

## CHILD RIGHTS CONTENT: ON STUDENTS' BOOK GRADE 5 ON ELEMENTARY SCHOOL IN CURRICULUM 2013

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### Abstract

The aim of this research was to investigate whether students' text book Grade 5 Theme I in Curriculum 2013 has been fulfill child right in learning process or not. It was library research through qualitative approach, and using descriptive analytic method. The result of this study showed that Indonesian government has consistently applied the 1989 UN children right convention result, both juridically and applicatively. It can be seen on students' text book Grade V Theme I Curriculum 2013 which has been fulfill child right but it is required to be actualized more in real learning process by the teacher.

**Key words:** *students' book, curriculum 2013, child right content*

### INTRODUCTION

Education is a basic need for each people. Education occupies a strategic position in order to educate the life of nation. Awareness of the importance of education for a country is not quite understood financially, i.e. by increasing educational cost. The construct of national education which accommodate Student's rights is more important than the educational cost. Logically that school should pay attention to children's interest rather than adults who often see the children from their achievement.

According to United Nations Convention on the Right of the Child (CRC), signed on November 20, 1989, a child defines as "every human being under 18 years old". Meanwhile, according to the Child Protection Act Number 23, 2002, the child must be given protection since he/her in the womb. The definition above shows that children are human beings since in the womb until 18 years old. While the comprehensive protection that is defined in the legislation and the convention included three aspects, namely: provision, protection, and participation

Provision is related to the availability of children's needs, such as attention, reward, reinforcement, education, food, healthy, etc.; protection related to give

protection for children, such as protection from maltreatment, neglect, exploitation, etc.; participation is having a right to act, be involved in decision making (Verhellen in Ulf Leo et al., 2014). Explicitly three things well described in the text of the UN Convention and the Indonesian Legislation for Child Protection Act.

Habiby (2012) in his research found that 47 students grade 6 SDN Tahunan Yogyakarta are stressed in conducting school program in order facing national exam. The school program is giving additional time for learning in school that conducted every day for 4 hours to review material subject from grade 3 to 6. Drilling method applied was supported by the low understanding of teacher about stress in child that Become the main stressor. The effect of stressed in this program in order to face national exam in 2012 consists of two level, i.e. a moderate level of 53.2 % (25 students) and low level 46.8 % (22 students). The stressed imply on many aspects that are: emotional aspects of 42.92 %, mind aspect of 39.35 %, physical aspect of 35.94 %, and attitude aspect 34.54 %.

That was a case in SDN Tahunan which can describe many cases of neglecting children's rights in school. Usually this ignorance done with many reasons, such as: giving physical

punishment in order to make students discipline; giving much subject material because of curriculum demand; giving many homework to urge student to study; teacher learning centered because teacher regard that students haven't been able to understand the material; teacher seldom give appreciation if students make an opinion; etc.

Indonesian Commission for Child Protection (KPAI) realizes that for the provision of education in Indonesia has not been built with the fulfillment of child rights, therefore they are urged to make the concept of child-friendly schools into national policy adopted by all schools so that children can learn comfortably, happily, peaceful, not threatened, and independently/self serviced. (<http://www.kpai.go.id/artikel/sekolah-ramah-anak-bagian-komitmen-membangun-dunia-ramah-anak/>). Responding to society proposal on the importance of child-friendly schools, the government publish the constitution through the Minister of Women Empowerment and Child Protection Number 8 of 2014 on Child Friendly Schools Policy.

