The education law prohibits discrimination in access to education.

In fact, although the government has a compulsory education program (from six grades to nine grades), it is not truly compulsory as there is no penalty for parents who do not enroll their children. The Government is obliged to fund it and has extended the national scholarship scheme to poorer students, but has still been unable to ensure free basic education for all children and to fund the provision of universal free primary education. Higher schooling is made more difficult for students because of their latively high fees, the inaccessibility of schools for many students and the selection process. Children drop out of primary school every year is still going on, primarily because the cost of supplies, uniforms, and other expenses are a burden for disadvantaged families, but also because of a professed need to supplement family income. Children who live in remote areas are also disadvantaged by a lack of services, such as schools and health care services. They generally live in communities in the most isolated parts of Indonesia. In general they have limited or no access to education, health and other social services. They are among the poorest groups in Indonesia.

In relation with provision, the national and local government has issued policy for compulsory education program, but basic education (9 years education) is not free, and education is not affordable to all families in particular those living in poverty. The government of Indonesia has issued policy to subsidy the primary school operations. Further, the government is also allocating funds to support general education and provides some natural science mediating materials and other school facilities like school net work in most of Elementary schools in urban areas and in all state SMA/SMP (Senior High Schools/Junior High Schools) throughout Indonesia. Some schools, however, still lack of facilities such as library, laboratory, mediating materials, and environment as learning resources. The other hand, the problem is noticeable in the implementation of education policies issued by the ministry. Because of regional autonomy, the ministry cannot use its structural authority over municipal agencies to implement education policies, because they are not directly under the National Education Ministry. As a consequence, many education policies made by the central government fail to be effective in the regions.

In protection aspect, the Indonesia Constitution also mandates a minimum of 20 percent of the national budget to be allocated to education. The government also passed Law No. 32/2002 on Children Protection, especially the Article 9 and Law No. 20/2003 on the National Education System. The rights to education is limited, health services is below standard. Corporal punishment still exists as means of disciplines in all of learners, no regulation prohibits such wrong conducts and also redress mechanism is not provided. Corporal punishment is a common phenomenon

in school. The National NGO Coalition for Child Rights Monitoring view that the government has regulated children's protection against violence in school in the 2002 Law No. 23 on Children Protection Article 54 that says: "Children in the school and in the surrounding area must be protected from violence carried out by teachers, school management or their peers inside the school or other educational institution". Even though Indonesia has the legal instruments to protect children from violence in school settings, it does not however have policies that regulate the prevention and the handling of cases of violence in schools. The lack of Code of Conduct or Code of Ethics in the teaching process creates teachers to avoid the rules. The teachers' knowledge and skills on learning methods that respect the rights of the child have never been improved. Teachers then freely use all the methods they believe correct, including the use of violence. Teachers had punished students by yelling at them, asking students to stand in front of the class; and making them clean the toilet. These forms of punishment that humiliate children and disregard their dignity and capabilities happen often in schools in Indonesia. Intensive socialization and sensitizing of this aspect is still going on at all level of authorities, including PGRI, as Indonesian teachers association.

Participation is another aspect which has been concerned by the Indonesian Government by making several programs to promote children's participation, such as those reflected in the Presidential Decree No. 7 year 2005 on National Mid-Term Development Plan 2004-2009 with the program to establish various forums such as child's forum, youth parliament, Indonesian Child Congress, National Forum for Child Participation and so on.

The Implementation of CRC in Classroom and School Management

Mostly school community considers that punishments (corporal and mental) are still appropriately carried out. It is also believed that punishment is an alternative way to improve learners' bad attitude and achievement since learners are afraid of getting punishment from teachers when they do bad behavior and not accomplish their tasks or home works. In teaching learning process, teachers still dominate the class, but recently by introducing learner-centered as a basic principle in teaching learning process, the domination of the teacher is getting lower. But many traditional Indonesian teachers have difficulties to give learners a chance to express their ideas, views, and opinion freely. This condition makes learners not be accustomed to participate actively. Moreover, in class room, teachers and students are often not aware of child rights. Some teaching and learning models have already been introduced to Indonesian School at all levels.

Teaching and learning models that have already been employed in Indonesia are **1. CBSA** (Students Active Learning) in 1984; **2. PAKEM** (Joyful Effective Creative Active Learning) in 1994, and **3. PAIKEM** (Joyful Effective Creative Innovative Active Learning) in 2004. They focus on students' activity in the classroom by considering the basic needs of the child to be involved in the teaching learning process.

