

INDONESIA

Implementation of CRC and Classroom Management through, Model School in Magelang District

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1 Frame of reference

Children's rights

Children's rights are a part of Human Rights since "child" as found in article 1 of the Convention on the Rights of the Child (CRC) is every human being below the age of 18, and Human Rights are the rights that one has simply because one is human. As stated in CRC, children are entitled to have right to participate (article 12), freedom of expression (article 13), right to freedom of thought, conscience and religion (article 14), right to freedom of association and peaceful assembly (article 15), right to protection from all forms of violence (article 19) (which was ratified by Indonesian Government on August 25th, 1990 with Presidential Decree number 36/1990 and the Law Number 23/2002 on the Child Protection on October 22nd, 2002), right to leisure, play and culture (article 31), and right to education (article 28, 29). These rights are important to apply in education.

Particularly, right to education as stated in article 28 of the Convention on the Rights of the Child emphasizes on the basis of equal opportunity. It reflects the fact that huge numbers of children suffer from discrimination in access to education, mainly girls, children with disabilities, minorities and children from rural communities. Since education is expensive, article 28 states the core minimum: free, compulsory primary education for all, and different forms of secondary education and vocational guidance "available and accessible" to all. Higher education must be accessible "on the basis of capacity". The article also addresses the form of education, to the

extent that States must take measures to reduce school drop-out rates and to ensure that school discipline respects the child's rights.

To uphold right to education, it should be considered as what it is called 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. by virtue of CRC, and Government Act.
- 3 Participation is children's right to act: to actively participate in the classroom and at school like, interrupting, asking questions, answering, sharing information, etc.

Children's rights in Indonesia

In Indonesia education is not expensive but some favorite schools are dear. The Indonesian government currently holds free and compulsory primary education for all children. The government policy on education is quite good but there is limitation—the huge number of population—that leads the higher education not free, but still accessible. To uphold discipline like punctuality, good behavior, and dress code, some schools neglect the child's rights; school community (particularly, principals and teachers) considers that punishment is still properly done. It is also believed that punishment is able to improve learners' achievement since learners are afraid of getting punishment from teachers when they do not accomplish their tasks or homework.

Indonesian teachers in general have not given freedom of expression and freedom of conscience to their learners yet. In effect, most Indonesian learners are still in doubt, frightful, and shy. This condition makes learners inactive with less creativity.

Concerning Provision—children's rights to food, health and education—Indonesian government has developed programs such as providing some additional foods (*PMTAS/Program Makanan Tambahan Anak Sekolah*) and milk (*Gerimis/Gerakan Minum Susu*) at schools. The government also provides some natural science mediating materials and other school facilities like school net in all state SMA/SMP (Senior High Schools/Junior High Schools) throughout Indonesia through JARDIKNAS NETWORK. The government also provides it in most of Elementary schools in urban areas. Some schools, however, still lack of facilities such as library, laboratory, mediating materials, environment as learning resources.

Protection is a serious issue in Indonesia. Governments' policy on National Examination causes learners' mental depression since it is quite hard for them to pass the exam. Mistreatment and punishment are still on-going at schools. For example,

schools' punishment—by giving points for learners who break the school rule—in most favorite schools of Indonesia leads some learners dropped from their schools. There are many learning models developed in Indonesia after traditional ones. But these changes have not, so far, successfully changed school community's attitude and behavior. Among of them are CBSA (Way of Student's Active Learning) from 1984, PAKEM (Active, Creative, Effective, and Joyful Learning) from 1994—then developed into PAIKEM (Active, Innovative, Creative, Effective, and Joyful Learning) from 2004. PAIKEM as learning model emphasizes more on way of student's self-learning. This way leads joyful learning, and becomes main principle in this model since it enables learners to arouse their motivation. This contextual model learning involves at least four main principles. The first is *interactional* process in which learners actively interact with teachers, friends, multi-media, reference, and environment. The second is communication process where learners communicate their learning experience with their teachers and friends through stories, dialogues, or role-play. The third is reflection process by which learners can recall what they have learnt and what they did. The fourth is exploration process where learners directly make observations, experiments, and interviews. Although it is an interesting model, however, there is one thing left that they lack of awareness of child rights. PAIKEM emphasizes on students' activities; without realizing that it is very exploitative. Learners are still burdened with many duties. This model will be more meaningful if teachers give learners their rights. One possibility is to combine PAIKEM with the *Child Friendly Teaching Model* (CFTM), a model developed at IKIP PGRI, on the basis of CRC, in order to accommodate child rights.