The existence of child-friendly schools can't be separated from the points that contained in CRC 1989 where define the child-friendly school is a school that consciously seeks to ensure and fulfill the rights of children in every aspect of life in a planned and responsible. The main principle of the child-friendly school is no discrimination, the fulfillment of the right to life and respect for the child. Implicitly friendly school operations contained in articles 28, 29 and 31 of the UN convention of children's rights. An important point of the three articles are: 1) The child-centered education, enforcement of discipline by observing the child's dignity and self-esteem, and capacity development of the child; 2) development of skills, learning other skills, human dignity, self-esteem and self-confidence; 3) development of the personality, talent, and ability to life in the community of society; 4) the right of children to education is not only a matter of access, but also the content; and 5) the right of children to use leisure and cultural

activities. The application of the concept of child-friendly schools as stated in point 4 above, states that the rights of children to education is not only a matter of access but also the problem of content. The meaning of content is the subject matter that is taught to students, namely the composition of the material in the book / student teaching materials.

Since 2013, the Indonesian government imposed a new national curriculum, named Curriculum 2013. This Development of curriculum is a further step Curriculum KBK (curriculum based Competency) in 2004 and the KTSP (Curriculum of unit education level) in 2006, which includes competency of attitudes, knowledge, and skills in an integrated manner. With the vision of Indonesian children who are intelligent, cheerful, morals, and good-hearted. The Government introduced the curriculum 2013 that focused on "Education" and "Culture" which is intended to produce children who have the knowledge, skills and attitude to facing present and future life.

Expected competencies of graduates SD / MI in the curriculum 2013 is the ability to think and act of productive and creative in the sphere of the abstract and the concrete teritorial. Ability was clarified in core competencies, one of which, "presenting knowledge in clear language, logically and systematically, the aesthetic work, or in actions that reflect the behavior of healthy children, faithful, noble". That Competencies are designed to be achieved through a process of discovery-based learning (discovery learning) through the activities of the task form (project based learning), and Completion problems (problem solving based learning) which includes the process of observing, ask, gather information, associates, and communicate (Kementerian Pendidikan dan Kebudayaan, 2014: ii).

In the pilot implementation of the curriculum 2013 the government provides two types of books, one are book for teachers and the other are book for students. Each book is used as a reference for learning in the implementation of the National

education that should be used in full, both by students and by teachers. The existence of the students textbook is important to investigate whether the government prepared teaching materials that already contains child rights. It is necessary to see the seriousness and consistency of government in developing the Indonesian education system that is friendly to children in accordance with Law Number 23 of 2002 on Protection of Children and regulation of Minister State for Woman Empowerment and Child Protection Number 8 of 2014 about Child Friendly School policy. Therefore, this paper tried to find the content of children's rights in the students' books that is book 5th graders with the theme "The Object in the neighborhood".

### RESEARCH METHOD

This is a qualitative research with type of library research sourced from books, magazines, articles, legislation and all written sources. This study used a descriptive-analytic method (Bakker and Anton Zubair 1990: 53), so that the facts obtained from the study of literature will be presented regularly and systematically built as a concept in the book of students' text book in grade 5. While analytically is check conceptually on the meaning contained by the terms used and the statements made (Kattsoff, 1987: 18), in this case the researchers will analyze (understand and explain) the content of students' text book in grade 5 curriculum 2013 which are linked to children's rights contained in the CRC, the Indonesian constitution or regulation.

This study does not intend to produce a new understanding (inventive) about the content of children's rights in the book 5th graders with the theme " The Object in the neighborhood", but to give an explanation regularly and systematically about content related to children's rights in students' text book in grade 5 curriculum in 2013 (Anton Bakker and Charis Zubair Ahmad 1990: 16-17), so this research will show the content objectively.

Formal object of this study is various views on the concept and content of teaching

materials related to the fulfillment of children's rights in schools, while the object material is a students' text book in grade 5 curriculum in 2013 with theme objects in the environment around the student (Anton Bakker and Achmad Charis Zubair 1990: 35-36). In this study will not provide in-depth discussion of the concept of child-friendly schools, but the discussion is specifically about the book's content of students' text book in grade 5 curriculum 2013.

