

Participatory Action Research in Teachers: Designing Lessons to Fulfill Children's Rights

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ABSTRACT. This activity was motivated by the phenomenon of violence against children in schools, both by teachers and fellow students. This symptom indicates that the child's right to live comfortably and get an education have not been fulfilled. Therefore, it is necessary to optimize the role of teachers in fulfilling children's rights in schools. Professional teachers understand the curriculum and can fulfill children's rights at school in the learning process. This activity aimed to increase teachers' knowledge about children's rights and skills in developing child rights-based learning designs. 22 Kindergarten teachers from Purwokerto, Central Java, were participated in this activity. Participatory action research was carried out in four stages: planning, action, reflection, and evaluation. The activity results showed an increase in teachers' knowledge about fulfilling children's rights with an achievement level of 77, 28%; There was a change in preparing children's rights-based learning designs with an achievement level of 68.2%. For further researchers, it is suggested to study children's rights from various studies, for example, ecological studies or the impact of fulfilling children's rights on children's psychological development.

KEYWORDS - Children's rights, Learning, Kindergarten Teachers, Participatory action research.

I. INTRODUCTION

A child-friendly school concept is a school concept that tries to apply learning methods by paying attention to its students' psychological development. In the child-friendly school model, the teacher recognizes the difference in each student's potential to allow each student to choose and play the activities according to their potentials. A friendly school concept was developed based on Vygotsky's theory of social constructivism, which states that an effective school allows children to interact with their friends and teachers to construct new knowledge and experiences [1]. The implications of child-friendly learning can be carried out by implementing inclusive learning, environmentally friendly learning, social education, justice-based education, and religion-based education [2].

This was confirmed in the amendment to the 1945 Constitution in 2000, in article 28c paragraph (1), which reads: "Everyone has the right to develop themselves through fulfilling their basic needs, has the right to education and benefits from science and technology, arts and culture, for the sake of the improvement of the quality of life and the welfare of humanity. " Based on this, it is appropriate for children to get proper education according to their potential. The problem is that many Indonesian children have not fulfilled their rights in education due to social conditions and limited family abilities, so that children cannot continue their education to a higher level.

Another problem phenomenon occurs in children who can attend school, but their rights are not fulfilled. Schools still make children as objects and teachers as parties who are always right, causing bullying in schools.

The 2013 Indonesian Child Protection Commission data on cases of violence in schools are summarized in the following table :

Table 1. Forms of Violence in the School Environment

Type of Violence	Amount			Percentage		
	Teacher	Classmate	Another Classmate	Teacher	Classmate	Another Classmate
Ear twitching	326	226	134	31,8	22	13,1
Pinch	379	504	316	36,9	49,1	30,8
Kick	70	261	175	6,8	25,4	17,1
Hit by hand	118	297	191	11,5	28,9	18,6
Hit with objects	107	208	112	10,4	20,3	10,9
Punished him until he fell ill / fainted	29	23	19	2,8	2,2	1,9
Injuring with dangerous objects	11	36	23	1,1	3,5	2,2
Other physical abuse	32	49	32	3,1	4,8	3,1
Comparing with other children	176	172	130	17,2	16,8	12,7
Yelled out loud and harsh	357	357	254	34,8	34,8	24,8
Insulting in front of friends / other people	133	298	212	13	29	20,7
Saying 'stupid, lazy'	226	264	183	22	25,7	17,8
Labeled as bad	56	151	108	5,5	14,7	10,5
Other physical abuse	19	25	13	1,9	2,4	1,3

Resources: Indonesian Child Protection Commission, 2013

This data shows that there is still a lot of violence in schools; in other words, children's rights to have a safe life at school have not been fulfilled. Child protection is carried out to live, grow, develop, and participate optimally, and receive protection from violence and discrimination because children are the asset that will determine a country's success. Implementing child-friendly education in schools can be done through several things, including routine activities, teacher modeling, fun learning processes, and guidance to the students [3]. The main principle in child-friendly schools is that the schools respect the differences in children's development and are responsible for accepting all children's differences [4].

Based on this problem's phenomenon, it is essential to organize learning based on children's rights and develop the children's potential. Children's rights consist of 5 clusters, namely civil rights and freedoms, rights to family care and alternative care, rights to health and welfare, rights to education, rights to use leisure time and cultural activities, and rights to special protection [5]. This information needs to be understood by the teacher to develop appropriate learning models in Kindergarten. Professional teachers master the curriculum, but they must realize the fulfillment of students' rights. Therefore, this participatory action research activity aims to improve the quality of learning in Kindergarten by empowering teachers. The final result of this activity is the fulfillment of children's rights during the school's learning process.

