

When Children are Aware of the Children: EFFORTS OF CHILDREN REPRESENTATIVE COUNCIL IN FULFILLING CHILDREN RIGHTS IN TULUNGAGUNG

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Children are often denied to be participated in their community. Their voices are often ignored by adults. However, in Tulungagung, there is one organization that challenges children to participate and contribute aspirations and their positive energy. The organization called Dewan Perwakilan Anak (DPA) or Children Representative Council. In such organizations, the members try to socialize on children's rights, anti-violence acts against children, effort to create child-friendly schools, social services to some remote areas. They also have some agenda called 'kumpul bocah' which produce kind of recommendations that could be proposed to government, parents, teachers, and society. Children's participation in the DPA could then become the media in supporting children's aspiration. DPA's members with their activities are able to empower children community in Tulungagung and effort to fulfill rights that should received by children. The empowerment also experienced by young activists of DPA. They tend to have more courage in expressing their own willingness and hope to their parents. They also own some skills they learn from the organization. Finally, those young activists are having some social awareness and consciousness toward the issue of children welfare and rights.

Keywords: Children Representative Council, Participation, Empowerment, Children Community, Children Right and Welfare.



SAAT ANAK PEDULI ANAK: UPAYA DEWAN PERWAKILAN ANAK (DPA) DALAM PEMENUHAN HAK ANAK DI TULUNGAGUNG

Abstrak

Anak usia belia sering menerima penolakan dalam berpartisipasi di lingkungannya. Suara mereka tak jarang diabaikan dan tak didengar oleh orang dewasa. Namun, di Tulungagung terdapat wadah yang menampung aspirasi dan energi positif anak yakni sebuah organisasi bernama Dewan Perwakilan anak (DPA). Dalam organisasi tersebut, para anggota melakukan sosialisasi tentang hak anak, aksi anti kekerasan terhadap anak, mengupayakan sekolah ramah anak, bakti sosial ke desa akses sulit, mengadakan ‘kumpul bocah’ yang dihadiri oleh perwakilan anak Tulungagung sesuai dengan kelompok masing-masing. Hasil dari agenda tersebut berupa rekomendasi yang ditujukan untuk pemerintah, orang tua, guru, dan masyarakat. Partisipasi anak di DPA kemudian bisa menjadi media dalam menyuarakan aspirasi anak. DPA dengan kegiatannya mampu memberdayakan komunitas anak Tulungagung dengan memperjuangkan pemenuhan hak yang patut diterima. Pemberdayaan juga dialami oleh aktivis muda DPA. Mereka jadi lebih berani mengungkapkan keinginan pribadi kepada orang tua serta memiliki ketrampilan-ketrampilan yang menjadikan mereka pribadi yang unggul. Mereka juga kemudian mempunyai kepedulian dan kesadaran sosial tinggi khususnya terhadap isu hak dan kesejahteraan anak.

Kata kunci: Dewan Perwakilan Anak, Partisipasi, Pemberdayaan, Komunitas Anak, hak dan kesejahteraan anak.

Introduction

Adolescents or children often receive violent, both physically and psychologically. The age are always considered to be the reason on why the children receive the violence and rejection to participate in decision-making. "[...] Noting that adults undertake initiatives without consulting young people regarding their priorities or getting their opinions on implementation." (Hart 1992). Children then seems to be driven by their parents and do not have right to make their own decisions.

Searching for identity in the age of transition also led youth to express themselves, even though it might lead to some negative behavior. "Youth (primarily a select group of older students) be studied as a separate transitional stage. Finally, it must be recognized that there will be variations in the kinds of behaviors, problems, and needs expressed by different kinds of young people though all may be categorized as adolescents." (Keniston, 1968:263) However, not all of young people become the subjects or objects of violence. Many of the young generation prefer to choose the path to have brilliant achievements in their life, such as participating or even winning the Olympic or competition held nationally and internationally. Those achievements making youth as the valuable group that can not be underestimated. Moreover, their existence becomes pride for Indonesia.

