

IMPROVING STUDENTS' PARTICIPATION IN BUILDING THE SCHOOL RULES BASED ON "3P" PRINCIPLE: A CASE STUDY IN SD MUHAMMADIYAH 16 SOLO

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Abstract

As we know, every school needs the specific rules to control the students activities in the classroom and school. It is due to the fact that students need protection in the school. The school rule is also used to make the students safe and feel at home when they are in the school. It is as one of the consequences of Child friendly school. The purpose of this study is to improve students' participation in building the school rules based on 3P Principle in SD Muhammadiyah 16 Solo. This study applies a qualitative descriptive approach. The data are taken documents and informants. The techniques for collecting data used in this study are from content-analysis, questionnaire and in deep-interviewing. The collected data are analyzed by using interactive analysis. The results of the study show that first the school rule is built by using bottom – up system. Second, there are 28 items of the school rule implemented by SD Muhammadiyah 16 Surakarta. Third, the students feel happy to obey the rules. Finally the participation of students, students' parents, school committee, teachers and headmaster in contributing to build school rule are improved.

Key Words: CRC, School Rules, and Bottom-up

INTRODUCTION

The implementation of the UN convention on the Rights of the Child is urgent and is still very relevant, especially for developing countries, because ignorance, trafficking, bullying, abuse, and employment on children are still occurred in these countries. The project is done in Muhammadiyah Primary School (SD Muhammadiyah) 16 of Surakarta, and focused on child rights in line with protection. This school is one of 2,604 primary schools belong to Muhammadiyah organization. Muhammadiyah is the second largest non-governmental Islamic organization in Indonesia with 29 million members, established in 1912, which focuses its movements on religion, education, economics, health, and social welfare. Muhammadiyah has more than 27 universities, 5,754 schools, 144 hospitals, 318 orphan houses, 81 disable rehabilitation center, 6.118 mosques, and so on (www.muhammadiyah.or.id). The implementation of child right classroom and

school management in this school is the second turn in Muhammadiyah schools.

In all primary schools in Indonesia, a teacher handles one class for all subjects, except gym and religion. It means that each teacher teaches Mathematic, Indonesian Language, Natural Sciences, Social Sciences, and Civics. It is impossible for the team to cover all subjects when authentic and participative approach is implemented, so the team limits on the third grade and in the subjects of social sciences only. For the protection, the team involves the representative of all stakeholders in the process of formulating the school rules (regulation).

To make the discussion easy, the team clarifies some key terms related to the project implementation, they are *participation, authentic learning, protection: school rules*. Participation in CRC means children participation in both learning process and decision making. In this project, participation has two meanings, the students' participation in the learning process especially in grade 3 in social science

subject, and the participation of all students of Muhammadiyah Primary School 16 when the school rules are formulated.

One of the functions of the school rules is to guarantee that the implementation of participation in learning process is successful. The learning process could be in the form of (1) the learning process is brought to real-world setting but it is restricted on the topics that are feasible viewed from the school financial capacity, accessibility, students abilities, and time availability; (2) finding problem and the solution, students are stimulated by such guidelines in the form of questions, tables, or list of items; (3) stimulating the students to do role playing; and (4) using the authentic assessment in which the teachers take the scores from authentic performance of the students. These assessment enable students to construct information rather than simply choose response alternatives, and challenge students to use their language to communicate their understandings and application of knowledge. Protection here means protection for all students of Muhammadiyah Primary School 16 from bullying, abuse, and corporal punishment in school which is realized in the form of school rules. School rules are the rules for the school members which are formulated by involving the students.

Dealing with Protection, with the law on child rights, Law Number 23/2002 (*Undang-undang Perlindungan Anak*), Indonesia concerns very much in protecting children from trafficking, employment, parents' ignorance, bullying, and abuse.

