



LUND UNIVERSITY
Commissioned Education

FINAL REPORT

Programme : Child Rights, Classroom and School Management
Country Team : Indonesia
Team Members : Intan Indiati, Nur Hidayat, and Trimo
Batch : 11
Mentor : Bodil Rasmusson
Title of the Project : Child-Friendly Teaching Model

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PART I INTRODUCTION OF THE PROJECT

A. Brief Introduction

Every child has the right to get information and appropriate education to express his or her ideas and thoughts, and to participate in decision making dealing 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's rights in the developing community still encounters some constraints from the family, community, school to the state. Efforts should be taken to make their rights obtained naturally so that they can grow and develop optimally to be part of the civilized and democratic society.

The Indonesian government has ratified the CRC (Convention on Child Rights) in 1990. CRC is then manifested in the Indonesian Government Act on Child Rights No: 22 in 2003. The Act has been socialized to the Indonesian people for many years. In practice, the Act has not been implemented as what it should have been. Some difficulties in the implementation of CRC are due to social, cultural, political, and economic reasons. These aspects can affect the CRC implementation because children could become objects of any changes in practice.

In Indonesia, children are often neglected in their opinions, views, and willingness as they are considered to have no rights. Children generally depend on their parents or other senior fellows when conveying their rights which sometimes are contradictory to their actual wishes. Educational sector plays an important role in socializing CRC to the Indonesian people. Teachers and students sometimes are not aware of the child's rights. In fact, teachers can be **the agents** to socialize CRC during the learning activities. CRC should be implemented in the daily activities at schools. Teachers can hopefully integrate CRC principles in their learning materials and activities.

IKIP PGRI as Education Institute for professional education workforce realizes that these demands will have an impact on the teachers' preparation, in which IKIP PGRI should prepare its graduates to have all the competencies that enable them to carry out their job as professional teachers or educators. In order to develop and carry out the duties as an institution of higher education, IKIP PGRI Semarang formulates the vision, mission, and objectives set out in the Strategic Plan Document of IKIP PGRI Semarang 2005-2010.

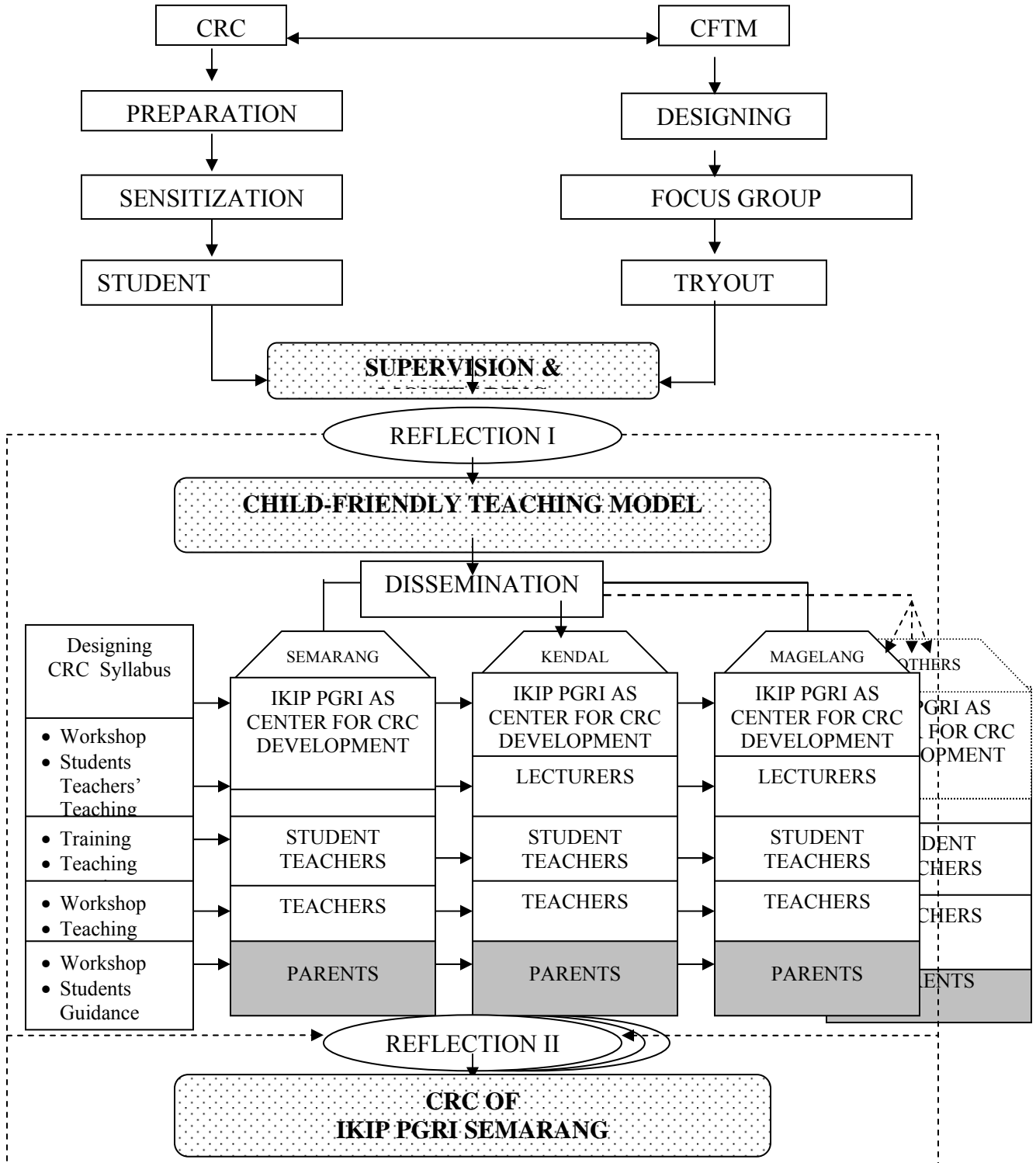
The vision of IKIP PGRI Semarang is to become an Education Institute for a professional education workforce with strong identity or character. Vision rests on two things, professionalism and identity or character. The vision is then elaborated as the mission of IKIP PGRI Semarang namely: to produce education workforce equipped with pedagogic, personality, professional, and social, cultural, and academic competence and develop education culture with strong identity or character (based on religious values, nationalism, dedication, and service). The mission is translated into the objectives of IKIP PGRI Semarang namely: to produce: teachers equipped with pedagogic, personality, professional, and social competence, innovative researcher in the field of education, professional librarians in educational institutions, professional laboratory assistant in educational institutions, innovative society members, and to become center of educational research, service, and certification agency for education workforce.