In addition, there are also some teenagers who have enough high level of social awareness. Many of young people spend their time with positive activities based on religion, social, cultural, education, and politics. "Bonds are created by providing opportunities for youth to be involved in meaningful ways and by providing skills and recognition for their involvement." (Zaff and Michelson, 2002). They are generally belong to organizations that concern on certain issues in society. Youth involvement in community organizations makes them as powerful individuals who are responsible, disciplined, self-supported, also have a social awareness. "*Adolescents who are involved in civic affairs have been shown to have a stronger work ethic, are more likely to be involved in voluntary activities and to vote, and display more socially responsible attitudes as adults than those who are not involved.*" (Zaff dan Michelsen 2002). In fact, as an agent of change, youth have power which capable to bring the community into a better direction. "Recent studies

of youth development reinforce the notion that youth are a valuable asset for building healthy communities (Zeldin, 2000; Haid, 1999; Zaff and Michelson, 2002).

Youth capabilities as agents of change might attract international attention through involving them in any social, political, economy, educational, cultural agendas. The society and government also begin encouraging youth to participate in decision-making, planning legislation, policy making, particularly in relation to the affairs of children, as stated in article 12 of the Children Right Convention.

“Article 12 is relevant to youth participation in community planning and design, and states: (1) Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. (2) For this purpose, the child shall in particular be Provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative of an appropriate body, in a manner consistent with the procedural rules of national law (UN 1989).”(Perri, 2007:3)

This article then examines the role of the child in the social change and development in Tulungagung. Through a Children Representative Council (DPA) in Tulungagung, the youth then handle responsibility of positive activities. This article explains that the changes reflected not only in the children community which are the object of the empowerment, but also on individuals or young activists who try to empower such community. Moreover, they also try to fight for children welfare, particularly in Tulungagung. This study then view the children not as member of marginal group, but emphasize that they are agents of change, starting from the smallest sphere, namely themselves.

Youth Plus Organization is Education Plus Empowerment

In essence, the basic rights of the child include the right to life and survive, the right to grow and develop, right to be protected and and right of participation. In the Children Rights Convention, the recognition of the child as a subject has been expressed, both explicitly and implicitly, in a numbers of articles. Gerison Lansdown (2001:1) underlines several articles that argued the position of the child as a subject or the child's participation, including:

"(1) Article 5: parental provision of direction and guidance in accordance with respect for children's evolving capacity, (2) Article 9: non-separation of children from families without the right to the

make their views known, (3) Article 12: the right to be listened to and taken seriously; (4) Article 13: the right to freedom of expression; (5) Article 14: the right to freedom of conscience, thought and religion; (6) Article 15: the right to freedom of association; (7) Article 16: the right to privacy; (8) Article 17: the right to information; (9) Article 29: the right to education that promotes respect for human rights and democracy. "

Moreover, basically every child has the ability or capacity to participate and provide a solution or solve a problem. They have a certain opinions that sometimes are not seen by the adults. Therefore, youth or teenagers needs be involved in the process of problem solving, finding solutions, decisions making, both within the family member and institution that focuses on the handling of problems in society.

"In recognizing that young people are capable of addressing societal problems and concerns and providing a forum for them to do so, civic engagement can be a dynamic and powerful strategy. Through civic engagement, young peoples' ideas and energy can Contribute meaningfully as they Participate in community building, work toward social change, and apply their leadership skills, all the while Gaining access to services, supports, and opportunities that facilitate their own development. " (Mohammad and Wheeler 2001:4).

The youth, energy and able to present a view which is typical for lead and provide direction for community change (Checkoway and Finn, 1997). Thus, action and youth organizations became an important component of the struggle for greater social justice (Weiss, 2003). Youth involvement in social change efforts are able to expand as well as deepen the basis for sustainable social movements (Ginwright, 2003).

Nevertheless, involving youth in social change organizations might be an extra work for the adults. Intensive guidance from adults becomes necessary for the teens until they have total understanding of particular issues. "Working with youth is challenging and requires continuous attention. They require additional explanation about the policies and procedures of a world that is initially foreign to them, and guidance as how to navigate it. "(Cindy Carlson, 2005:13).