PAIKEM is a learning model emphasizing more on activating learners to be creative and innovative in effective way in joyful learning environments. The role of teacher is as a facilitator, motivator, model and source of learning. Teachers should facilitate and motivate learners involving in interactive learning in which learners actively interact with teachers, friends, and environment. The teaching learning process should accommodate learner's communicative and analytic competence, and self-reflective skills. However, it does not consider much on implementing child rights convention. This model will be more meaningful if it accommodates child rights. Child Friendly Teaching Model (CFTM), a model developed at IKIP PGRI, can be integrated with PAIKEM in order to accommodate child rights.

Child Friendly Teaching Model (CFTM)

The previous Indonesian change agents (Batch 09, and following batches: 11, 12 and 13) are developing a teaching model on CRC perspectives, called Child Friendly Teaching Model (CFTM). The CFTM is a means of conveying the concept of child rights into classroom practice and school management. It is definitely established as a framework that is made up of the following three P's (Provision, Protection, and Participation):

1. *Provision* is related to the availability of children's needs like food, health, education, and recreation.
2. *Protection* from corporal punishment, systematic punishment, abuse, sexual/verbal harassment, etc. based on CRC, and Government Act.
3. *Participation* is the children's right to act: to actively participate in the classroom and at school like, interrupting, asking questions, answering, sharing information, etc.

A school is child-friendly where all of the elements are addressed, and the ability to be child-friendly on each P is enhanced by action.

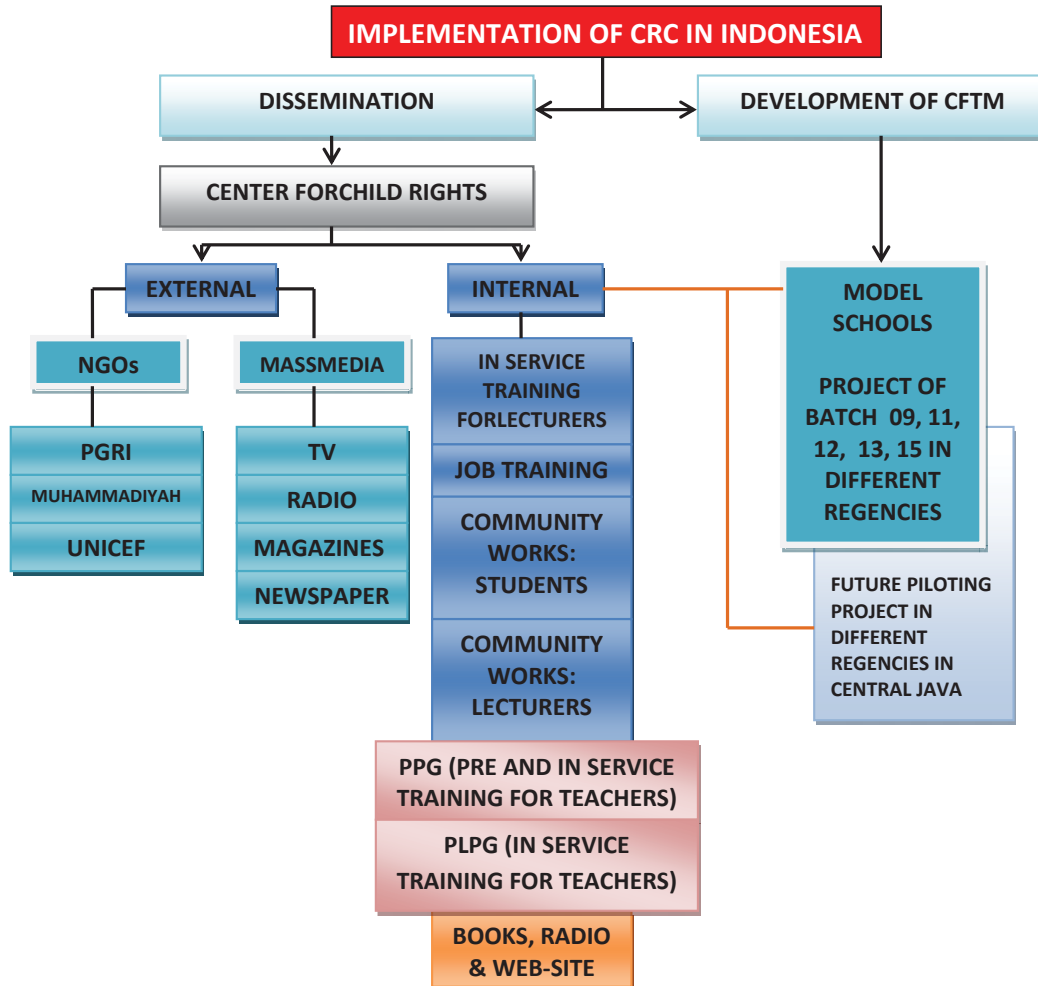
The Implementation of CRC in and through Teacher Training