Considering this, activities at IKIP PGRI through its CRC Change Agents have conducted the following activities dealing with CRC implementation .:

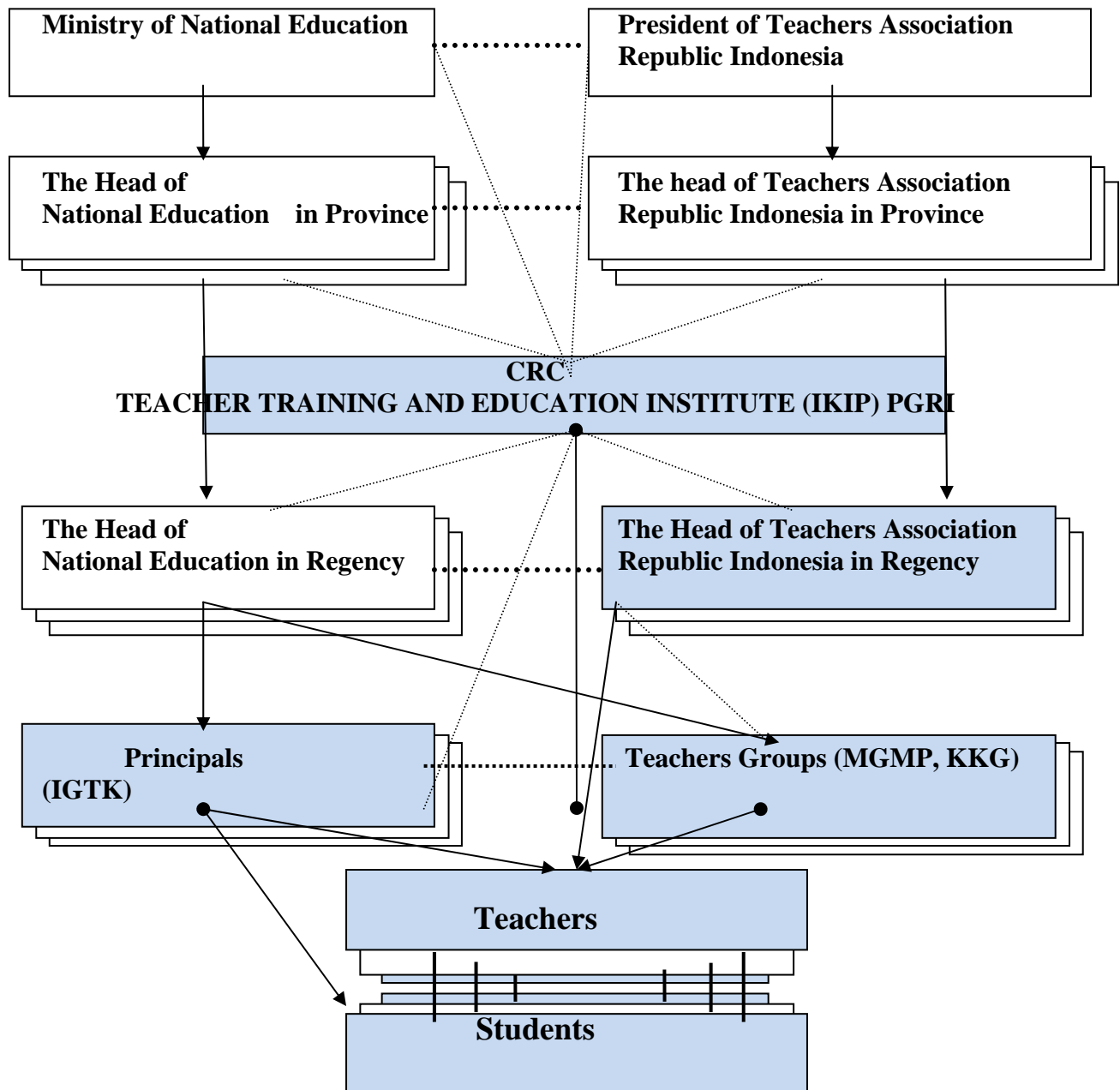
1. Sensitizing implementation of CRC to members of Indonesian Teacher Association (PGRI) particularly in Central Java, teachers and principals in Jakarta conducted by Sulistiyo, Unifah, and Takdir (batch 7)
2. Sensitizing implementation of CRC to member of Indonesian Teachers Association in municipality level in Kendal and at instiutional level at IKIP PGRI, conducted by Ngasbun E, R.Martin, and Inggrid (batch 8)
3. Sensitizing implementation of CRC to members of Indonesian Teacher Association particularly at the institutional level of IKIP PGRI Semarang, conducted by Listyaning S, Sri Suciati, and Wasimin (batch 9)
4. Establishing IKIP PGRI Semarang as Center for CRC Development in Central Java and disseminate the model (Child Friendly Feaching Model) into IKIP PGRI Semarang curriculum and shools in Semarang and Kendall with special focus on parents n Kendal, conducted by Intan Indiaty, Nur Hidayat, Trimo (batch 11)
5. Implementation of CRC through IKIP PGRI Semarang cooperation with PGRI of Central Java and Magelang District PGRI, conducted by Suwarno, Arso, and Endang, (batch 12)
6. Developing Child-Friendly Teaching Model In CRC Perspective For Secondary School And Child Rights Center (CRC) In Central Java (IKIP) PGRI Semarang In Cooperation with Indonesian Teacher Association of Central Java conducted by Muhdi, Seno Warsito, and and Umi Hidayati (batch 13)