CFTM is a means of conveying the concept of child rights into classroom practice and school management. It has been developed by Indonesian change agents (from Batch 9, and revised by the following batches). It is now definitely established as a framework to be used in practice. It takes its point of departure in the three P's (Provision, Protection, and Participation).

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

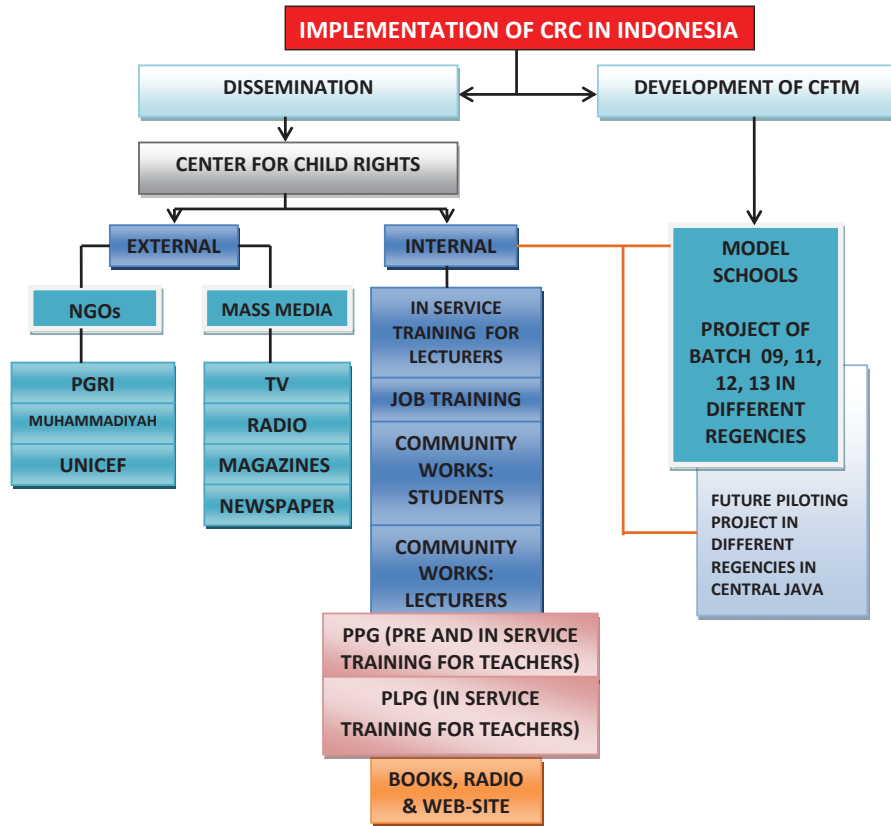
Implementation of CRC in and through teacher training

Teacher Training and Education Institute of the Republic of Indonesian Teachers Association of Semarang (IKIP PGRI Semarang) now plays an important role in the dissemination of CRC and further development of the CFTM model. The institute was established on 23 July 1981, under the foundation of Indonesia Teachers Association (PGRI) of Central Java, and it is now the biggest Teacher Training Institution in Central Java. It has four faculties of undergraduate (S1) programs: Pedagogy Faculty (with 3 concentrate programs on Counseling Pedagogy, Primary School Teacher Education, Early-child Teacher Education), Math & Natural Science Facul-

ty (with 3 concentrate programs on Mathematics, Biology, and Physics), Social Science Faculty (with one concentrate program on Civics Education), and Language and Arts Education Faculty (with 3 concentrate programs on English Education, Indonesian Education, and Javanese Education) , and 1 (one) 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 2500 to 3000 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 and others to conduct research and to continue 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 and together with potential NGO:s, 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 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 which influences and contributes 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" (IKIP PGRI 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 Units consisting of 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 media such as Radio (EduTop), Website (www.ikipgrismg.ac.id and www.crc.ikipgrismg.ac.id), and internal magazines and newspapers.

The Radio established in IKIP PGRI Semarang as education radio (EduTop FM) has been used as media to give information and socialization on CRC for the listeners in Semarang municipality and some regencies near Semarang.