Intensive communication between teens and adults also need so that adults could transfer the knowledge, such as drafting initiatives. The guidance and training for youth could be from the planning organization, coalition of youth and teens, as well as numbers of alternative institutions. They need to have focus discussions and dialogue on efforts to establish a system that can empower the younger generation. In

this context, adult play a role as a coach, mentor for the young participants. They can share their experiences and particular expertise in the training process, while encouraging the teens to hold a leadership role (Carlson, 2005)

However, it should be recognized that sometimes the effort to make youth and adolescents as a leader does not always run smoothly. "Not every student wants to Participate at the same level in the process" (Riepe 2004:43). In some cases found that adolescents still feel scared and reluctant in taking action and responsibility or play a role in leadership (O'Donoghue and Strobel, 2003). "There is evidence that Student Researchers' unwillingness to actively Participate at both case study sites was in part due to shyness." (Kilroy, 2007:15). "so it is important that Adult Facilitators encourage a variety of tasks, such as note taking or time keeping, to engage all students in the development of their research and leadership skills."(Kilroy, 2007:15). Teens then totally involved in every single activity, in the sense of making youth as planners, youth as organizers, as a youth advisers, youth as policy makers, youth as an advocate, youth as citizens, and youth as agents of change (Carlson, 2005).

Hart (1992) presents an idea about training youth community as the agent of change.



Indeed, now is not the right time to think that teenagers are weak people. They are able to become new agent for change and development of society. Meanwhile, the public needs to begin to always involving them in any community activities so that they are getting ready to face future challenges, also getting ready to be a professional leaders.

Children Representatives Council of Tulungagung

In Tulungagung, there is a group of teenagers who have contributed to the social environment, so called Children Representative Council or Dewan Perwakilan Anak (DPA). It is an organization whose members include children or teenagers under 18 years old is established since 2005. DPA stands under the guidance of the Child Protection Agency (LPA) of Tulungagung. Starting from the child congress and National Children Day on July 23, DPA organization established to accommodate the aspirations and struggle for the fulfillment of the basic rights of the child in Tulungagung. The basic rights of the child are including the right to life and survive, the right to grow and develop, right to be protected and right of participation. The fight for the rights of the child is aiming to gain more prosperous, quality, and noble life in the hand of the children. In addition, they also want to promote understanding of the importance of child rights fulfillment in the school environment and peers. Through the DPA, the teens also want to encourage the government, parents, and the community to provide opportunity for children participation.

DPA consists of four divisions of organization, they are: (1) social divisions, (2) capacity building, (3) networking, and (4) peer education. Each division has a numbers of specific work programs. The work program will change each year as well as the change of organization members or system of regeneration. The organizers of DPA are selected through their level of participation in every organizational activity. At the period of 2012-2013, for example, the division of capacity building plan to implement some program such as basic leadership training, training of trainers, education of children facilitators for DPA's organizers.

“Providing more space for youth leadership, however, calls for extremely skilled facilitators who can provide enough direction to ensure youth are learning the necessary skills to make informed decisions, while at the same time allowing enough space for youth to drive the process as experts. In this sense, the facilitator becomes

both teacher and skilled narrative therapist who helps youth relate new information to their personal stories and goals so that they can make informed decisions about what they want to change in their environments, and how to go about doing it in a community-oriented fashion.” (Cooper dan Hays, 2007:448)

Meanwhile, the social division is responsible for research activities or observing children in a particular situation, followed by publishing book or article about result of the research. In addition, there is also activity called ‘kumpul bocah’ or children meeting that held every two years which is in the same day with National Children Day celebration. Another task of the social divisions include various social activities, such as reforestation and social events. This division also hold duty to establish DPA at district and village levels.

Other divisions that exist within the DPA organization is the division of social networking. The division is in charge of writing and publishing book about ‘*MOS ramah anak*’ or kind of guide book for student and teachers to avoid violence action during the activity of student orientation periode. They also publish newspaper for children, brochures and posters which consist of socialization and recommendations, book about rights and obligations of the child, as well as producing documentary film about violence or child rights. Peer education division has a role in the socialization of the child rights and their obligation through youth clubs and schools as well as become the speaker in one of the weekly on air talk show on a radio station in Tulungagung.