### RESULT AND DISCUSSION

Since the implementation of United Nations Convention on the Right of the Child (CRC) in 1989, many countries have ratified this convention results including Indonesia. All countries that have ratified the convention are bound to implement child right in accordance with international law. Implementation of this convention overseen by the United Nations Committee on the Rights of the Child whose members consist of various countries around the world. Indonesia is one country that has ratified the CRC on August 25, 1990. Indonesia has also ratified the Child Protection Law Number 23, 2002 and has been revised by constitution No. 35 of 2014 about the Amendment of the Child Right Protection.

The Indonesian government also issued Regulation of the Minister of Women Empowerment and Child Protection Number 8 of 2014 on Child Friendly Schools Policy. As for mobilizing and accelerating the availability of child-friendly schools in Indonesia, the government issued the Regulation of the Minister of Women Empowerment and Child Protection Number 12 Yof 2011 about Indicators of Regency / City where Proper to Child.

Scotland as one of countries that ratified CRC result, in 2008 Scotland has published guidelines fulfilling the rights of children nationwide under the title "A Guide To Getting It Right for Every Child: How to Implementing" and was followed by the publication the second book in 2010 entitled "A guide To Implementing child right in Scotland" which contains a systematic guide to the fulfillment of children's rights in

education field, include: Changing System; Changing Practice; Implementing Change; and Changing Culture (The Scottish Government, 2010).

Other country which implemented CRC result is Sweden. Sweden through SIDA and Lund University established child friendly school since 2001 consistently with four principles that are: yaitu: non-discrimination; The Best Interest of The Child; Right to Participation; and Right to Life and Development. The four principles must be implemented in child friendly school by:

1. Changing learning process direction from top down system (school/ government/ teacher for students) to bottom up system (taking the child together with the CRC to school).
2. Changing learning approach from teacher centred to student centred. It will make the position of teacher not only as information source but as a facilitators.
3. Class not only as a theoretical teaching places, but should describe real social life experienced by humans.
4. Concept of knowledge transfer that is conducted should contain good interactions among fellow students, teachers, and the condition of the real world widely. (Leo ULF, at all, 2014: 18-20).

The concept of child-friendly schools that offered many countries above basically in suitable with the view of constructivism, which states that a good learning need to be implemented by involving the interaction of many parties and should be able to make

learning classes as micro social system. Vygotsky (1978) mentions four things that must be done in the implementation of learning in the classroom: experience, understanding, skill, and Facts.

Learning design in the classroom that presents of micro-social system and contains activities experience, understanding, skill, and the facts have been accommodated in the draft of curriculum 2013 for primary schools in Indonesia where using thematic-integrative approach. The application of thematic-integrative approach has provided opportunities for teachers to implementing the four content that suggested by Vygotsky. However successful and whether the implementation of classroom learning in the curriculum 2013 lies in how teachers apply it, and how the content of teaching materials compiled and presented systematically.

The Constructs of Curriculum 2013 for primary school where prepared Indonesian government is of course also have to pay attention to children's rights both in practice and in the material content. Referring to the document of CRC in 1989, Law No. 35 of 2014 on the Amendment of the Law on Child Protection and Regulation of the State Minister of Women Empowerment and Child Protection Number 8 Year 2014 concerning Policy Child Friendly Schools, there are some things that are directly related to teaching in schools, namely: the concept of child-friendly schools, learning, and evaluation.

Table 1. The Concept and Content of Child Friendly Learning In CRC 1989, Constitution and Legislation in Indonesia.

<b>Child Friendly School Concept</b>	<b>Learning Aspect</b>	<b>Monitoring and Evaluation</b>
1. The child-centered education, enforcement of discipline by observing the child's dignity and self-esteem, and development of children ability.	1. Learning process and inclusive learning atmosphere; learning is conducted non-discriminative in door or out door.	1. Assessment and evaluation conducted based on process and give a priority to authentic assessment.