This following diagram show the link of the project work on CRC of IKIP PGRI Semarang:

**CHILD RIGHTS CENTER (CRC) WORK PLAN
IKIP PGRI SEMARANG**



THE LINK OF THE PROJECT WORK ON CRC OF IKIP PGRI SEMARANG



B. Formulation of the Problem and Objective

1. Problem

Teaching quality improvement can be reached through learning process that is done by teachers. Headmasters also play an important role in the improvement of teaching quality. The learning process should be based on friendly child teaching that is confirmed with Child Rights Convention. In other words the learning process is the learners-centered teaching which starts from students' interest; the curriculum has to show students, environment, and community learning's need. It must apply teaching methods which are appropriate to the students' age and ability, learning styles. It has to encourage students to think and decide, ask and express their ideas.

Teachers help learners to find, develop, and try practicing their skills (the learners-centered teaching). Teaching activity is not only transferring knowledge but also training which guides learners to master skills and education that brings learners to recognize, understand, and comprehend the moral values.

In order to be able to do the task and responsibility, a teacher is demanded to have some skills. The skills are part of teacher professionalism competence. Generally, teacher is not born but is formed. It means, when they are doing teaching practice, they need to practice their teacher's competence. One of the practices that should be improved by student teacher is applying the child friendly teaching model (CRC perspective) and doing post-teaching reflections. So student-teachers must understand everything related to the ideas of child friendly teaching model and reflective activities.

The CFTM framework has been developed in Indonesia since it was considered as needs to conduct learning and teaching process that ensures the implementation of Child Rights in good quality. It is now definitely established as a framework that is made up of the following three Ps (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, social 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's is enhanced by action. Recognizing the nature of the CFTM concept is critical to creating child-friendly learning environments. It also proves to be a challenge on how best to determine where, when, and how limited resources should be applied and cumulatively in order to ensure the best results, which are truly making the school child-friendly and ensuring the rights of children to a basic education of good quality.

Recently, one of the teaching models employed in Indonesia is PAKEM (joyful, effective, creative, and active learning) introduced since 1984 through the 1984 Curriculum. It focuses on students' activity in the class by considering the basic needs of the child's involvement in learning and teaching process. However, not all education institution can implement this model in child rights perspective consistently. Only few schools apply PAKEM with a lack of CRC concept as teaching-learning model in Indonesia. The main reason is the understanding of this model is still low among school principles and teachers. It is also due to the fact that the budget from the government for such training is quite limited.

This project is mainly directed to continue the CFTM programs which have been developed by Listyaning, Sri Suciati, and Wasimin from batch 9. They have been designing Child Friendly Teaching Model (CFTM), the teaching model with particular focus, much more on CRC perspectives. This project are fully supported by Teacher Training and Education Institute (IKIP) PGRI Semarang under Lund University's supervision,.

For the sake of sustainability of the programs, currently, IKIP PGRI Semarang have involved CRC change agents from batch 11 to design subject matter syllabus which accommodates CRC and continuous CFTM Implementation at many schools in Semarang and Kendal. Besides, internally, IKIP PGRI is

developing CFTM through teachers training and teacher candidate training (when they are going to practice teaching at schools). Every year, IKIP PGRI trains about more than 2,000 teacher candidates. They can be potential human resources to spread out CRC programmes at schools and society through CFTM implementation.

2. OBJECTIVE

Therefore, the objective of this project is to establish IKIP PGRI Semarang as center for CRC development in Central Java and disseminate the model (Child Friendly Feaching Model) into IKIP PGRI Semarang curriculum and shools (in Semarang and Kendal).