Teacher Training and Education Institute (IKIP) PGRI Semarang now plays an important role in dissemination of CRC and development of the CFTM model. The institute was established on 23 July 1981; under the foundation of Indonesia Teachers Association (PGRI) Central Java, and it is now the biggest Teacher Training institution in Central Java. It has four faculties of undergraduate (S1) programs: Education & Pedagogy (with 3 concentrate programs on Counseling Pedagogy, Primary School Teacher Education, Early-child Teacher Education), Science Education (with 3 concentrate programs on Mathematics, Biology, and Physics), Civic (with one concentrate program on Civilization Education), and Language and Arts Education (with 3 concentrate programs on English Education, Bahasa Indonesia Education, and Javanese Education), and one (1) Post-graduate program, which concentrates on Education management. Now IKIP PGRI Semarang has more than 12.423 students (teacher candidates) and has 265 experienced lecturers. Every year,

this institution trains approximately 2,500 to 3.000 teacher candidates who will work at schools all over Indonesia. The new policy of the institution places CRC as one of the compulsory materials given to teacher candidates.

For the sake of sustainability of the Indonesian change agents' programs, currently, IKIP PGRI Semarang has started to develop, support and facilitate a Center for Child Rights by empowering all the Indonesian change agents to conduct research and development of the implementation of CRC in Indonesia, to train and educate potential human resources in CRC perspectives, and to disseminate the CRC in Indonesia. The position of the Center illustrated in the figure below shows the connections between different initiatives taken by change agents and by different actors in the implementation of CRC.

GRAND DESIGN OF CENTER FOR CHILD RIGHTS
OF IKIP PGRI SEMARANG IN IMPLEMENTING CRC



Externally, the dissemination of CRC has been done and planned through potential NGOs, such as PGRI, Muhammadiyah and UNICEF, and mass media, such as Indonesia Republic Television (TVRI), Indonesia Republic Radio (RRI), magazines and published books. PGRI is a teacher's organization that has already existed in national, province, and district level and that has close connection with teachers and schools in Indonesia. Muhammadiyah is one of the biggest Islamic organizations that is spread out all over Indonesia and has many Islamic Schools (called Muhammadiyah schools) at all levels (pre-school to university). UNICEF is an international organization that has been established at a local and national level, which has influenced and contributed to Indonesia education at all levels. Mass-media has an important role, either in spreading the information, broadcasting or publishing the activities relating to CRC. Magazines and newspapers such as, "Lontar" magazine and "Suara Merdeka", a local (Central Java) newspaper have given some contributions in spreading the information about activities initiated by change agents.

Internally, IKIP PGRI Semarang has some units which contribute to dissemination of CRC in schools and society. Those units are *Service Training Unit Job Training Unit (PPL Unit)*, *Student Community Works (KKN)*, *Community works for Lecturers, PPG (Pre and In Service Training for Teachers)*, *PLPG (In Service Training for Teachers)*, and *the public relations* which manage some medias such as Radio (Edutop), Websites (<http://www.ikipgrismg.ac.id> and <http://www.crc.ikipgrismg.ac.id>), and internal magazines and newspapers.

Service Training Unit is a unit which has responsibility in developing human resources of IKIP PGRI Semarang. This unit has given sensitization on CRC for the lecturers (these activities had been reported by Batch 09 and 11).

Job Training Unit (PPL Unit) is responsible for training of teacher candidates who are going to practice teaching at partner schools. This program is compulsory for the 6th or 7th semester-students who have completed required subjects. Such training has been conducted for four academic periods: 2007/2008 (initiated by Indonesia Batch 09), 2008/2009, 2009/2010, and 2010/2011. It has approximately reached 10,000 (ten thousand) teacher training students. And now most of them become teachers at schools. In this year IKIP PGRI Semarang has trained about 1,700 teacher training students who practice teaching at schools. Every year, IKIP PGRI trains about more than 1,500 teacher training students. They are potential human resources to disseminate CRC and CFTM in schools.

A similar compulsory program for the 6th or 7th semester-students is **Student Community Work (KKN)**, which gives opportunity for the students practicing social work for one month, especially in education for early-child non-formal education (PAUD), primary and secondary education. They work in some sub-districts in Central Java, especially in Semarang municipality and Kendal Regency. The students who are involved in this program got CRC training before they went to work

in communities. CRC training has been conducted for four academic periods: 2008/2009, 2009/2010, and 2010/2011. It has approximately reached 8,000 (eight thousand) students.

Community works for lecturers gives opportunity for the lecturers to conduct social work in groups in certain community groups. Mostly the lecturers of IKIP PGRI have been involved in CRC training and some of them work together with change agents of IKIP PGRI Semarang to implement CRC in their social works.