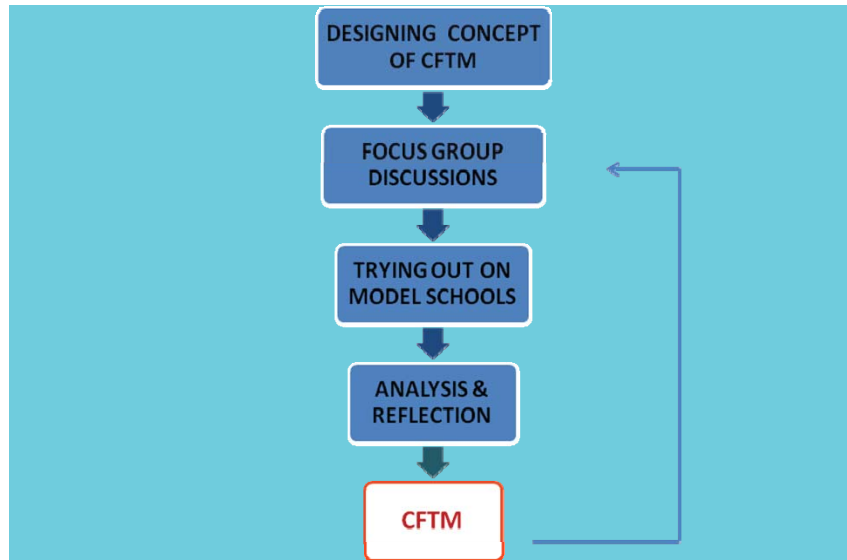
A Book of Hak-hak Anak (Child Rights) has been launched and distributed to partner and model schools in Central Java, and **a Module** of CFTM has been being documented as guidance for teachers in CFTM implementation in teaching learning process at schools.

Development through Model Schools

A Model School is a selected school used as a model in implementing CRC principles and CFTM. The model School of Batch 12 is SDN Secang 1 where the project was conducted to develop and disseminate CFTM. We choose it due to the fact that the school is potential; it is the best and favorite school in Secang which has 4 plasma schools (SDN Secang 2, SDN Secang 3, SDN Kricing, SDN Ngabean). Plasma Schools are the schools under the development of the model school; they are nearby the school model as the next target in implementing CRC principles and CFTM. To support their programs they hold KKG (Kelompok Kerja Guru/Teachers Group for Work) in Model School. The program runs once a week of which activities cover

discussion, training, workshop, and peer teaching. Teachers of Model Schools become trainers for teachers of the plasma schools.

The process of designing CFTM concept is described as the following.



Firstly, CFTM concept is brought into Focus Group Discussion (FGD) with internal change agents of IKIP PGRI Semarang. Then, the results are tried out on model schools. The activities during try-out in the model schools are analyzed and reflected into the model. This model is revised in step by new Focus Group Discussion (FGD) with stakeholders.

2 The Purposes of the Project

- 1) To implement CRC and the Child-Friendly-Teaching Model (CFTM) in an elementary school, SDN Secang 1, Magelang District
- 2) To stimulate and support dissemination of CFTM to other schools (plasma schools) in the District.
- 3) To contribute to the development of CFTM in a long-term perspective.

Activities

a. Coordination

The activity firstly done is coordination with:

- 1) Rector of IKIP PGRI Semarang (6 June, 22 July, 16 Oct, 10 Nov 2010)
Rector of IKIP PGRI Semarang Muhdi(also a change agent) fully supports our activities on the implementation of CRC either in or out of IKIP PGRI Semarang. He suggested that (a) our activities should be directed primarily to elementary schools, (b) the concept of CRC should be implemented through Students Community Work (KKN), and (c) a book publication on CRC should be prepared for students of IKIP PGRI Semarang.
- 2) Chairman of PGRI of Central Java (9 June, 10 Nov 2010)
The chairman of PGRI of Central Java, Broto Sejati, who leads the organization of teachers (PGRI) throughout Central Java Province fully supports our activities, particularly concerning our project on the implementation of CRC in Central Java, Semarang and Magelang. He also suggested that we should do social works on CRC for teachers of Central Java.
- 3) Head of Education Officer of Magelang District (15 June, 31 July, 20 Oct 2010)
The Head of Education Officer of Magelang District, Drs. Ngaderi Budiyo, supported our activities on the implementation of CRC in Magelang, particularly in Secang. He suggested that we should invite all headmasters of elementary schools throughout Secang district, and one teacher of each school. He offered us to have MoU of IKIP PGRI Semarang and Education Officer of Magelang District.