C. Target of the Project

1. Target areas : Semarang and Kendal
2. Target Institutions : IKIP PGRI Semarang, Senior and Junior High Schools in Semarang, and Primary School in Kendal
3. Target Group : Lecturers & Student Teachers at IKIP PGRI Semarang, Teachers at Schools in Semarang and Kendal, Parents of Students at School in Kendal

D. Expected Result of the Project

1. The Institution accommodates the CRC in curriculum
2. Lectures are competent in guiding and evaluating the CFTM implementation done by student teachers
3. Student teachers are able to implement CFTM
4. Teachers at training schools are competent in guiding and evaluating the CFTM implementation carried out by student-teachers
5. Teachers at training schools are able to implement CFTM
6. Parents of students at training schools are aware and competent on CRC by doing children's learning guidance

E. Strategy Of The Project Implementation

1. Preparing workshop and training material of CFTM for student teachers, lecturers, teachers, and principals in Semarang and Kendal
2. Preparing sensitization material of CRC for parents in Kendal.
3. Designing CRC syllabus
4. Sensitization of CFTM for student teachers in a training
5. Sensitization of CRC for parents of the training schools in a workshop
6. Sensitization of CFTM for lecturers, headmasters, and teachers of the training schools in a workshop and training
7. Student-teachers' and teachers' CFTM implementation.
8. Mentoring and monitoring the implementation of the model

Part II THE IMPLEMENTATION OF THE PROJECT

A. At IKIP PGRI Semarang

1. **Target of the Project: The Institution**

- Activity: Discussion with the other change agents of IKIP PGRI Semarang
- Objective: to design subject matter syllabus which accommodates CRC
- Indicator: The Institution accommodates the CRC in curriculum
- Result : Syllabus

2. **Target Group of the Project: Lecturers**

- Activity : Sensitization for lecturers in a training
- Objectives:
 - To raise lectures' awareness on CRC
 - To build the lecturers' competence in guiding student-teachers to implement CFTM
 - To enable the lectures to evaluate the implementation of CFTM conducted by student- teachers
- Indicators:
 - Lectures are aware on CRC perspective
 - Lectures are competent in guiding student-teachers in implementing CFTM
 - Lectures are able to evaluate the implementation of CFTM done by student -teachers
- Numbers of participant : 70
- Time allocation : one day
- Workshop Material:
 - Teaching within CRC perspective
 - Teaching practice guidance technique to implement CFTM carried out by student- teachers
 - Evaluation technique to evaluate the implementation CFTM conducted by student-teachers
- Results:

Most lectures are interested in CRC shown by their CFTM implementation in the class. Hand-outs or guidelines on CFTM implementation are, therefore, needed.

3. **Target Group of the Project: Student Teachers**

- Activity :

Training on Implementing Child Friendly Teaching Model (CFTM)

- Objectives:
 - To raise the student teachers' awareness on CRC perspectives.
 - To enable the student teachers to design lesson plan within CFTM
 - To enable the student teachers to teach using the lesson plan
- Indicators:
 - Student-teachers are aware of CRC perspectives.
 - Student-teachers are able to design lesson plan within CFTM.
 - Student-teachers are able to teach using the lesson plan
- Number of participants: 500 persons.
- Time allocation :
 - Training on preparation for teaching practice at schools: 1 day
 - Teaching Practice in Microteaching laboratory at campus
 - Teaching practice at schools: 60 days
- Training Material :
 - Teaching within CRC perspective
 - Child-Friendly Teaching Model (CFTM)
 - How to design lesson plan within CFTM
 - How to do reflection by fulfilling the reflective instrument

Instrument to collect data:

Class observation sheet:

- Record the positive things of learning process and make some developments and improvements of the process
- Identify the child friendly teaching achievement

Student Teacher Retrospection Sheet:

- It is used as guidance for student-teachers to reflect themselves

Result:

Most student teachers are

- interested in CRC realized by their CFTM implementation.
- being creative to design lesson plan within CFTM
- able to teach using the lesson plan
- able to select the topic of their thesis about teaching within CRC perspective

4. Target Group of the Project: Teachers

- Activity : Sensitization on Teachers in a Workshop
- Objectives:
 - To raise teachers awareness on CRC
 - To build the teachers competence in guiding student teachers to implement CFTM
 - To enable the teachers to evaluate the implementation of CFTM done by student-teachers.

- Indicators:
 - Teachers are aware of CRC perspective
 - Teachers are competent in guiding student-teachers to implement CFTM
 - Teachers are able to evaluate the implementation of CFTM done by student-teachers
- Numbers of participant : 175
- Time allocation : one day
- **Workshop Material:**
 - Teaching within CRC perspective
 - Teaching practice guidance technique to implement CFTM carried out by student- teachers
 - Evaluation technique to evaluate the implementation CFTM conducted by student-teachers.
- **Results:**
Most teachers are interest in CRC realized by their CFTM implementation. Hand-outs or guidelines on CFTM implementation are, accordingly, needed.

B. Project Implementation in Kendal

1. Target Group of the Project: Teachers

- Activity : Sensitization for teachers in a workshop
- Objectives:
 - To raise teachers' awareness on CRC
 - To build the teachers' competence in the implementation of CFTM
- Indicators:
 - Teachers are aware on CRC perspective
 - Teachers are competent in the implementation of CFTM
- Numbers of participant : 48
- Time allocation : one day
- Workshop Material:
 - Teaching within CRC perspective
 - Child Friendly Teaching Model
- Results:
Most teachers show similar interest in CRC realized by their CFTM implementation as Semarang teachers do. Hands-out or guidelines on CFTM implementation are, therefore, needed.