2. Development of skill, learning, and other ability, human dignity, self-esteem and self-confidence.	2. Learning atmosphere and learning process which develop character diversity and potential of children.	2. Implementation various models of assessment and evaluation of the development of learners which measures the ability of a child without comparing one with the other
3. Development of personality, talent, and ability to live in a society.	3. Learning process is carried out happily and affectively.	
4. Child rights on education not only how to access but also about its contain.	4. Development of interests and talents of children through extracurricular activities carried out individually or in group	
4. Child rights to maintain leisure time and cultural activity.	5. Learners engage in games	
	6. Students participate in cultural life and arts	
	7. Learning material includes respect for human rights, tradition and culture, both girls and boys, and children with special protection.	

The implementation of child-friendly schools concept as stated in point 4 above states that the rights of children to education is not only a matter of access, but also the problem of content. The content is the subject matter that is taught to students, namely the composition of the material in the book/ students book.

Materials learning in semester one 5th-grade of elementary school there are 5 theme (five students books and five teachers books). Each theme consists of three sub-themes are broken down into six learning. One lesson is allocated for one day. Three sub-theme that is planned to be completed within a period of 3 weeks. At week 4 is filled with a variety of activities designed as an application of the idea of integration in the sub-themes 1-3. The activity in the last week directed to sharpen reasoning power and high-level thinking skills. This study was only done on the theme of the book of 5th grade elementary school students that "The objects in the Neighborhood".

This student book is organized with the letter *Baar Metanoia*, using size 12 pt and load the activity-based lesson plans. The

achievement of expected competence in an integrated manner that is studying all subjects in an integrated manner through the themes of life encountered daily learners. Students are invited to follow the learning process trans-disciplinary put taught competencies associated with the context of the learner and the environment. The materials range of subjects related to each other as a unit, forming a multidisciplinary and interdisciplinary learning.

This book is a translation of things that must be done learners to achieve the expected competencies. In accordance with the approach of Curriculum 2013, learners are invited to dare to look for other learning resources available and sprawling surroundings. Teachers have teh role in improving and adjusting the absorption learners with the availability of the activities in this book. This book only as a guide to learning activities, and teachers can enrich with creations in the form of other activities that are relevant sourced from the natural environment, social, and cultural environment.

The structure of the writing of the book seems to be intended to facilitate the learning experience meaningful translated via subtitles Let's Find Out, Let's Learn, Let's Tell, Come Work Together, Let's Practise, Let's Observe, Let's Do it, Let's Conclude, Come Ponder, Let's Do it, Let's try, Ayo Discuss, Go Compare, Writing Come, Come Discover answer, Come Estimate, creative Come, Come Analysis, Come Group, Singing Come, Come Journey, Do You, and Learn at Home.

**a. Indicators of Children's Rights in Textbooks.**

Based on the literature research, the fulfillment of child rights indicators contained in the textbook can be described as follows:

- 1) Provision: Freedom from expression; Freedom for Accessing to the media and source information; Learning inclusive and non-discrimination; Assessment and evaluation based on the process and promote authentic assessment; Student involvement in the creative according to their interests, talents, and level of intelligence.
- 2) Protection: Student Centre, disciplinary with pay attention to dignity and self-esteem, developing the capacity of children; Instructional material includes respect for religious and human rights; Learning material contains a tribute to fellow children, including children with special needs; Instructional material includes respect for the traditions and

Every beginning of each sub-theme in this book, there is a sheet for parents entitled Learning at Home. This page contains material that will be studied, learning activities which do children with their parents at home, as well as advice for children and parents can learn from the environment. Parents are expected to discuss and engage in learning activities of students. Suggestions for joint activities between the students and parents listed too at the end of each lesson.

culture of the nation; Fun Learning implementation.

- 3) Participation: Freedom of opinion and the right to be heard in all personal matters; Learning by doing; The active involvement of students in learning and play; Development of the personality, talent, and ability to live in the community; The development of skills (problems solving, thinking, independent study); respect for human dignity, self-esteem; and build self confidence.