- 4) Headmaster of SDN Secang 1 (Model School)
The model school is headed by Drs. Wakinun. He shared information that the school has 12 teachers, 6 classes with 251 students. The status of the model school is SSN (Sekolah Standard Nasional/National Standard School). It is accredited with qualification A. Since the students often get the best achievement, the school is predicated with the best school in Magelang District. To carry out the school programs, it gets financial supports from (1) Bloc Grant from government around 20.000 US dollars and from parents (School Committee) about 1.5 US dollars of each for grade 1 & 2 and 1.8 US dollars of each for grade 3.
- 5) There are four teachers of the model school as trainers for 14 teachers of 4 Plasma Schools (SDN Secang 2, SDN Secang 3, SDN Kricing, SDN Ngabean). The subjects cover Math, Natural Science, Social Science, and Indonesian. The activities are conducted through KKG (Teachers Group for Work)
- 6) The headmaster supported our activities, and gave us time to carry out our project.

b. Socialization

The second activity is socialization conducted by the team. It was held on 7 July 2010 in SDN Secang. There were 70 participants consisting of all principals of Elementary Schools throughout Secang district and one teacher of each. The materials cover *Penghapusan Kekerasan Terhadap Anak dari Segi Sosial dan Hukum* (The abolition of violence to children from social and law sides, presented by Endang LA), *Pengajaran Ramah Anak Berbasis 3 P* (Child Friendly Teaching Based on 3Ps, by Arso Setyaji), and *Sintakmatik Model* (Syntax of the Child Friendly Teaching Model, presented by Suwarno).

c. Training

The third activity is training and workshop on CRC based teaching. It was held in SDN Secang 1 on Saturday, July 31st, 2010 and Saturday, August 7th, 2010. The participants consisted of Headmaster and all teachers of SDN Secang 1, two teachers of SDN Secang 2, two teachers of SDN Secang 3, two teachers of SDN Kricing, and two teachers of SDN Ngabean.

In conducting this training, we worked together with other previous Indonesian team, Intan Indiati and Trimo, to be presenters. The materials cover *Teknik Pembimbingan Matematika bagi Peserta Didik Berperspektif KHA* (Technique of Teaching Mathematics for Learners Through CRC Perspectives, by Intan Indiati), *Pembelajaran IPS-PKn Berperspektif CRC* (Teaching-Learning Social Science Through CRC Perspectives, by Trimo), and *Fenomena Guru SD* (Elementary Teachers' Phenomena, by Trimo).

Since the schools inquired to know the lesson plan of Child Friendly Teaching Model, on June 16th, 2011 we held another training giving workshop on lesson plan. The example of the lesson plan is enclosed.

d. Monitoring

We conducted monitoring three times.

The first was on October 16, 2010. It was on:

1. Management of the model school (Interviewing headmaster of SDN Secang
2. Observation of testing in class.
3. Meeting with Students Council (OSIS)

The second monitoring was on Saturday October 30th, 2010. The activities cover:

1. Observing teaching learning process in all classes of SDN Secang 1
2. Interviewing with vice headmaster of SDN Secang 2
3. Observing teaching learning process in SDN Secang 2
4. Meeting with School Committee of SDN Secang 1

The third monitoring was on Saturday June 15th, 2011. The activities cover:

1. Observing teaching learning process in SDN Secang 1 and plasma schools (SDN Secang 2, SDN Secang 3, SDN Krincing, SDN Ngabean.
2. Interviewing with headmaster of SDN Secang 1
3. Interviewing with headmaster of SDN Secang 2
4. Interviewing with headmaster of SDN Secang 3
5. Interviewing with headmaster of SDN Krincing
6. Interviewing with headmaster of SDN Ngabean

e. Evaluating

We conducted evaluation twice.