2. Target Group of the Project: PARENTS

- Activity: Sensitization on parents in a workshop on guiding children's learning within CRC perspectives
- Objectives:
 - To raise parents' awareness of CRC perspectives.
 - To enable parents to create friendly-family environment within CRC perspective.
 - To build parents competence in guiding children's learning within CRC perspective.
- Indicators:
 - Parents are aware on CRC perspectives.
 - Parents are able to create friendly-family environment within CRC perspectives.
 - Parents are competent in guiding children's learning within CRC perspectives.
- Number of participants : 24 persons.
- Time allocation : one day

- Workshop Material: Stakeholders' cooperation in guiding students' learning within CRC perspective
- Result:

Most parents shows their enthusiasm and are interested in CRC perspective presented by team members

PART III EVALUATION & CONTINUITY OF THE PROJECT

A. The Evaluation of the Project

Evaluation was conducted by doing student teacher observation, and parents questionnaire completion. This observation is aimed at identifying the child friendly-based teaching achievement. Class observation sheet was used in this observation. Reflective instrument were also used namely, student teachers retrospection sheet. This instrument was used to guide student teachers to evaluate themselves about their teaching in CFTM.

Beside class observation sheet and student teachers retrospection sheet, questionnaire was also used. This instrument was used to collect data about parents' awareness on CRC and parents' CRC understanding by which friendly-family environment within CRC perspectives could be created at home. The observation and questionnaire completion result in the following brief conclusions:

1. Lectures are competent in guiding and evaluating the CFTM implementation done by student teachers
2. Student teachers are able to implement CFTM
3. Teachers at training schools are competent in guiding and evaluating the CFTM implementation conducted by student teachers
4. Teachers at training schools are able to implement CFTM
5. Parents at training schools are aware and competent on CRC manifested on their children's learning guidance.

B. Continuity of the Project

The continuation of this project is done in various strategies, programs and activities. The ultimate goal of this project is that CFTM are implemented at schools and CFTM implementation must be continuous and permanent program. Therefore, continues project involving other change agents are recommhaended namely: 1) Continuous CFTM Implementation at more schools and more areas 2) Establishment of IKIP PGRI Semarang as Center for CRC Development, 3. Guidelines on children's learning within CRC perspectives for parents.

PART IV

CONCLUSION

Conclusion could be drawn that most teachers, student teachers are interested in CRC which could be seen from their CFTM implementation. Besides, most parents shows their enthusiasm and are interested in CRC perspective sensitized by the team members. The key actor in CFTM implementation, in our opinion, are teachers because they have ample time with students at schools. Accordingly, teaching-learning activities should be interesting, active and joyful. Some efforts, therefore, should be done continuously namely, more sensitizations and CFTM trainings to increase their awareness and understanding.

APPENDIX

APPENDIX 1. Syllabus

Syllabus

Subject Matter	Strategi Pembelajaran Berperspektif CRC
Lecturer	Team
Semester/ SKS	
Instructional Objectives	<ol style="list-style-type: none"> 1. Student teachers are able to explain human rights and rights of the child 2. Student teachers are able to explain CRC perspective in teacher education: some fundamental principles 3. Student teachers are able to explain principles learner centered classroom activities 4. Student teachers are able to explain child rights 5. Student teachers are able to explain Leader and the group 6. Student teachers are able to explain participation and punishment 7. Student teachers are able to develop indicators 8. Student teachers are able to develop teaching material 9. Student teachers are able to develop learning activities 10. Student teachers are able to develop teaching media 11. Student teachers are able to design lesson plan within CRC perspective 12. Student teachers are able to teach using the lesson plan
Subject Matter Description	Human rights and rights of the child, CRC perspective in teacher education: some fundamental principles, Principles learner centered classroom activities, Child rights, Leader and the group, Participation and punishment, Develop indicators, Develop teaching material, Develop learning activities, Develop teaching media, Design lesson plan within CRC perspective, Teach using the lesson plan
Text Book	<p>Rafli Kosasi dan Raka Joni, 1985. <i>Keterampilan Menjelaskan</i>, Jakarta: Dirjen Dikti</p> <p>Soli Abimanyu, 1985. <i>Keterampilan Membuka dan Menutup Pelajaran</i>, Jakarta: Dirjen Dikti</p> <p>John I Bola, 1985. <i>Keterampilan Mengelola Kelas</i>, Jakarta: Dirjen Dikti</p> <p>Suwarna, 2006. <i>Pengajaran Mikro, Pendekatan Praktis Dalam Menyiapkan Pendidik Profesional</i>, Yogyakarta: Tiara Wacana</p> <p>Verhellen, E.2006.<i>Convention on the Rights of the Child</i>. Fourth Edition: Eugen Verhellen & Grant Publishers</p> <p>Unicef, <i>Child friendly schools</i> http://www.unicef.org/teachers/</p>
Teaching Aid	Computer, LCD, Powerpoint-in focus
Evaluation	Task, Presentation, Demonstration, Mid Test, Final Test, Portfolio