With regard of participation, Indonesia promotes many programs related to the right of child freedom of conscience expression. In education context, the government implements many programs that are intended to encourage the students to be active in the classroom or at school. Through the 1984 curriculum, the teachers were urged to implement CBSA (*Cara Belajar Siswa Aktif/Active Ways of Students Learning*), and with curriculum 1996 the teachers and teacher candidates should implement PAIKEM (*Pembelajaran Aktif, Inovatif,*

Kreatif dan Menyenangkan/Active, Innovative, Creative, and Friendly Learning). Many in-service trainings are conducted to facilitate the teachers to implement that program. The teacher training colleagues are also invited by the municipality to coach the teachers in the local area such as in MGMP (Teachers Group by Subject) which are held every week. The trainings and coaching are usually focused on how the content standard, process standard, operation standard, and evaluation standard are all arranged in lesson plans and in implementation in the learning process. Related to student organization, there is an OSIS (Internal Student Organization of School) in every school of Junior and Senior Secondary School. This organization enables the students to take part in school activities although it has not functioned as students' council yet.

SD Muhammadiyah 16 Surakarta is the second biggest Muhammadiyah primary schools out of 23 in Surakarta. There are total 18 classes, so each grade consists of 3 classes parallel, with total students 638. There are 26 teachers, 9 males and 17 females, and 2 school's staffs. The school area is around 1.090 meters square, with two stairs building.

Actually the principal, teachers, parents, and Muhammadiyah board have done many efforts of implementing child rights, although they are not aware of that they have done those matters. For Provision for example, there are some activities: (1) "Having lunch" at school once a week for grade 1 and 2 which is conducted by the students' parents, and the menu should represent healthy foods (carbohydrate, protein, vegetables, fruit, and milk). (2) Health checks conducted by the Local Government Clinic (*Puskesmas*) which is intended to check the students' health regularly and to monitor whether the students grow well or not. There is also "Health Dissemination" which is meant to anticipate or avoid epidemic diseases, such as malaria, dengue fever, bird flu, and so forth. Vaccination for students of grade 1 is also conducted regularly. (3) Financial Assistance consists of three types, (a) BOS

(*Bantuan Operasional Sekolah*/Financial School Operational Assistance) is given by the state. (b) BPMKS (*Bantuan Pendidikan Masyarakat Kota Surakarta*/ Education Financial Assistance of Surakarta) given by the municipality is a scholarship for poor students. This school gets 197 out of 638. (c) BSM (*Bantuan Siswa Miskin*/Financial Assistance for poor student) is given by the state for the students whose parents' salaries are lower than UMR (*Upah Minimal Regional/Local Minimal Rate of Salary*).

For Protection, this school has some activities that are intended to make students feel secure and comfortable, although some violence still happens to the students. The principal got some short messages from the parents who told that some teachers still do corporal punishment and bullying. For example, if the male students have long hair, longer than their ears, the teacher cut a part of their hair. The principal has also got reports from some female students of grade 5 or 6, told that there was a teacher who commented on the big breasts of the students, and unfortunately the male students imitated the teacher's abuse repeatedly. The principal has also received some anonymous letters told that the teachers gave too much homework, and never checked and scored them properly. If the students missed that homework, the teacher punished them. The teachers also expressed such threatening remark for student whose score below average that they would fail for the National exam.

For these situations, the principal has done many efforts to foster the protection. He did such like "*among siswa*" (welcoming students) in the form of shaking the students' hand at the gate of the school, did a routine briefing for all teachers to avoid bullying or abuse, asked parents to tell (report) him if there is a bullying to their children.

Regarded with Participation, all teachers have been urged to implement PAIKEM, since they have joined the trainings. PAIKEM is an approach of teaching and learning introduced by the government of Indonesia. It is a concept of learning which is based on the theory of

constructivism where knowledge is built from the students' experiences, learning is a process of gaining experience, experience grows from the result of interaction, and learning should be in realistic setting with holistic assessment. The principles of learning process in PAIKEM are (1) Meaningful learning which means that the learning activities are to gain cognitive, psychomotor, and affective learning achievement; (2) Students centered learning which is to enable the students to develop their potential; (3) Providing real experiences in the forms of listening, reading, retelling, and doing; (4) Developing social skill and character building; (5) Developing curiosity, imagination, and the nature of believing God.