PPG (Pre and In-Service Training for Teachers) unit and PLPG (In-Service Training for Teachers) unit are the recently established units in IKIP PGRI under the supervision of Teacher Profession Education and Development, National Education Ministry. This unit will, for this year, train more than 6,000 teachers from different schools in Central Java. The trainers are certified lecturers of IKIP PGRI Semarang and some are from partner (co-worker) universities in Central Java. They will be involved in workshop and socialization on CRC conducted by IKIP PGRI Semarang.

The Radio which is already established in IKIP PGRI Semarang has been used as media to give information and socialization on CRC for the listeners in Semarang municipality and some regencies near Semarang. And the **websites** are created to give information and to communicate all relating about IKIP PGRI Semarang and CRC as well. The latter is created especially for giving information and socialization on CRC. **A Book** of Hak-hak Anak (Child Rights) has already been launched and distributed to partner and model schools in Central Java, and **a Module** of CFTM has been being documented as guidance for teachers in implementing CFTM in teaching learning process at schools.

2. Purpose

The purpose of this project is to implement and contribute to the development of the already formulated Child-Friendly Teaching Model (CFTM) in CRC perspectives for secondary schools in Central Java. It mainly focuses on sensitizing of the CFTM to the authorities and the stakeholders and the implementation of this model and classroom and school management in SMP N Tempuran I Magelang, Central Java.

Model and Cluster Schools as an alternative way in implementing CRC Principles and CFTM

Model School and plasma (cluster) schools are developed by the previous change agents as selected schools in implementing CRC principles and CFTM. Model school is a selected school considered as a potential school in implementing CRC principles and CFTM, and cluster schools are schools, usually nearby the model

school, which are expected to be the next target in implementing CRC and CFTM. In implementing it, the cluster schools are under supervision of model school, local government, Teachers Group by subjects (MGMP), and change agents. Hopefully, under the local authority, the cluster schools can be model schools for other schools in a certain area. In such a way, the sustainability of the implementation of CRC principles and CFTM is persisted with. To support and promote this program, we can use some agencies, such PGRI in Regency and sub-district level, local government, Teachers Group by subjects (MGMP), and change agents.

Like the previous batches, the change agents of Batch 13 selected one model school and one cluster school to develop and disseminate CRC principles and CFTM. The model School of Batch 13 is SMP Negeri (State Secondary School) Tempuran I Magelang where the project was conducted and the cluster school is SMP Muhammadiyah (private secondary school) Tempuran Magelang.

Target groups and target areas

The following are the target groups and target areas:

1. Principals of Junior High Schools, the heads and secretaries of Teachers Group by subjects (MGMP) in Secondary Schools in Magelang Regency, and the principal, teachers and school committee of SMP N Tempuran I Magelang. It is the starting point to disseminate and implement CFTM for the cluster schools in this area.
2. As a stepping stone to support and develop the implementation of CRC and classroom and school managements, and for the sake of sustainability of the implementation of CFTM in Central Java,
 - a) It should be taken consideration to development and empowerment of the already existing Pusat Hak-Hak Anak (Center for Child Rights) of IKIP PGRI Semarang.
 - b) It will conduct sensitization of CFTM in CRC perspectives for the heads of teachers association (PGRI) in regencies level, as they have position and personal power to promote CRC and encourage the members of the association.

3. Activities

a) Sensitization

The sensitization of CRC principles, Classroom & School management, and CFTM was conducted for: 1) Principals of Junior High Schools in Magelang Regency; 2) The heads and secretaries of Teacher Group by subjects (MGMP) for Junior High School in Magelang Regency; and 3) Principal, Teachers and School Committee of SMP N Tempuran I Magelang on 20 December 2010. *To monitor* these activities,

we conduct observation by giving questionnaire to the participants after sensitizing and depth-interview. *The results* show that:

- a) Participants understand and consider that CRC principles and CFTM should be put into action in the classroom processes and school life.
- b) Some principals (75% out of 65 principals) of SMP have already given socialization on CRC principles and CFTM to the teachers in their schools. One of the Junior High School (SMP Muhammadiyah Tempuran, Magelang) has already started to work as cluster school that is going to implement CRC principles and CFTM under the supervision of change agents of Batch 13, Principal of SMP N Tempuran and the head of Education Office of Magelang Regency.

b) Workshop

Workshop was conducted for: 1) The Heads and Secretaries of Teacher Group by subjects (MGMP) for Junior High Schools in Magelang Regency, and 2) Teachers of SMP N Tempuran I Magelang. The heads and Secretaries of MGMP, and Teachers of SMP N Tempuran I Magelang were trained on how to implement CRC principles at school environment and to implement CFTM in teaching learning processes. They are also trained to develop the lesson plans. It was conducted on 20 and 21 December 2010. *Monitoring* was conducted by distributing questionnaires, observation, and depth-interviews. *Results* show that:

1. In monthly MGMP meetings, CRC principles and CFTM become one of the subjects in their discussions.
2. SMP N Tempuran I Magelang, as a model school is straightforwardly expected to implement CRC principles and CFTM at school and class environment. The following activities have been conducted where some outputs have been identified:
 - a. School principal conducted some meetings with teachers and school committee in accordance with CRC and CFTM implementation at school. The principal (Umi) is initiating to make policy on implementing CRC principles for all teachers and staffs in her schools.
 - b. In coordination with school committee, principal has made some improvements on sanitation, cleanliness, and canteen and motivates all the people (teachers, staffs, and students) to keep school environments clean.
 - c. Most of the teachers have already made improvement on their lesson plans in CRC and CFTM perspectives, but some still need more intensive guidance.
 - d. All teachers implement CRC principles and CFTM based on the lesson plans they made and they make self-reflection on learning and teaching process conducted (see attachment)
 - e. Teachers have initiated improvements in accordance with the 3 P's.

- 1) Provision such as: providing healthy and clean canteen, but still need more improvements, providing comfortable library, and providing some extracurricular activities for students.
- 2) Participation such as: choosing extracurricular activities based on the students' interest, arranging classrooms in different ways allowing student be able to participate in pairs or group discussion, teachers and students are involved in deciding some rules and consequences in teaching learning process and empowering the existing student council.
- 3) Protection such as: healthy and comfortable school and class environment, having friendly teachers, and no physical/corporal punishment

c. Development of the Already Available CFTM

To develop the already available CFTM, it was conducted depth-interviews, Focus Group Discussions (FGD) and Classroom Action Research. The followings are the results of each activity:

1. **In depth-interviews with some teachers.** It has been identified some difficulties faced by the teachers on implementing CFTM in the classroom, such as difficulties in activating students in participating in teaching learning process. The students still count on the teacher's explanation and information; difficulties in creating classroom environment and management freely as the teachers tend to give exercises from student worksheets as the effect of the national education policy on academic requirements to pass national examination. They think that CFTM is applicable in teaching learning process.
2. **Focus Group Discussions.** It has been recommended that CFTM can be implemented in teaching learning process, but it should be integrated with other teaching models, such as PAIKEM (Joyful, Effective, Creative, Innovative, and Active Learning) which is familiar among the teachers in Indonesia.
3. **Classroom Action Research.** This research was conducted on 1st June 2011 in English class, involved one English teacher (Aciek Aliyah, S.Pd.) and one observer (Umi Hidayati). The data was obtained from class observation, questionnaire for the students, and self-reflection of the teacher. It was conducted in two cycles. The objectives are to improve the presentation of the course and to meet the students' rights to provision, protection, and participation. Through two cycles of actions, course designed for preparing teacher of English has been revised.

The students evaluated the teacher's performance using the same items on the reflective form, such (1) Subject Planning and Implementation. (2) Planning and Using Learning Sources, (3) Class Management, (4) Evaluate and Record Students' Progress.

The result shows that, according to the students, the course has become more interesting and they admit that they have learned a lot from the course activities. The teaching learning process conducted is more comfortable. From teacher's perspective, the teacher feels more understanding about CRC principles and CFTM and how to integrate them in teaching learning process. Some difficulties she faces are: in setting indicators of child friendly teaching integrated in the course; accommodating differences of student's learning style because of the number of the students in the class (40 students in each class); using various learning sources as the limitation of references; giving the same chance to students with different ability to participate actively as the limitation of time in each meeting (90 minutes); motivating students' creativity; and motivating and facilitating students to interact among them, as most students has difficulties to express their ideas in English. But, she has a progress in building a warm, personal, interesting atmosphere and good relationship with students. Overall, she can run her English class well. Related to the teacher's teaching performance, there are some improvements in facilitating, motivating, and encouraging students, but students' involvement in material and media selection is still neglected. Regularly, the course design has been reconstructed based on the result of the actions.

d. Evaluating the Implementation of Crc Principles and Cftm in School and Class Room Management.