Student Task	Lesson Plan, Portfolio
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LEARNING ACTIVITIES

NO	CONTENT	ACTIVITIES
1	Human rights and rights of the child	Presentation and Discussion
2	CRC perspective in teacher education: some fundamental principles	Presentation and Discussion
3	Child Rights	Presentation and Discussion
4	Principles learner centered classroom activities	Presentation and Discussion
5	Leader and the group	Presentation and Discussion
6	Participation and punishment	Presentation and Discussion
7	MID TEST	Presentation and Discussion
8	Develop indicators	Presentation and Discussion
9	Develop teaching material	Presentation and Discussion
10	Develop learning activities	Presentation and Discussion
11	Develop teaching media	Presentation and Discussion
12	Lesson planning within CRC Perspective	Presentation and Discussion
13	Lesson planning within CRC Perspective	Presentation and Discussion
14	Teach using the lesson plan	Demonstration and Discussion
15	Teach using the lesson plan	Demonstration and Discussion
16	Teach using the lesson plan	Demonstration and Discussion
17	Teach using the lesson plan	Demonstration and Discussion
18	FINAL TEST	

Appendix 2

CLASS OBSERVATION SHEET

Observer's Name			
Date			

File the class experiences during the observation:

1. Record the positive things of learning process and make some developments and improvements of the process
2. Identify the child friendly teaching achievement

	Observer's Note
What are evidences planning that available for the observed lesson (note, if there are lesson plan, syllabus, curriculum map and instrument study that used by students teacher)	
What is the active learning strategy that used by student teacher (explain)	
Explain how the teacher can accommodate the learning style of the students!	
Explain every instrument or educational appliances that used for learning. (example: How do they use? Is the instrument relevant with the material? Is it used by all the students or only some of them? Is the instrument available or made by the student's teacher?	
Are the students active in teaching learning Process? Please explain!	
Does the teaching learning process reflect Child Right Convention (CRC)?	
Does the student's teacher use effective languages? (example: Is the student teacher use correct language, talk clearly, write correct and can read? etc) If there isn't, please explain!	
Do the student teacher use authentic scoring	

**Student Teacher Retrospection Sheet
(Reflective Instrument)**

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

		1	2	3	4	5
	Subject Knowledge					
1.	Subject knowledge and it's contribution to curriculum					
2.	Understanding about curriculum					
	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					

THE SHEET OF TEACHING LEARNING DEVELOPMENT PLAN
(Based on Reflective Model)

Skill that needs to be developed		Plan to do
a.	Presenting new material	
b.	Developing rapport with students	
c.	Managing the class	
d.	Generating interest and enthusiasm	
e.	Use learning sources and teaching learning media	
f.	Taking authentic scoring	
The most mastery skill (among the skills above)		

Appendix 3. Guidelines on CFTM Implementation

Teaching quality improvement can be reached through learning process that is done by teachers. The headmaster also plays an important role in the improving of teaching quality. The learning process should be based on friendly child teaching that is confirmed with Child Rights Convention. In other word, the learning process is the learners-centered teaching which starts from students' interest; the curriculum has to show student, environment, and community learning's need. It must apply a teaching method which appropriates with the student's age and ability, and how they learn. It has to encourage students to think and decide, ask and express their ideas.

Teachers help learners to find, develop, and try practicing their skills (the learners-centered teaching). Teaching activity is not only transferring of knowledge but also training which guides learners to skill mastery and educating that brings learners to recognize, understand, and comprehend the moral values.

In order to be able to do the task and responsibility, a teacher is demanded to have some skills. The skills are part of teacher professionalism competence. Generally, teacher is not born but is formed. It means, when they are having teaching practice, they need to practice having teacher competence. One of the practices that should be improved by student teacher is applying the child friendly teaching model (CRC perspective) and doing reflective. So student teacher must understand everything related to the thinking of child friendly teaching model and reflective.

A. Child Friendly Teaching Model (CRC Perspective)

Child friendly teaching is a Child Rights Convention perspective teaching. The teaching activity brings up learners that appropriates with the child rights convention. In other word, the learning process is the learners-centered teaching which starts from students' interest; the curriculum has to show student, environment, and community learning's need. It must apply a teaching method which appropriates with the student's age and ability, and how they learn. It has to encourage students to think and decide, ask and express their ideas. The teacher respects the learners. An effective communication and good relation are needed in learners-centered teaching. Only in such situation the learners will be able to explore and improve themselves, finally they can make themselves function in their own community.