The first was conducted in Model Schools of Secang, Magelang on February 1st, 2011. The evaluation was addressed to

1. Headmaster
2. Teachers

The second was conducted in Plasma Schools of Secang, Magelang on May 30th, 2011. The evaluation was addressed to:

1. Headmasters
2. Teachers

It was through in-depth-interviewing on: classroom management, relationship among schools community, teachers' preparation, facilities of the teaching practice, teaching learning process, school management, rules, students' participation, motivation, remedial teaching, guidance, and punishment.

f. Following Up

It is true that not all teachers accept the idea of Child Friendly Teaching Model (CFTM) because they think it is a new teaching model that is totally different from the existing one, PAIKEM (Active, Innovative, Creative, Effective, and Joyful Learning). It is important to know that changes of teaching models in Indonesia frequently happen. It is the reason for them not to easily accept the new ones. As the follow up, therefore, we introduced the idea of Child Friendly Teaching Model (CFTM) along with PAIKEM.

As a result of it, the teachers who have participated in training considered that CFTM could make other teaching models perfect because of children's rights (particularly with three P:s).

Some teachers of plasma schools who did not join the training on CRC principles and CFTM are reluctant to abolish punishment. We found that it is important to conduct further socialization on CRC principles and CFTM at the plasma schools.

4 Results

a. Practicing CRC principles in school management

The headmaster of SDN Secang 1 (model school) properly practices CRC principles in his school management. He highly motivates teachers to practice classroom management on the basis of CRC, looks at teachers' preparation for the classroom management on the basis of CRC, facilitates the child friendly teaching practice, makes fair relation and nice conversation at schools, looks at child friendly teaching process, and practices CRC principles on school management in transparency, accountability, and participation.

He is very democratic. He brings his leadership into open-minded atmosphere. Communication is highly put up; he always communicates the school problems to teachers and parents' council. And, through communication he can convince that CRC principles are properly applied in classroom and school management. He also gives learners opportunity to talk in school. For that reason, the headmaster has initiated students' council. After joining training, he thinks that the existence of students' council is significant. At September 18th, 2011 the headmaster appointed students' council of SDN Secang 1. The organization of the students' council consists of 1 (one) chairperson, 2 (two) vice-chairpersons, 2 (two) secretaries, and 6 (six) members. They are students from grade IV, V, VI—3 boys and 8 girls.

From monitoring, we found that the students' council began to play its role. The members discussed some issues concerning facilities of school (SDN Secang 1), cleanliness of the school, Canteen (Kantin Kejujuran), their teachers in teaching, their parents, their studies, and punishment. Then, they bring the result to school (headmaster). The headmaster always positively responds their proposal and wisely suggests the problem solving.

All school communities (teachers, staff, and students) support the headmaster's policy, giving students freedom to speak, and opportunity to express their ideas through students' council. Students' council of SDN Secang 1 is the first students' council at Elementary level in Indonesia since such organization only exists at high schools.

Honestly, the headmaster of SDN Secang 1 admits that our activities (socialization and training on CFTM and CRC principles) leads his leadership runs into more democratic way. He gives more spaces of participation to teachers and learners. He promises to improve provision and hold protection—no more punishment at the school.

However, such effort is not yet clearly seen in Plasma schools. They do not have students' council yet. In the coming academic years, we expect that all plasma schools have students' councils as space for learners to express their ideas and conscience.

b. Practicing CRC principles and classroom management

Teachers (from model school and plasma schools) who joined training on Child Friendly Teaching have good understanding on 3 Ps (provision, participation, and protection). Now, they practice them in classroom management when they are teaching. It is well conducted; teachers give much attention. They are honest and straightforward, and they love the learners, and also involve the learners to actively participate in teaching-learning process.

They teach using particular lesson plan of Child Friendly Teaching Model (CFTM). They teach in the following procedure:

- 1) always open the class with motivating apperception,
- 2) make rules with learners about teaching learning process,
- 3) always teach learners in joyful learning (no punishment),
- 4) properly use mediating materials,
- 5) constantly lead learners in active participation,
- 6) highly motivate learners in learning,
- 7) strengthen students' learning with such expressions: right, correct, good, well, excellent, perfect, exactly, definitely, etc.
- 8) give remedial teaching for slow-learners,
- 9) give enrichment for fast-learners,
- 10) give reflection in the end of class
- 11) guide learners who break the class/schools' rule without punishment.

However, some of those (from plasma schools) who did not join the training still have some rejection particularly for participation, and protection. They give little space of students' participation and agree with punishment.

It is true that some teachers feel inconvenient to have some questions, interruptions from students when teaching-learning process is going on. To build disciplines among students they still bring punishments into classroom.