In line with this expectation, this project is intended to **revitalize** the implementation of the 3Ps of child rights in MPS 16 to change the existing CR related norms into desired ones. In the implementation, there are some steps to take. The first is taking such efforts to make teachers, students, parents and other stake holders aware of the significance of implementing CRC in the form of dissemination. Awareness is the first priority since the implementation of CR need to be supported by the stakeholders. The second step is coaching the teacher to step by step designing and implementing the CRC through authentic and participative learning. The third step is evaluating and redesigning school rules, and the fourth step is monitoring and evaluating the implementation of CRC in school as well as the project.

The purpose of this article is to revitalize the implementation of children's rights, specially in line with the protection to students by publishing the school rules based on the the principles of 3Ps in SD Muhammadiyah 16 Surakarta

SOCIALIZATION PROGRAM

1. Dissemination.

Dissemination is held by conducting meetings with stakeholders because the implementation of the program needs to

be supported by them. The team prefers to conduct bottom-up meetings rather than top-down. It means that the team talks to the teachers, school staffs, students, and parents first, before talking to the school committee and Muhammadiyah board. The reason is that besides the board has gained the knowledge of CRC from the previous team, this team wants to impress the school that the implementation of CRC is not because of the instruction but the need of the school itself. The second activity is conducting workshops on the authentic and participative learning, and implement them in the real classroom.

a. Meeting with Teachers and School Staffs

The meeting, which was attended by all members of this project, teachers and school staffs, was conducted on June 29, 2012. In this meeting, the principal initiated by sharing vision first. He related the existed norms that are the norms written in school's vision and mission with the concept of CRC. The team then brought the meeting into a focus group discussion (FGD) situation where the teachers and school staffs are invited to find the similarities and differences between those visions, and identify which parts of vision and mission, related to child rights, have already been implemented. In the setting of FGD the teachers and staffs described some activities related to the child right that had been done, and evaluated the implementation. They were also invited to propose some new possible activities to be conducted in school. The principal showed good appreciation and gratitude for the teachers and school staff for holding some programs for the students well, treating the students properly inside and outside the classroom, caring with the way the students behave, keeping away

students from all things that endanger them, and having good relations with the parents. In this point, the team found a good situation to offer the CRC project. The result of the meeting with teachers and school staff are: There is no contradiction between values of CRC and school vision and mission. Many activities had been done for the children and they correspond with school vision and mission and CRC as well. Teachers and school staff showed commitment that CRC is to be implemented in this school because child friendly school promotes a big concern to the children. Many activities are recommended to be done since the values of child friendly school needs to be promoted further.

Because the socialization of CRC to teachers and school staffs was done by relating the values of CRC to the school vision and mission resistance did not appear. It was very valuable moment to plant and maintain the concern to child right in this school. In the process of this project implementation, the team encourages the teachers to realize their commitments. The example are (1) teachers implement some more active learning strategies in order that the students participation in learning can be facilitated; (2) teachers commit to themselves to do some more friendly activities to the students, such like *among siswa*, (which is previously done by the school principal only, now each teacher does it voluntarily based on specific schedule they make). They also observe the school situation at the end of the school hours in order that the students are picked up by their parents or relatives. Bullying and corporal punishment have now decreased in this school; (3) teachers voluntarily promote CRC to the community where one of the

teachers will be the key person of the realization of Child Friendly School of the city of Surakarta. They also involve mass media for the promotion; (4) teachers do extra-curricula activities, such like art and sport more enthusiastically to encourage the students' participation. The result is that the students can win many competitions among the neighboring schools.

b. Meeting with Students' Parents

The meetings with students' parents were conducted in July and August, 2012. The meetings were conducted six times since in each meeting the principal invited the parents of each grade. The team designed the meeting with the parents as the description below. The principal, and the team, gave high appreciation to the parents for sending their children to this school and their willingness to be involved in the school activities. The team asked their motives of sending their children to this school, their expectations from this school, whether the activities done by the management correspond with their expectation. The principle also asked whether negative things were still committed by the teachers, school staff, and the management. The team reminded the parents that this school concerns very much on the children. It can be seen from the school vision, mission, and the activities. The team asked how if the school add one more valuable concept to be implemented, that is Child Right. The team, then, brought the floor into the discussion of CRC.