Child Rights Content on Students' Text Book Grade 5 Elementary School, theme "Things around Us" Child Rights Content on Students' Text Book Grade 5 Elementary School, theme "Things around Us" in Curriculum 2013 will be presented based on book's structure that are: it begins by sub theme 1 until 3 successively contains six learning for each sub theme. The observation result will be displayed in the table below:

Table 2. Child Rights Content on Subtheme 1

		1	2	3	4	5	6
<b>Provision</b>	Freedom from expression						
	Freedom for accessing to media and source information						
	Inclusive Learning and non-discrimination						
	Authentic assessment and evaluation base learning process						
	Student involvement in making creation based on their passion, interest and intelligence level						
<b>Protection</b>	Student Centre						
	disciplinary with pay attention to dignity and self-esteem						
	Learning material includes respect for religious and human rights						
	Learning material contains a tribute to fellow children, including children with special needs						
	Instructional material includes respect for the traditions and culture of the nation						
	Fun learning						
<b>Participation</b>	Learning by doing						
	Active Learning and Active Playing						
	Developing the capacity of children (personality, talents, and capability to live in community)						
	Developing children's skill (problem solving skill, thinking skill, building independently)						
	Respecting human dignity, self-esteem, and build self-confidence)						
	Freedom of opinion and the right to be heard in all personal matters						

Source: Students' Text Book Grade V Theme 1

Based on the table above, the first subtheme the aspect "provision" of child rights on freedom of expression anything has been accommodated in all learning activities. It can be seen in sub section let's try, let's explore, let's exercise, let's conclude. Indicator of freedom for accessing to media and source information can be seen on learning 2, 4 and 5 where students are asked to find example of changing state of matter and find to do physical activity such as catching, kicking, and throwing a ball. Indicator of otentik assessment and evaluation base learning process clearly visible in each learning especially on let's ponder activity. Indicator of inclusive

learning and non discrimination visible only on learning 1, 5, 6 foremost in subsection let's discuss. Indicator of Student involvement in making creation based on their passion, interest and intelligence level can be seen in learning 1, 2 and 6 subsection let's read and let's explore.

Rights relating to "protection" of children only tend to in a form of child-centered learning and fun learning. Meanwhile the application of discipline with pay attention to dignity and self-esteem, learning material that includes respect for the religion and human rights are less visible in sub theme 1. Indicator of learning material that contains a tribute to fellow children,

including children with special needs visible on let's discuss activity in learning 1, 2, 5, and 6 which gives the same proportion to all student to be active in discussion on the topic being learnt. Indicator of learning material that includes respect for the traditions and culture of learning is seen in learning 1, 2, 4, and 6 in which students are asked to make "roncean", looking for pictures of some local

crafts and identify handicrafts in some territory of Indonesia.

Child rights relating to "participation" are fulfilled in each indicator of students' activity in learning process. It shows that students' text book consistently based on activity that conducted by students and teacher as facilitator as stated in the preface of this book.

Table 3. Child Rights Content on Subtheme 2

Child Rights	Indicator	Sub theme 2 "Change of Matter"					
		1	2	3	4	5	6
Provision	Freedom from expression						
	Freedom for accessing to media and source information						
	Inclusive Learning and non-discrimination						
	Authentic assessment and evaluation base learning process						
	Student involvement in making creation based on their passion, interest and intelligence level						
Protection	Student Centre						
	disciplinary with pay attention to dignity and self-esteem						
	Learning material includes respect for religious and human rights						
	Learning material contains a tribute to fellow children, including children with special needs						
	Instructional material includes respect for the traditions and culture of the nation						
	Fun learning						
Participation	Learning by doing						
	Active Learning and Active Playing						
	Developing the capacity of children (personality, talents, and capability to live in community)						
	Developing children's skill (problem solving skill, thinking skill, building independently)						
	Respecting human dignity, self-esteem, and build self-confidence)						
	Freedom of opinion and the right to be heard in all personal matters						