For this, we expect that the teachers of plasma schools who joined Child Friendly Teaching Training are able to influence others at their own schools.

c. Practicing their basic rights in the classroom and at school

The learners of plasma schools are still afraid to practice their basic rights. Some learners prefer keeping silent and listening to the teacher than to participate in the lesson. It is due to the fact that (1) teachers give less provision (like, compliment, reward, prize, etc), (2) teachers do not give wide space to learners to express their ideas, and (3) punishment is still going on.

They are different from ones of SDN Secang 1 (model school); they enthusiastically practice their basic rights in the classroom and at school. They express their ideas, ask some questions, answer teachers' questions, and make an interruption. They are also very active in learning, do their tasks well, practice fair relations and nice conversations with teachers and their friends at schools, enjoy working in group, and obey the rule they made.

We are sure that this condition will grow together with teacher's effort to give wide space of students' participation and no more punishment is given (change to responsibilities).

d. Supporting CRC practice in the classroom and at schools

The school committee (parents' council) of SDN Secang 1 (model school) fully supports CRC practice in the classroom and at schools. It is true that the role of parents' council is quite significant. It will influence the headmaster's policy. They agree and believe that the headmaster and teachers will do the best for their children. Moreover, the goal of Child Friendly Teaching Model is good for students. They all the way agree to change punishment into responsibility.

This is the result of meeting with school committee (parents' council).

- 1) The school committee gives full support to the school.
- 2) They participate in controlling and funding the school.
- 3) They trust their children's studies to school since the school was considered well-reputed.
- 4) The school is categorized as a National Standard School.
- 5) Parents are willing to give financial support since they realize that good schools need adequate facilities (*Jer Basuki Mawa Bea*)
- 6) No complaint from students about corporal punishment.

We hope that this will also happen in plasma schools.

e. Supporting CRC practice in the classroom and at schools throughout Secang.

The head of education officer of Magelang district fully support CRC practice in the classroom and at schools throughout Secang and hope that the model school enables the teachers to spread out CRC principles throughout Magelang beginning from plasma schools.

5 Discussion and Reflections

Convention on the Rights of the Child is not well-known among Indonesian society. It needs a range of activities such as socialization, training or workshops to intro-

duce it. Indonesian school community (principals, teachers, staff, learners, school committee) needs understanding on it in order that they know child's rights and they bring CRC principles into classroom and school managements.

From the results above, we still find some obstacles, particularly time. It takes time to change behavior. Present teacher's behavior in Indonesia is the result of transferring behavior from their previous teachers. It is a behavior that is historically conditioned. As mentioned in our frame of reference, current Indonesian teachers are born in New Order Era (1965-1997) while teachers in the Era are the product of colonial education. Unfriendly teaching model has been a cultural heritage from generation to generation.

Fortunately, Reform Order (1998-) has come. It changes the color of Indonesian Education. Freedom of expression and freedom of conscience influences Indonesian human living. Today, Indonesian people may speak anything, except being anarchist. Democracy education grows in real life not only in words. However, it does not much change unfriendly teaching. We still find authoritarian leadership from principals, "killer"-teachers and some kinds of punishment at school. This may be an excuse for some factors considered as obstacles.

It takes some efforts to minimize the obstacles; we consider them as challenges. The challenges come from cultural and socio-economic factors as well as family background. For example, corporal punishment still happens at home and in society.

It is a strategic way to protect children from all kinds of violence beginning from school. Principals and teachers play an important role to create a child friendly society. Teachers, particularly, have great influences toward society. Teacher in Indonesia is called "Guru" (short for Javanese words 'digugu/believable' and 'ditiru/exemplary'). In fact, teachers become examples in our society way of living, mainly in some Indonesian villages.

In order to manage the rejection of disseminating CFTM at school (particularly from teachers), we should not introduce it as a totally new teaching model; we should accommodate the existing model such as PAIKEM into an integrated model that focuses on CRC principles with 3 P:s (Provision, Participation, and Protection).

6 Way Forward

We will work together with the model school to spread out CRC principles and classroom/school management to plasma schools, we expect in long term the headmasters and all teachers of those schools to adopt CRC principles and Classroom management as their natural integration in the classroom processes and school life.

We are, together with other Indonesian teams, going to work all out in action as it is described in the "Grand Design" in the Introduction.