Most parents stated that the reasons sending their children to this school were for a good education; this school was not only fostering the cognitive abilities to be achieved by the students, but also educating the children with proper values and extra curricula activities. The parents stated that there were too much

homework; bullying, abuse and corporal punishment sometimes existed; the activities done out of this school made the students happy, but it took money. CRC could be implemented, because it concerns very much on children, promote good behaviors of the children, and protect children from danger.

c. Meeting with Students

The meeting with the students was conducted twice because to approach the students of the upper grades 4, 5, and 6 was different from approaching the students of lower grades 1, 2, and 3. The team invited the representative of the students of upper and lower grades on July, 10 and 11, 2012. The meeting with students can be described as the elaboration below. The meeting was started by asking the students whether they were happy in this school, what kinds of activities made them happy, what things made them unhappy, what kinds of activities they expected to be implemented, what things should be avoided from the school. The answers of all questions were (firstly) delivered orally and only from some students pointed out by the team. Based on the students' answers, the team asked them whether they are happy if the school is safe for them, how they feel if they are protected, how they feel if anybody is not polite to them. Then, the team introduced that there is a concept of CRC that should be implemented in school. Related to CRC, the team asked each of the students (from upper grade) to write down the things, activities, and events that made them happy and unhappy, the activities that should be implemented by the school, and the things that should be avoided from them. For the students of the lower grade, the responses for the points above were delivered orally.

Most students (92 %) wrote that they are happy in this school. The things that made them happy are the polite principal, the way the teachers treat them, the outing activities, school facilities (drum band, music, schools competition, and library). The things that made them unhappy are too much homework, bullying from the friends, and the anger of the teachers. They were enthusiastic when they were offered the safe and polite school. They were curious to know the way to stop naughty students from doing bullying. The team said that it did not take too much time if students, teachers, and school staffs love each other, polite to each other, help each other, care to each other, and so forth.

d. Meeting with School Committee

School committee consists of six persons as the members. This committee responsible as the partner of the schools' management in conducting school programs dealing the participation of parents. The member of school committee is also the representative of the community around the school and the member of Muhammadiyah board as well.

The meeting was conducted on August 18th, 2012. The meeting was started by describing the summary of the meeting with the students, parents, teachers and staff. The summaries related to child rights then be related to the school vision and mission and taken as the main agenda of the meeting. The result of the meeting shows that the committee supports the implementation of the project in SD Muhammadiyah 16 of Surakarta.

e. Meeting with Muhammadiyah Board

The meeting with Muhammadiyah board was

conducted on August 4, 2012 at 03.00 – 05.00 p.m. The meeting was conducted in “Balai Muhammadiyah Solo” (Muhammadiyah board office). There were 20 persons in that meeting and it was supported by the whole team.

In this meeting, the agents explained about CRC and all the programs that have been conducted and would be implemented in Muhammadiyah schools of Surakarta. The result of the meeting shows that Muhammadiyah board supports the implementation of the program dealing with CRC principles in the frame of Child-Friendly School.

RESEARCH METHOD

The school rules are all collected data dealing with the rights that will be given to all students of SD Muhammadiyah 16 of Surakarta. This data are taken from students, teachers and parents. Then, the collected data are analyzed based on the need of students. Both students and parents as well the teacher may express what they want to express based on their understanding to student rights in the class and school. Then, collected data are cross check one top another to have internal validation. The result of data verification, were then brought to the team to be discussed. After having conclusions from the collected data they will be approved by the headmaster and the deputy of Education on behalf of Muhammadiyah Board of Surakarta City.

a. Questionnaire for Parents

All students' parents are given a questionnaire consisting of the questions: 1) What activities should your child do in the school?, 2) What activities should not your child do in the school? and 3) What student rights (your expectations) that should be given to the your child from this school?. These questions are needed to know how far their parents may give contribution in making student rights in SD Muhammadiyah 16 of Surakarta.

b. Questionnaire for Students

All students' of the third grade are given a questionnaire having of the questions: 1) What activities that make you happy in this class?, 2) What activities that make you sad in this class?, 3) What can you do in this class?, 4) What cannot you do in this class?, 5) What can you do in this school?, 6) What cannot you do in this school? and 7) What (is) are your expectation (s) from this school? These questions are given to students to know how far they may give contribution in making student rights in the school

c. Questionnaire for Teachers

All teachers of SD Muhammadiyah 16 of Surakarta are given a questionnaire consisting of the questions: 1) What can your students do in this class?, 2) What can you students not do in this class? 3) What can your students do in this school? 4) What cannot your students do in this school? and 5) What rights should be given to the students in this school?