Bellow is the difference between the Teacher Center Learning and Student Center Learning

	TRADITIONAL TEACHING (Teacher Center Learning)	→	NEW LEARNING (Student Center Learning)
1.	Transferring of knowledge from teacher to learner	→	Learner develops knowledge and skill actively
2.	Learner absorbs knowledge passively	→	Learner involves in managing of knowledge actively
3.	It is stressed on the mastery of material	→	It is focused on the mastery of material and the development of life-long learning
4.	Single media	→	Multimedia
5.	Teacher is an informant and evaluator	→	Teacher is motivator, facilitator, and evaluator
6.	The learning process and evaluation are done separated	→	The learning process and evaluation are done continually and integrated
7.	Stressing on the right answer	→	Stressing on knowledge development process. While mistake can be used as learning source
8.	Mono-discipline development of knowledge	→	Inter-discipline development of knowledge
9.	Learning climate: individual and competitive	→	Learning climate: collaborative, supportive, and cooperative
10.	Learning process is only done by learner	→	Both teacher and learner develop the knowledge and skill
11.	Lecturing is the largest part of Learning process	→	Learner do the learning with the various SCL teaching model
12.	Stressing on complete teaching material	→	Stressing on learner competence
13.	Stressing on how teacher teaches	→	Stressing on learning by doing
14.	Tend to stress on the mastery of learner's hard-skill	→	Stressing on the mastery of hard and soft skill

1. Syntax of the Child Friendly Teaching Model (CFTM)

The child friendly teaching can be said as a procedure that is activating learner on every activity chronologically. To have teaching process effectively, we serve the syntax:

Opening Activities of Teaching

At the opening of teaching activity teacher has to build the learner's interest and curiosity, and stimulate learner to think. If they have been reached, it means that the learner is ready to be involved in teaching actively. To start the teaching activity, teacher can take the procedure bellow:

- a) Set the extend time to spend on beginning activity of teaching
- b) Give the warm greeting
- c) Communicate the competence, source, media, and material
- d) Motivate the learner

- e) Attract the learner's attention by asking some questions. Teacher can take this steps:
 - i. Supply the questions' list related to the material
 - ii. Give the learner a certain time to answer the questions
 - iii. Ask the learner to search the answer from his/her friend
 - iv. Support the learner to help each other
 - v. Use the question and answer technique to discuss the answer that they have got
 - vi. Give guided questions to stimulate the learner to think the answer which can be answered by no one
 - vii. Use the information that have been got from the previous activity as a media to introduce important topics of the main activity

Main Activities of Teaching

On the main activity of teaching, teacher organizes the learner to learn actively by taking these strategies:

1. Stimulate the learner to work in group

The alternate steps are:

- a. Give the learner opportunity to learn the material autonomously
- b. Ask the learner to write something that he/she hasn't understood in question form
- c. Ask the learner to arrange the group
- d. Give the group opportunity to discuss questions of each member
- e. Give task to solve the problem to each group, by giving clear instruction. For example: Write the pattern, Draw schema or diagram
- f. Involve the member of group plays role, i.e. facilitator, speaker, and timer
- g. Give the group chance to solve the problem and present them in front of the class
- viii. Give quiz to the learner to test his/her understanding toward the material

2. Stimulate the learner to learn in tournament

The alternate steps are:

- a. Arrange group of 3 to 8. Make sure that every team has the same number of member. Ask them to identify their group by special name
- b. Give material to the team to be learned together
- c. Arrange some questions which can be used to test the understanding of the material. Use the simple form so that it is easier to evaluate
- d. Ask the learner of each team to answer the question individual
- e. Ask the member of team to check the friend's answer
- f. Hold a class discussion to determine the correct answer of the question
- g. Ask the learner to count his/her correct answer then ask him/her to give score
- h. Ask them to unite their score in their own team to get the teams' score
- i. Announce the teams' score, give reward to the team that get the highest score

The tournament can be held in various around. The time can be set, however make sure that the learner has learning session in every around. With the learner's agreement, teacher may be give penalty to the one who gives the wrong answer by decreasing the score and give o score to the one who doesn't answer the question.

Closing Activities of Teaching

The teacher can use the closing activity to: Inform the next material, Evaluate to improve learning process, Give a complimentary close

Giving the learner chance to summarize and present it in front of other learner is a good way to teach the learner in making summary. We can use these strategies:

1. Explain that it is not suitable with the learners-centered teaching if the teacher make a summary of the material
2. Arrange the group of 2 to 4
3. Give the group chance to summarize the subject of the day
4. Motivate each group to make short explanation, then share them to the other group
5. Use guidance question, i.e. What is the title of the recent material? Write the definition or pattern that you have learnt chronologically!

3. Reaction Principle

- a. Give the same chance to all learners to speak up, and don't interrupt them
- b. Give the learner time to comment and understand other learner's opinion
- c. Give the learner chance to express his/her suggestion or criticism to improve the learning process
- d. Share your time to talk with the learner out of class
- e. Motivate learner's creativity
- f. Give aids to the learner in discussing evaluating his/her thinking strategy
- g. Motivate the learners to interact among them
- h. Develop the warm, personal, and interesting circumstances. Keep a good relationship with the learners

4. Social System

The social system of the model is democratizing. Teacher makes plan of activities, mechanism guidance, and learning interaction. Teacher helps the learner to make a concept arrangement of mental process. Minimize teacher's guidance so that the circumstance of the class is not too structurally. The learner and teacher have different role, but they learn together to improve knowledge and skill. The class climate is signed by interaction process with agreement and cooperation. It must support the learning process of the learner.