The purpose of this evaluation is to identify to what extent model school implement CRC Principles and CFTM in School Management and all the class rooms. The data was taken from questionnaires (attachment 2 point D and E) given to 100 students selected randomly from 560 students of SMPN 1 Tempuran, Magelang on 31st December 2011. It can be revealed that:

1. At School management level, students practice fair relations and nice conversation with their friends, teachers, staffs, principal and all people coming to the schools, without yelling to their class mates. They obey the rules given in the school. They have sense of belonging of their class and school environments (cleanliness, well arranged places, etc), Some students feel that they get much chance in participation and fulfill their interests, such as participating in making policy and decision in class and school level, having social environment responsibility, involving all activities without considering gender differences, consulting with Students' Council/teacher if there is a problem, and choosing an extra-curricular relating to their interests.
2. In teaching learning process in the class, the students think that they are more active in learning because of feeling comfortable and secure when they are joining teaching and learning process in the class. They feel they have warm and friendly teachers, they can participate much in teaching learning process, they do their tasks from teachers without feeling vulnerable, and are willing to do their work in group and involve actively in every discussion conducted in the class. However, some teachers (10% teachers) still have

difficulties to implement CFTM fully in their teaching learning process, as they think that punishment is still an effective way to make students disciplined and improve students' bad attitudes.

e. The School Management's Initiation

Umi Hidayati as Change Agent and the principal of SMP N Tempuran I (model school) initiates regularly meetings: two-months meeting for teachers and staffs and Monday's meeting (after school time) for teachers to evaluate, motivate and encourage them to implement CRC Principles and CFTM at school. In some cases, she invites school committee (parents' council) to discuss some problems relating to school facilities and school policies. She is highly motivated to practice school management in CRC perspectives by implementing 3 P's:

1. Provision: all teachers and staffs are motivated to put CRC principles and CFTM at all classroom and school activities; keeping the school environment clean and healthy is the responsibility of all school communities; some school policies are made, such as improving on students' toilet; making canteen more healthy and clean, repainting class room more colorful, providing teaching learning media (LCD), and facilitating teachers practice friendly learning;
2. Protection. Cooperating with local police station, she initiates to ask one police to regulate traffic in front of the school to assist students who are crossing the street to enter the school every morning and employ one of her staffs to do the same thing at school leaving, motivating and encouraging all teachers not to practice corporal punishment, such as asking students standing in front of the class, making them clean the toilet, etc.;
3. Participation. Place the students as members of school community to take responsibility in keeping cleanliness of the classroom and school environments, involving students to make written slogans in CRC perspectives, students' council election involving all students without interference of teachers and school management, accommodating students' proposal relating students' interests. There are two kinds of extra-curricular proposed by the students have already accommodated (Tae Kwon Do and Sewing Practices), besides 8 kinds of already available extra-curricular, facilitating the students' council, under the supervision of Vice-Principal of Students affairs, to conduct regular meetings.

She always coordinated and informed all school activities and policies to School committee which is very cooperative and fully supports CRC practice in the classroom and at schools.

f. CRC Principles and CFTM Practices in Smp Muhammadiyah Tempuran Magelang (Cluster School).

The result of monitoring conducted at SMP Muhammadiyah Tempuran Magelang (Cluster School) by observing the school and interviewing the principal (Mr. Pahrur) shows that the school environment and facilities are good and friendly enough. Those facilities are supported mostly by the Muhammadiyah communes and parents' council, which have regularly meetings in the schools. The students are mostly from disadvantaged families. The discipline and motivation of the students are the main problems at the school, in such condition teachers find the way to discipline and motivate students by violating child rights. Some teachers, especially traditional teachers still think that punishments, i.e. standing in front of the class, giving overload assignments, are effective ways to discipline students. The teaching learning process still focuses on teacher's role, without considering students' needs and is less friendly. Since some teachers are not involved directly in workshops of CRC principles and CFTM conducted in school model, their understanding of CRC principles and CFTM is low. For following up this problem, change agents (Batch 13) initiated to conduct workshop.

Workshop for Cluster School Teachers

Workshop was conducted for all teachers of SMP Muhammadiyah Tempuran Magelang on 31th January 2012. The teachers were trained on how to implement CRC principles at school environment and to implement CFTM in teaching learning processes. They are also trained to develop the lesson plans. This workshop involved teachers of SMP N Tempuran I Magelang, as experienced participants in implementing CRC principles and CFTM. They can share their experiences to the others, especially in group discussions conducted. The Principal of SMP Muhammadiyah is very cooperative and enthusiastic to practice CRC principles and CFTM at his school. He promises to motivate and encourage all teachers and staff to implement it.

4. Discussion and Reflections

The result of socialization for principals of some SMPs and the head of MGMP in Magelang regencies indicate that they understand and consider that CRC principles and CFTM should be put into action in the classroom processes and school life. From their understanding and considering, hopefully, they will participate in empowerment of new change agents in implementing, or at least, socializing CRC principles and CFTM at their schools. The teachers of SMP N Tempuran I as model school have implemented CRC through child friendly teaching models in teaching learning activities at school and the teachers' awareness and competence on the CRC through the learning materials and activities are also revealed. However, further development is still needed to continue to make this teaching model understood and implemented by every teacher in the school. The implementation of CRC principles and CFTM for Cluster School is not easy without active involvement of

model school and change agents. Sensitizing, monitoring and encouraging for cluster school are still necessary.