The full flow chart for getting the data from the three parties, and analysing the collected data can be seen as follows:

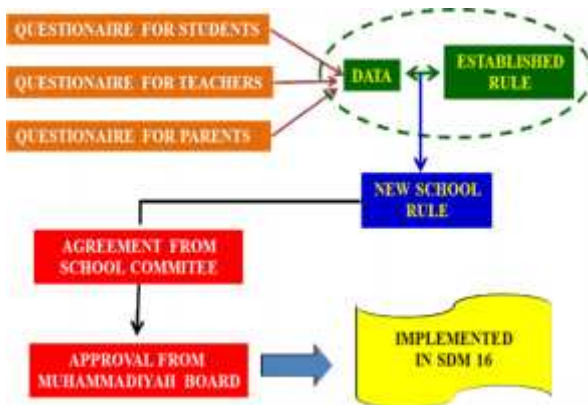


Figure 1. Data collection flow chart

RESULT AND DISCUSSION

After getting the complete data from students, students' parents and teachers, then the team analyse the collected data. The team

reduces all similar data and try to make verification between data taken from students to the data taken from students' parents. Next, the team verify again the fixed data to the data taken from teacher. The final result of the data verification among the data taken from students, students' parents and teacher can finally be formulated as the students rights of SD Muhammadiyah 16 of Surakarta.

The process of analysis is continuing but so far the following categories have been found. General Rules; Students' Rights in School; Students' Task in School; Students' Responsibility; Students' Prohibition; Students' Obligations; Sanctions and sanctions.

General Rules

1. Students arrive at school before 07.00 o'clock.
2. School uniforms:
 - a. **Monday- Tuesday**
The uniform used every Monday is white and red color
 - b. **Wednesday-Thursday**
The students wear white and brown color
 - c. **Friday**
They wear boy scout uniform (brown color)
 - d. **Saturday**
The students may wear Batik (School Identity)
3. Female students should wear a cowl (head cover)
4. Always greet "Asslamu'alaikum"
5. The student should shake hand with teachers when coming and leaving the school
6. Bringing communication book to school everyday
7. Joining the regular flag ceremony every Monday morning
8. Sending a letter to school when they are absent in the class
9. Getting permits from their teacher to leave the school during the process of learning

Students' Right in the School

1. Avoiding a culpable action

2. Becoming a prestigious student
3. Developing the creativity
4. Enjoying the rest time
5. Expressing the idea freely, creatively and innovatively
6. Expressing an art and culture in school
7. Getting a better and qualified education service
8. Getting a better education values
9. Getting a comfortability and sciences
10. Getting a comfortability during in school
11. Getting a creative teaching learning process
12. Getting a decent from an accidents
13. Getting a enrichment program
14. Getting a fixed answer and information
15. Getting a full heartily love
16. Getting a good academic atmosphere
17. Getting a good personality
18. Getting a good service of health
19. Getting a guidance of creative mental, discipline, self-confidence and logical thinking.
20. Getting a guidance to be a good Muslim and smart students.
21. Getting a harmonic relationship with teachers, staff and principle.
22. Getting a healthy food and canteen service as well as facilities.
23. Getting a homework, a leadership management and learning report.
24. Getting a love from teachers and friends
25. Getting a mineral drinking (water) freely in school.
26. Getting a Muslim characteristic building, education and politeness.
27. Getting a primary services and professional education from school.
28. Getting a protection from school
29. Getting a remedial teaching
30. Getting a room air condition
31. Getting a safety and comfortability in the school
32. Getting a scholarship
33. Getting a school's guidance
34. Getting a sense of safety and comfortability
35. Getting a similar attention from teachers
36. Getting a souvenir book after graduating
37. Getting a special assessment from school
38. Getting a special assessment from teachers
39. Getting a special motivation from teachers
40. Getting a special treatment for the poor family
41. Getting a special value of Koran and hadist
42. Getting a special value of students achievement
43. Getting a standard health service
44. Getting a supervision before parents' coming
45. Getting a supervision during a rest time
46. Getting a teacher's guidance
47. Getting a technology and information guidance
48. Getting a turn of "*piket*" (schedule to clean the class)
49. Getting a well team work education
50. Getting an appreciation for the sepacial achievement
51. Getting an appreciation from school
52. Getting an appreciation from teachers
53. Getting an early information of school schedules
54. Getting an enjoyable teaching learning process
55. Getting an innovative teaching learning process
56. Getting an innovative communication book
57. Getting comfortable facilities
58. Getting facility dealing with a good and nice table
59. Getting more educative and communicative information
60. Getting non physical punishment