II. METHOD

This study implemented PAR (Participatory Action Research), collaborative research between educational activities and actions to gather information and establish a social change. This research involves people who care about or are directly related to the studied problem [6]. This study involved kindergarten

teachers assumed to understand and directly related to the fulfillment of children's rights in school. Participatory Action Research was considered appropriate to empower teachers because PAR stimulates reflection activities in learning. PAR enabled the classroom to be more interactive, more productive, and meaningful for teachers and students. Thus, the teacher's role was not only as an administrator but also as the learning process creator [7].

The steps of Participatory Action Research were Planning, Action, Reflection, Evaluation [6]. After a situation analysis of the teacher's problems in fulfilling children's rights in the learning process, planning was carried out. The aspects planned were methods, strategies, materials, evaluation to be carried out in PAR. The action stage was to solve problems, namely training and mentoring kindergarten teachers in designing children's rights-based learning. In this stage, the teacher, as an active participant in the training, analyzed the findings collaboratively, and planned further steps. Furthermore, reflection and evaluation of efforts to solve problems were carried out.

The participants of this activity were 22 kindergarten teachers from Purwokerto, Central Java, Indonesia. 82% of the participants obtained an undergraduate education, while 12% was a high school background. 25% of participants worked for 15-20 years, while 75% had been working for 10-14 years.

Interviews and focus group discussions were used for the collection of the data. The interview process was carried out using semi-structured in-depth interview techniques. Focus group discussions were conducted to have a dialogue with kindergarten teacher groups that aimed to explore research data on fulfilling children's rights in comprehensive learning. The study's data analysis techniques were interactive data analysis techniques of Miles and Huberman's model through data reduction, data presentation, and conclusion drawing [8].

III. RESULT AND DISCUSSION

The action in this research was in the form of training to prepare children's rights-based learning plans. It aimed to improve teachers' abilities and skills in planning learning designs to fulfill children's rights in the learning process. Training evaluation was carried out through three components: the reaction component, the learning component, and the behavior component [9]. The evaluation results were described below: 1) **Reaction component**: the teacher positively responded to the training provided. This was evidenced by the active participation of the participants during the training process; 2) **Learning component**: The results of the evaluation showed an increase in the knowledge of teachers about fulfilling children's rights with an achievement level of 77, 28%; 3) **Behavioral component**: the behavior change could be seen in the skills of designing children's rights-based learning designs with an achievement level of 68.2%.

This activity's success proved that education was not just a "transfer of knowledge" but a "transfer of training." The study of the social cognitive theory of behavior, environment, and cognition was a major human development factor [10]. Teachers were individuals who could think, reason, judge, and compare, interpret, expect, and control the surrounding environment. Therefore, this study's form of action was considered useful in increasing knowledge about the fulfillment of children's rights.

The study results proved that children's rights had not been fulfilled because there was still a phenomenon of child exploitation by parents in economic activities. Child care is less optimal so that children felt less affectionate. This problem emergence in schools, such as students is uncontrollable, destructive, learning disorders, bullying friends, and lazy to learn.

The research findings were also related to lesson planning that contained the fulfillment of children's rights. The teacher's learning method was the storytelling method so that learning was exciting and could

internalize character values. Fairy tales contained animal life that described everyday life. The fairy tale also illustrated that everyone should respect each other, helped each other, and no disputes. The fairy tale showed that every child had the right to live in peace in his environment.

The storytelling method was considered appropriate in children's rights-based learning because it could engraft children's noble values by appreciating the story's meaning and intent (meaning and attention of the story). Children carried out a series of cognitive and affective activities, starting from interpretation, comprehension to inference to the moral values contained therein. The storytelling method improved critical reading skills, developing students' empathy, developing objective evaluation skills, and solving real-life problems [11].

The teacher also internalized the character of respecting friends, helping each other, willing to hang out with anyone, rejecting evil deeds, loving peace, and being helpful. Thus, the teacher had fulfilled the child's right to get affection from others. These findings proved that a values-based learning program had been reconstructed.

Research findings also discovered that teachers had no special programs to assist children's problems, but teachers always communicated with parents in solving children's issues. A child-friendly school's important dimension was a strategy to overcome children's issues, both academic and non-academic. According to applicable educational standards, children had the right to education services [2], including the right to get counseling services [4] and assistance services for children with behavioral disorders

The research's limitation was the study of children's rights was carried out. The next researcher was advised to study children's rights from various studies, for example, ecological studies or the impact of fulfilling children's requests on children's psychological development.

IV. CONCLUSION

The fulfillment of children's rights in schools can be fulfilled by reconstructing learning and counseling designs for children with problems. Participatory Action Research is proven to be useful for the reconstruction of learning in kindergartens. The activity results are shown by attaining teachers' knowledge about fulfilling children's rights and creativity in designing learning.

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