The development of CFTM has been discussed in focus group discussions (FGD) involving Indonesia change agents, lecturers, teachers, and principals for the improvement and the applicability of the model. The development of CFTM design will be accommodated from the pilot projects conducted in model and cluster schools, micro teaching for teacher candidates, and the student teachers teaching practice (PPL) at schools.

The conclusion is that CFTM should not be introduced as a totally new teaching models, but it should be integrated and accommodate the existing model such as PAIKEM, and the stressing should be on CRC with 3 Ps or 4 pillars of CRC.

The challenges of the implementation of CFTM at schools effectively in the future come from cultural, educational and social-economic back ground of the parents, since culturally, corporal punishment, systematic punishment, abuse, sexual/verbal harassment, etc still happen at home and society, mostly they don't understand much on child rights. Economically, they are powerless to overcome or struggle successfully against a difficulty or disadvantage. For the future plan in coordination with school committees, socialization should be conducted for parents.

Implementation of CFTM at schools needs support from different sectors, such as government at all levels, education institutions, NGOs, media, and private companies. The link or networking should be developed in terms of maximizing the results.

5. Way Forward

Working together with present and coming Indonesia change agents and colleagues who are interested and concerned on CRC implementation, for the sake of sustainability of implementing CRC, we have a dream to place Central Java in the forefront in implementing CRC principles and CFTM in schools in Indonesia as described in the 'grand design'. There are different strategies how to implement CRC, i.e. disseminating CRC through Center for Child Rights (CCR) of IKIP PGRI Semarang internally and externally, and continuous development of CFTM through model school and cluster schools. Three regencies (Semarang, Kendal, and Magelang) have already been developed model schools and cluster schools in implementing CRC principles and CFTM. Surakarta is the next regency, where Change Agents (Batch 15) are working at their projects which have the same track as the previous Indonesian change agents did. The following are the target areas which has already implemented CRC principles and CFTM in Central Java.



And reference for teachers for the long-term plan, Central Java as one of 33 provinces in Indonesia with 35 regencies (districts); 567 sub-districts, and about 7000 villages is a potential area in developing CRC since so far the province government and the people mostly give good and positive responses on the policies and programs given by the national government. To some extents, Central Java has been a model in developing education, especially for primary and high schools. On the other hand, Teachers Association (PGRI) of Central Java Province, has been considered as local government partner to make education policy, and has contributions on some national education policies as well. From this fact, in relating to the implementation of CRC, Central Java can be as a model in promoting and disseminating CRC principles and CFTM in Indonesia.

To support the implementation of CRC and CFTM throughout Central Java and Indonesia in the future, we should develop networking with the potential institutions and NGOs in Indonesia. The followings are some programs in terms of disseminating CRC principles and CFTM in the future.

1. To function maximally the CCR website as media to communicate and inform activities, programs, and concepts of CRC and CFTM.
2. To promote and distribute Child Rights book (in English and Bahasa Indonesia version) to all schools in Central Java through Education Authorities (government) and PGRI at all levels.

3. To revise CFTM book and develop it to be more interesting and applicable by adding some illustrations with pictures.
4. To control the sustainability of some units (PPL: Job Training Unit, KKN: community works for students, Community works for teachers, PPG, and PLPG) place CRC principles and CFTM as main content of their activities.
5. The Indonesian government should draft a policy that ensures education in Indonesia is based on human rights and child's rights standards so that education in Indonesia is in line with the Convention on the Rights of the Child and other human rights instruments. PGRI as teachers association should take part in contributing to and controlling the policy as well.
6. Systematic teacher training should be carried out on the implementation of educational methods based on children's rights. CFTM should be developed endlessly as guidance in implementing CRC principles in teaching learning process. At the same time, the school should seriously develop and implement the environment and policies aimed at the prevention of violence. IKIP PGRI as a teacher training institution has some potential units to contribute and influence on it.
7. The "Grand Design" as described in the frame of reference should be placed as the basis of the connections between different initiatives taken by change agents and by different actors in the implementation of CRC.