61. Giving a hand to his friends
62. Giving criticism to his coming-late teacher
63. Going home if he feels sick in school
64. Having a good and clean bathroom
65. Having a good teacher
66. Having a nice and good teacher
67. Having organization
68. Helping friends
69. Helping one to another
70. Joining a boy scout camping
71. Joining a daily pray and Islamic teaching
72. Joining a fully lesson
73. Joining a group discussion in the class
74. Joining a humanity activity held by school
75. Joining a lesson seriously
76. Joining a lesson with a game method
77. Joining a lesson with an enjoyable method
78. Joining a Muslim "hisbul waston" boy scout
79. Joining a nice and enjoyable teaching learning process
80. Joining a pray practice
81. Joining a regularly Islamic studies activity
82. Joining a religious teaching
83. Joining a religious teaching regularly
84. Joining a safety and comfortability activity in school
85. Joining an "ethic-kindness" education
86. Joining an activity remaindering social sensing
87. Joining an activity of reading holly Koran
88. Joining an activity supporting achievements
89. Joining an activity supporting school building
90. Joining an extra curricula activity
91. Joining an extra of reading Koran
92. Joining the "outing" classes
93. Joining the activities improving the independence
94. Joining the activities improving togetherness
95. Joining the art and culture regular activity
96. Joining the creative activities
97. Joining the outbound conducted by the school
98. Joining the sport material in school
99. Joining the training on students' independence
100. Keeping the facility clean, safe and comfort
101. Learning comfortably in the school
102. Learning computer
103. Learning English
104. Learning together in the class
105. Learning using audio visual (film)
106. Learning while doing a puzzle
107. Learning while listening to music
108. Learning while playing
109. Learning while refreshing
110. Learning while working together
111. Learning with outing class (practicum)
112. Participating in making a decision
113. Practicing "*tapak suci*" (*self-defense*) in the school
114. Reading a holly Koran
115. Reading collected books in the library
116. Reading story books in the school
117. Rejecting a "*khurafat*" activity
118. Rejecting a "*musrik*" (*unbeliever to god*) activity
119. Rejecting a "*perploncoan*" action in school
120. Rejecting a children exploitative activity
121. Rejecting a dangerous activity
122. Rejecting a helpless activity for student
123. Rejecting a not good teacher
124. Rejecting a physical punishment
125. Rejecting a "*bid'ah*" (unuseful pray) activity
126. Rejecting an unuseful activity for student

127. Rejecting the fearful activity
128. Rejecting the naughty teacher
129. Speaking English and Arabic in the school
130. Taking an extra activity of a sport
131. Working on art

Students' Task in the School

1. Working in group
2. Learning while playing a puzzle
3. Creating something to sharp the brain
4. Creating something for education
5. Interrupting when the teaching is explaining the material
6. Following the additional lessons
7. Eating while sitting down
8. Doing positive and constructive activities
9. Reading comic strap in rest time of school
10. Bringing breakfast from home
11. Bringing food and drink from home
12. Making a group based on his interest and creativity
13. Making handicraft in school
14. Developing his interest and talent
15. Appreciating his friends
16. Following the camping program held by school
17. Joining the interactive dialogue in school
18. Following the dancing lesson in school
19. Joining an extra activity seriously
20. Joining the outbound activity supporting student's independent
21. Saving his money through his class academic consultant