5. Supporting System

The Implementation of the teaching model is supported by many factors. They are:

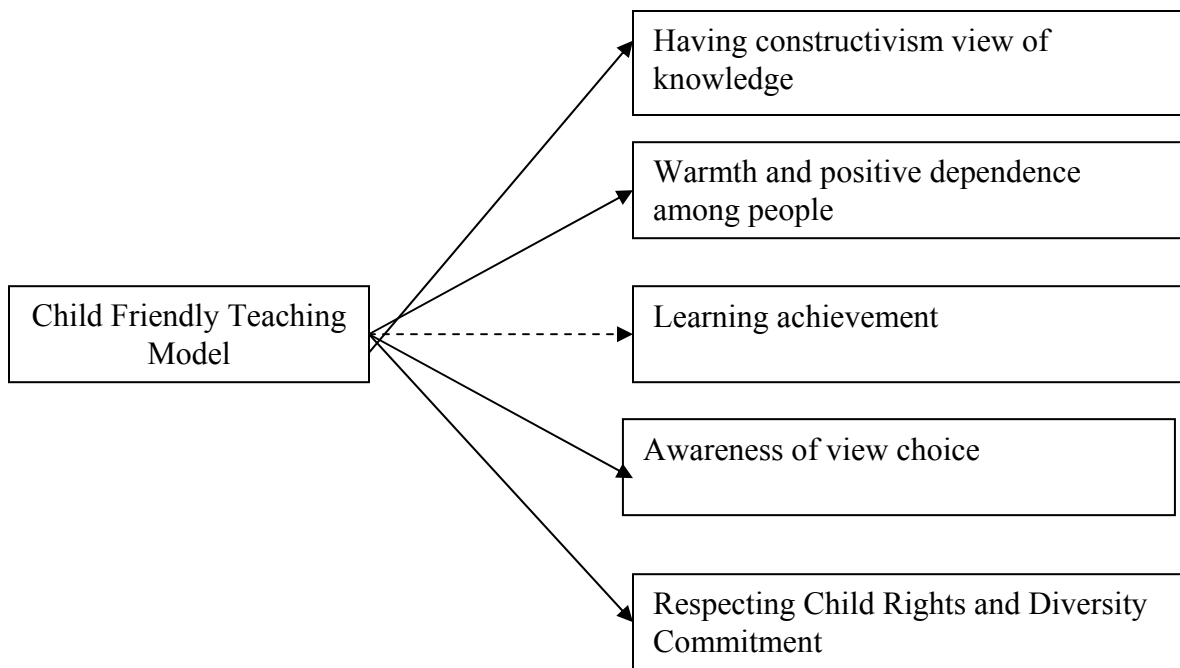
- a. Teacher's capability in holding and managing a learning which is suitable with the characteristic of teaching model. Teacher must have warm personality and skill to manage relation of inter-personal and group discussion. The model also demands teacher to create conducive, cohesive, dynamic, interactive, participative, and respective circumstances.
- b. Learner's characteristic, potencies, interest, ability, and his/her perception about the learning

- c. The availability of infra-structure, source, media, and learning aids. Teacher's creativity to use and make them function
- d. The class' size, condition, and circumstances. The size is related with how large the class is and how is it used; condition of the class is related with the arrangement of infra-structure so that the learning process is done conducive. While circumstance of the class relates with the climate of learning and cooperative activities in learning

6. Instructional and Nurturant Effect

The model has instructional and nurturant effect

- ▶ : Instructional Effect
- - - - -▶ : Nurturant Effect



B. Reflective

Reflective is a process of reminding of experiences and activities which have been done. It analyzes and evaluates the strength and weakness to development and improvement.

Writing a Reflection (rationale)

1. Teacher can make a future teaching development
2. Teacher will find gaps
3. Teacher will be more sensitive and concern to his/her world and other's world
4. Teacher will be
5. Teacher can solve the problem better

Pre-requirement for making Reflection

1. Fairness: check the problem from many aspects, consider them before deciding
2. Responsibility of success and failure
3. Willingness: full commitment to teaching, learning to all students

The Significant of Reflection

1. Self-Evaluation
2. Analytically, critically, creatively thinking I
3. Analyzing teaching learning activities at school
4. Finding out some alternatives to decide
5. Finding out problem solving
6. Shifting behavior

Characteristic of reflective teachers

1. Always learning and understanding new result from past experience
2. Thinking of purpose content and behavior in teaching learning contact
3. Looking issues, situation, or problem through various kinds of prospective to solve the problem systematically
4. Recovering weakness and treatment when designing and conducting teaching learning process
5. Combining learning result and experience with daily activities/life
6. Always learning everything to give meaning in personal contexts professional, society, and country

Items to make reflection

1. What have I done?
2. What is the effect of what I have done?
3. Why it happened?
4. How do I feel?
5. What have I studied?
6. What do I have to do then?

Appendix 4. LESSON PLAN

LESSON PLAN

Subject Matter :
Indicator :
Class/Semester :
Time Allocation : x menit

COMPONENT	RASIONAL
A. INSTRUCTIONAL OBJECTIVES	
B. TEACHING MATERIAL	
C. MODEL AND METHOD OF TEACHING	
E. SYNTAX 1. Opening Activities of Teaching 2. Main Activities of Teaching 3. Closing Activities of Teaching	
F. LEARNING RESOURCES	
G. TEACHING MEDIA	
H. EVALUTION INSTRUMENT	

Appendix 5. Reflective Instrument

Student Teacher Retrospection Sheet

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

		1	2	3	4	5
	Subject Knowledge					
1.	Subject knowledge and it's contribution to curriculum					
2.	Understanding about curriculum					
	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					