Source: Students' Text Book Grade V Theme 1



In the second theme, child rights on “provision”, indicator of freedom from expression visible on all learning activity. Freedom from expression highly visible on sub section let’s explore, let’s exercise, and let’s conclude. Indicator of freedom for accessing to media and source information an be seen in learning 2, 3, 4, dan 6 that students are asked to identify the needs of the people around students’ residence area such as the needs of economic, social, cultural, and security. Students are also asked to identify those items that their family imported from other regions, and original product from their region. Besides that, students are also asked to make literature review and interviews about the shift in values in society as a result of technological advances. Indicators of authentic assessment and evaluation base learning process can be seen in each learning especially on sub section let's ponder. Indicators of inclusive learning and non-discrimination only visible on learning 1, 2, and 3 on sub section let's discuss. Indicators of student involvement in the creative according to their interests, talents and intelligence level visible on learning 2, 4, 5 and 6 on activity let’s read, let’s exercise, and practice of making masks and swim.

Children’s rights related to protection were really visible in learning indicators that focused on children and fun learning, whereas discipline application by paying attention to dignity and self esteem was totally invisible. Learning material indicators that included the respect for

religion and human rights were only available in learning 1 and 3, those were in discussion about the effects of environmental change caused by human and activities of identifying human needs that could not be fulfilled by themselves. Learning material indicators that included the respect for fellow children including those with special needs were seen in let’s discuss subtitle in learning 1 and 4 that give the same proportion to each student actively participated in discussion of the taught theme. Learning material indicators that included the respect for national tradition and culture were covered in learning 2, 3, 4, and 6 where student had discussion, exploration, reading activity, and practices on creating masks with national characteristics, typical local products, positive and negative effects of technology development, as well as data recording of the core values of Indonesian.

Indicator for children’s rights related to participation as shown in the table were fulfilled in each student learning activity. The fulfillment showed that this book was consistently based on activities that were fully done by students and teachers as facilitators as stated in the preface. The subtitles of let’s observe, let’s explore, let’s discuss, let’s read, let’s contemplate, let’s practice, and cooperation with parents gave profuse opportunity for students to be active and loving to learn to develop their personality, talent, problem-solving ability, human and self appreciation, as well as objective thinking.

Table 4. Child Rights Content on Sub theme 3

Child Rights	Indicator	Subtheme 3 “Human being and Environment”					
		1	2	3	4	5	6
<b>Provision</b>	Freedom from expression						
	Freedom for accessing to media and source information						
	Inclusive Learning and non diskrimination						
	Authentic assessment and evaluation base learning process						
	Student involvement in making creation based on their passion,						

	interest and intelligence level
<b>Protection</b>	Student Centre
	disciplinary with pay attention to dignity and self-esteem
	Learning material includes respect for religious and human rights
	Learning material contains a tribute to fellow children, including children with special needs
	Instructional material includes respect for the traditions and culture of the nation
	Fun learning
<b>Participation</b>	Learning by doing
	Active Learning and Active Playing
	Developing the capacity of children (personality, talents, and capability to live in community)
	Developing children's skill (problem solving skill, thinking skill, building independently)
	Respecting human dignity, self-esteem, and build self-confidence)
	Freedom of opinion and the right to be heard in all personal matters

Source: Students' Text Book Grade V Theme 1

In the third sub-theme, children's provision rights in expressing themselves were available in the entire learning activities. Freedom to express was really visible in the let's discuss, let's practice, and let's do it subtitles. Indicators of freedom to access the media and information source were also shown in the entire learning activities where students were asked to look for the differences of and the characteristics of poem and poetry; to look for difficult vocabularies; to look for the differences between decoration, caricature, and illustration images; to identify traditional games, traditional foods, and local culture products. The indicators of authentic assessment and evaluation-based learning process were shown in each learning, especially in the let's contemplate subtitle. The indicators of inclusive learning and non-discrimination

were only shown in learning 1, 2, and 3 in the let's discuss subtitle. The indicators of students' participation in making creation according to their interest, talent, and intelligence level were shown in learning 4 in the let's read subtitle regarding human's point of view and dynamic environment.