Students' Responsibility

1. Keeping his behaviors
2. Having discipline and learning all subjects seriously
3. Memorizing short letters from Koran based on school target
4. Obeying to his parents and teachers in school
5. Learning the courses regularly in school

6. Practicing and implementing the politeness to everyone
7. Being honey students
8. Obeying to pray as a Muslim

Students Prohibition

1. Cheating in doing the examination
2. Making a noisy in the class
3. Doing anarchism
4. Fighting one to another in school
5. Speaking impolitely
6. Having over joking
7. Doing a traditional game in the class
8. Doing a bad behavior
9. Doing a quarreling
10. Having harsh talking
11. Throwing away garbage promiscuously
12. Coming late to school
13. Having a hurt burning
14. Buying a food "*jajan*" promiscuously
15. Going out from the class when the lesson is lasting
16. Leaving the lesson
17. Eating and drink while standing up
18. Eating while walking
19. Being lazy learning the materials
20. Doing anarchism activity
21. Doing culpable activity
22. Disturbing the teaching learning process
23. Having culpable behaviors
24. Pondering in class
25. Breaking the Islamic norms
26. Breaking the school rules
27. Climbing the fence
28. Reading comic strap while listening to his teacher
29. Bringing hand phone in the class
30. Eating the food to the class
31. Bringing much money
32. Cutting or leave the class
33. Making the class dirty
34. Breaking the facilities in the class
35. Breaking the school facilities
36. Having exclusive friends
37. Hitting friends

38. Stealing something
39. Jeering other person
40. Disturbing the public comfortability
41. Affronting other people
42. Following the negative globalization activity
43. Doing a free sex
44. Making other people angry
45. Breaking the school plants
46. Doing “ngrumpi” useless talking
47. Wearing sandals in the class
48. Making noisy in the class

Students’ Obligation in the School

1. being active in the process of teaching learning
2. learning the subjects innovatively
3. learning the subjects creatively
4. learning the subjects seriously
5. learning the subjects happily
6. participating actively in making the school decision
7. giving a good appreciation to the teacher
8. keeping the school clean
9. supporting the school to become IT school based
10. supporting the school to become favorite school
11. supporting the school to become modern Islamic school
12. helping one to another if there will be a friend got an accident

Sanction

The student who has broken the school rules will get the following sanctions:

1. Getting oral exhortation
2. Giving a special task from school
3. Getting written exhortation
4. Getting skorsing
5. Giving back to parents temporally
6. Dropping Out from School

CONCLUSION AND SUGGESTION

After the analysis of the questionnaire has been finished, the team will continue to formulate the new school rules. This new rules are then discussed with the school teachers and principal and the school committee before declared as the new rules. The following is the final new school rule after all collected data are discussed by the team. Finally the result of the school rules can be formulated as follows:

1. Students arrive at school before 07.00 o’clock.
2. School uniforms:
 - a. **Monday- Tuesday**
The uniform used every Monday is white and red color
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The students wear white and brown color
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3. Female students should wear a cowl (head cover)
4. Always greet “Asslamu’alaikum”
5. The student should shake hand with teachers when coming and leaving the school
6. Bringing communication book to school everyday
7. Getting permit from their teacher to leave the school during the process of learning
8. Avoiding a culpable action, becoming prestigious student and developing the creativity.
9. Expressing the idea feely, creativity, and innovatively.
10. Expressing the art and culture in school.
11. Getting a full heartily love.
12. Getting a good academic atmosphere, personality, service of health, a guidance of creative mental,

- discipline, self-confidence, and logical thinking.
13. Having a harmonic relationship with teachers, staff and principle.
 14. Getting a scholarship, a sense of safety, and a special value of Qur'an and Hadist.
 15. Getting non-physical punishment and a nice teaching learning process.
 16. Joining "ethic-kindness" education,
 17. Joining an extra curricula activity, reading Qur'an and "outing" class,
 18. Rejecting a "khurafat" activity, children exploitation, and fearful activity,
 19. Practicing and implementing the politeness values to everyone,
 20. Practicing actively in making the school decision and taking a good appreciation to the teachers.

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