There are many corporations/companies in Indonesia. It is hoped that we can get social responsibility (called CSR) from corporations to build social activities like

support to education, reduction of poverty, and improvement of the environment. We also hope for financial support to spread out child rights education.

Government and local government play important roles to support our activities and make child rights into a policy. From this year 2011, local government (Semarang City) has promoted “Child Friendly City”. Of course, it begins from schools (with Child Friendly Teaching) where many alumnae of IKIP PGRI Semarang teach. It can mutually accelerate the success of CRC dissemination, particularly in Central Java.

Attachment 1

Lesson Plan (example)

School	: SD Secang 01
Class I Semester	: V / I
Subject	: Social Sciences
Number of Meetings	: 1 x meeting

a. Standard Competence

1. Appreciate various kinds of national historical heritage at the times of Hindu, Buddhist, and Islam; Islamic diversity appearance and ethnicity, and economic activities in Indonesia.

b. Basic Competence

1.2 Telling historical figures of Hindu, Buddhist, and Islam in Indonesia.

c. Indicators

1. Grouping historical figures of Hindu, Buddhist, and Islam in Indonesia.
2. Mentioning historical figures of Hindu, Buddhist, and Islam in Indonesia.

d. Learning Objectives

1. Through discussion of historical figures, the learners are able to classify historical figures in periods of Hindu, Buddhist, and Islam in Indonesia with megastar card carefully.
2. Through the game looking for partner, the learners are able to mention historical figures in Hindu, Buddhist, and Islam in Indonesia correctly.

e. Instructional Materials

Historical figures of Hindu, Buddhist, and Islam in Indonesia.

f. Time Allocation

1 x 35 minutes

g. Method

Discussion and games

h. Learning Activities

1. Introduction:

Preparing students physically and psychologically to join the class through slogans (PARTICIPATION)

Asking some questions concerning the previous material and the material that will be studied. For example: The teacher asks the kingdom patterned Hinduism, Buddhism, and Islam (PARTICIPATION)

The teacher explains the learning objectives and scope of the material according to the syllabus (PROVISION)

2. Main Activities

a. Engaging:

1. Forming a group; each group consists of 4 students. (PARTICIPATION)
2. Giving the name of group with the names of Kingdoms—Hindu, Buddhist, or Islam in Indonesia. (PARTICIPATION)

b. Activating

Each group discusses the royal figures of Hindu, Buddhist, Islamic and breaks it down by the megastar card. (PARTICIPATION)

c. Sharing

1. Each group reports the results of their discussion. (PARTICIPATION)
2. Students do the game by looking for a partner with word cards. For example, students who obtain a card bearing the famous king of Majapahit, then

he should look for friends or couples who carry cards bearing Hayam Wuruk. (PARTICIPATION)

3. Students who already get a couple reported to the teacher. (PARTICIPATION)

d. Empowering

1. Teachers give rewards to students who get the best results of their discussion by giving an asterisk. (PROVISION)
2. Teachers provide good reinforcement in verbal and non verbal students who have managed to find a partner correctly. (PROVISION)
3. The teacher provides motivation to students who have not been optimal in learning. (PROVISION)
4. Each student writes the result of reflection on the material that has been submitted. (PROVISION)

3. Closing

- 1) Learners with their teachers concludes the material (PARTICIPATION)
- 2) Students work on the evaluation (PARTICIPATION)
- 3) Provide follow-up to give students assignments to find the name of the character and his kingdom and the history of the internet (PROVISION–PARTICIPATION)

j. Assessment of Learning

Procedure : Post test
Type of test : Written
Test form : Fields

Attachment 2
Points of Monitoring Instrument

No	Description	SCORE			
		1	2	3	4
A.	Headmasters				
	1. motivate teachers to practice classroom management on the basis of CRC				
	2. look at teachers' preparation for the classroom management				
	3. facilitate the teaching practice				
	4. practice fair relation and nice conversation at schools				
	5. look at practicing teaching learning process				
	6. practice school management in transparency, accountability, and participation				
B	7. accept special need students				
	Teachers				
	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				
	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					
C	11. end the class with reflection.				
	Students				
	1. are active in learning				
	2. do their tasks from teachers				
	3. practice fair relation and nice conversation with their friends at schools				
D	4. are willing to do their work in group				
	5. obey the rule				
	School Committee				
	1. actively support financial resource				
	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					