Children's rights related to protection were really visible in learning indicators that focused on children, fun learning, and materials including the respect for tradition and culture. In each learning were included the subjects related to loving Indonesian cultures such as poem, poetry, traditional games, punakawan characters, identification, local culture products, shadow puppets (*wayang kulit*) shows, and the pride of using Indonesian product. Meanwhile, discipline applications by paying attention to dignity and self esteem were only

shown in learning 2 and 5 in the let's draw subtitle in accordance with the required steps (sketch drawing, concrete drawing, and coloring) as well as in the *kasti* practice and toe running forward-backward subtitle. The learning material indicators that included the respect for religion and human rights were shown in learning 1 and 4 in the discussion about showing empathy to the flood victims by giving donation and the materials of appreciating, respecting, living in harmony, and having freedom of speech about human and dynamic environment. The learning material indicators that included the respect for fellow children, including those with special needs were shown in the let's discuss subtitle in learning 1, 3, 4 and 6 that gave the same proportion to each students actively participated in discussion and practiced. The learning material indicators that included the respect for national tradition and culture were shown in the entire learnings, since in this third subtheme the Indonesian material was very dominant.

All indicators for children's rights related to participation as shown in the table were fulfilled in each student learning activity. The fulfillment showed that this book was consistently based on activities that were fully done by students and teachers as facilitators as stated in the preface. The subtitles of let's observe, let's explore, let's discuss, let's read, let's contemplate, let's practice, and cooperation with parents gave profuse opportunity for students to be active and loving to learn to develop their personality, talent, problem-solving ability, human and self-appreciation, as well as objective thinking.

#### **ANALYSIS AND CONCLUSION**

Referring to the competence expected from the SD/MI graduates of the 2013 curriculum that students had productive and creative acts and thinking ability in abstract and concrete domains, this book construction had been designed according to the purpose. The materials

contained were designed through integrative and thematic learning process based on discovery learning, project-based learning, and problem solving. Through the knowledge about design and the construction of this book for 5th grade 1st theme, the information about children's rights fulfillment in student teaching contents can be gained.

Three principal children's rights according to CRC were provision, protection, and participation that included in this book for Grade 5 theme 1 of curriculum 2013 and could be considered as included in student learning subject as a whole. Transdisciplinary learning process by combining various subject materials as a unity that created multidisciplinary and interdisciplinary in 2013 curriculum indirectly needed learning concept that guaranteed the freedom of expression, freedom to access the media and information source, authentic assessment and evaluation-based learning process, student centre, fun learning, learning by doing, active learning and playing, the freedom of stating opinion, and the right to be heard in all personal matters.

Indicators that barely got portion in this book for 5th grade 1st theme such as inclusive learning and non-discrimination; discipline application by paying attention to dignity and self-esteem; learning materials including respect for religion and human rights; learning materials including respect for fellow children including those with special needs; and students' participation in making creation in accordance with their interest, talent, and intelligence level; were indeed complicated to be put into the teaching materials. Those indicators could be given to students in learning practice, but teachers needed to have strong comprehension and awareness of children rights so that the contents uncovered in text book could be given in learning practice.

The content dispersion of children rights in this book could directly give

image that national education designed by the government in accordance with four main principles should be implemented in children-friendly school that was recommended by UN or Swedian government, in example: changing the direction of learning process and learning from top down concept; changing the approach of teaching and learning from teacher-centered to student-centered; changing the mindset that class is not merely a place for theoretical teaching, but it should show the social life potrait that is really experienced by human; making sure that the knowledge transfer concept applied should contain warm interaction among the fellow students, teachers, and real world condition broadly (Leo ULF, *at all*, 2014: 18-20). Thus, it could be concluded that Indonesian government has consistently applied the 1989 UN children right convention result, both juridically and applicatively.

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