MODEL SCHOOL (SMP NEGERI TEMPURAN I) IN PICTURES

School Environment



Class Environment and Activities



Sewing Practices as Student's Extra-curricular



Class Environment



"Angklung" Performance of Model School Students



"Traditional Dance" Performance



CLUSTER SCHOOL (SMP MUHAMMADIYAH TEMPURAN) IN PICTURES

The Principal of SMP MuhammadiyahTempuran, Change Agents, and The Head of Education Department, Regency Education Office



Environment and Child Friendly Foot ball



Friendly Discussion (Students and Teachers)



Class Room Environment and Activities



Attachment 1

Reflexive Instrument for Teachers

Direction

Give scoring honestly, objective, and responsibly toward yourself. For each statement indicate (√) in the column based on these criteria: 1 = lower, 2 = low, 3 = fair, 4 = high, 5 = very high						
Subject Knowledge						
1.	Subject knowledge and its contribution to curriculum					
2.	Understanding about CRC principles and CFTM					
Subject Planning and Implementation						
3.	Set a clear indicator					
4.	Plan a teaching learning based on curriculum					
5.	Serve new knowledge					
6.	Communicate ideas clearly					
7.	Set teaching strategy accurately					
8.	Manage time of teaching experiences					
9.	Arrange question in a good language					
10.	Give instruction clearly					
11.	Accommodate difference of student's learning style					
Planning and Using Learning Sources						
12.	Arrange appropriate subject					
13.	Use learning media and chart					
14.	Use various learning sources					
15.	Use computer as teaching learning aids					
Class Management						
16.	Manage pair work					
17.	Manage group work					
18.	Motivate interest and enthusiasm					
19.	Give praise tenderly					
20.	Give the same chance to students with different ability to participate actively					
21.	Facilitate students to construct knowledge					
22.	Motivate students' creativity					
23.	Motivate and facilitate students to interact among them					
24.	Build a warm, personal, interesting circumstances and good relationship with students					
Evaluate and Record Students' Progress						
25.	Evaluate students' task					
26.	Evaluate students' progress					
27.	Identify difference learning style individually					
28.	Help students in learning					

(Adopted from change agents of batch 9 and used as a method in a doctoral thesis about CFTM written and finished by one of the change agents)

Attachment 2

Points of Monitoring Instrument

No	Description	SCORE			
		1	2	3	4
A.	Head of Teachers Association 1. understand classroom and school managements in CRC perspectives 2. inspire to socialize classroom and school managements in CRC perspectives to the members 3. consider that class room and school management in CRC perspectives should be implemented in School life 4. socialize to the government to support the implementation of class room and school management in CRC perspectives. 5. control the implementation of CFTM in Schools				
B	The heads and Secretaries of Teacher Group by Subject (MGMP) in Magelang Regency 1. understand classroom and school managements in CRC perspectives 2. inspire to socialize classroom and school managements in CRC perspectives to the members 3. consider that class room and school management in CRC perspectives should be implemented in School life 4. socialize to the government to support the implementation of class room and school management in CRC perspectives. 5. control the implementation of CFTM in Schools				
C	Principals of SMP in Magelang Regencies 1. motivate teachers to practice classroom management on the basis of CRC 2. control teachers' preparation for the classroom management 3. facilitate the teaching practice 4. practice fair relation and nice conversation at schools 5. control practicing teaching learning process 6. practice school management in transparency, accountability, and participation 7. accept specialneed students				
D	Teachers of SMP N Tempuran I In implementation of CFTM in Teaching learning Process 1. open the class with apperception 2. make an agreement with students in teaching learning process 3. teach students in joyful learning 4. teach students with proper mediating materials 5. lead students active				

	<ul style="list-style-type: none"> 6. motivate students in learning 7. strengthen students' learning 8. give remedial teaching for slow-learners 9. give enrichment for fast-learners 10. guide students who break the class/schools' rule 11. give opportunity to the students to be active properly without considering gender 12. give opportunity to the students to have an extra activity depends on their ability/need 13. can solve the social's problem of their students 14. practice fair relation and nice communication with their students 				
E	<p>Students</p> <ul style="list-style-type: none"> 1. active in learning 2. participate in teaching learning process 3. do their tasks from teachers 4. practice fair relation and nice conversation with their friends, teachers, staffs, principal and all people coming to the schools 5. are willing to do their work in group 6. obey the rule 7. involve actively in every discussing conducted in the class 8. have sense of belonging of their class and school environments (cleanliness, well arranged places, etc). 9. participate in making policy and decision in class and school level. 10. have social environment responsibility 11. involve all activities without considering gender differences 12. have a high motivation to be a moderate student 13. consult with Students' Council/teacher if there is a problem 14. choose an extra activity depends on their ability and their need 				
F	<p>School Committee</p> <ul style="list-style-type: none"> 1. actively support financial resources 2. actively participate in making school budget 3. actively communicate with headmasters and teachers in practicing CRC 4. make an agreement with headmasters and teachers in practicing CRC 5. control CRC practice at school 				