Up to now, DPA has scored some achievements. Some DPA’s representatives was once succeeded in participating child ambassador of East Java and the national child congress from 2005 to 2009; becoming facilitators of children organizers of East Java in November 2007 and 2010; becoming facilitator team of peer training on children's rights, reproductive health, the dangers of smoking and drugs, impact of global warming, and trafficking for Student organization of SMP / MTs (junior high school) and SMA / SMK / MA (senior high school) in Tulungagung during June 2008. In addition, they are also involved in the team of the research about mapping kinds of violence against children in schools and communities in Tulungagung in 2009. They are also participating in Implementing peer education programs for the prevention of HIV/AIDS and drugs in Tulungagung in 2012. Those achievements are made by children for the benefit of children,

especially in Tulungagung. The activities that are pursued by DPA is a kind of struggle for the fulfillment of children's rights.

Kumpul Bocah: The Bridge Between Children and Government

Kumpul Bocah or Children Gathering is the program organized by the DPA's member. It is the event where children's representatives in Tulungagung came to deliver their aspirations, express the problems they face in their daily lives. In such agenda, children's representatives is divided into several groups, consist of representatives of elementary school student (SD/MI), junior high school student (SMP/MTs), senior high school student (SMA/SMK/MA), children of remote areas, children of migrant workers, child labors and street children, religious boarding school students (*anak pesantren*), orphans, children with special needs and disabilities, and children of NGO activists and officials. In *kumpul bocah*, DPA's members act as group facilitator to uncover and dig the problems faced by each child in the group. For example, children with special needs and disabilities, who face discrimination, violence, and even sexual harassment.

The theme of the *kumpul bocah* is different in each period. In 2005, *kumpul bocah* are held with the theme of 'please hear our voice!', which aims to promote children's rights, particularly the right of participation. While in 2007, *kumpul bocah* was done under the theme of 'Preserving Nature and Energy to Guarantee the Children's Future'. In 2010, the theme was 'Children of Tulungagung are Honest, Noble Characters and Anti-Violence'.

Those themes of *kumpul bocah* are determined according to the results of DPA's members discussion about the problems faced by children in a social environment. For example, many children are faced with the illegal logging without reforestation efforts in some district in Tulungagung. Illegal logging is causing landslides in some areas, as well as the impact on the damage to the houses or buildings. The problems then encouraged DPA to promote the importance of environmental preservation. According to them, the green environment will take children to a better life. The action of environmental conservation is done by DPA, through *kumpul bocah*, by planting 200 trees in the city forest of Tulungagung. the trees were provided by department of agriculture, forestry and urban planning. In

addition, children also discussed the efforts to preserve the environment. The results of the discussion then submitted to the regent of Tulungagung so that the government could implement policies regarding environmental preservation.

In essence, *kumpul bocah* aimed to dig the deep informations about issues and problems among children. Those informations obtained from discussions within children's representatives that classified into groups. The results of the discussions then became some recommendation to be submitted to the government. The recommendations also published through a brochure that could be distributed to all levels of society, such as children, parents, teachers, educational institutions. Government could then apply those recommendations as consideration in process of policy-making.

Kumpul bocah then became a very positive activity which able to support child development. Children, especially those in marginalized positions such as children with disabilities, felt more confident in interaction with other children in their age. They also had a broader perspective about the various things that happen outside their world. Children with disabilities also felt that their participation in a *kumpul bocah* gave them valuable opportunity to speak and to be heard by others in the community.

Other benefits are also felt by members of the DPA, "so we have better understanding on problems faced by children. Elementary school students, for example, are often became the object of the bullying" (Interview with Fauzan, May 21, 2013). The role played by DPA's members (youth) as a facilitator in *kumpul bocah* became effective way because children's representatives which are member of discussion in different groups felt more comfortable in telling and uncovering problems to young people in their age, compared to telling it to adults.

Children's Welfare in the Perspective of DPA

Activities of the DPA bring positive impacts to the community. Children in DPA owned high social awareness toward children welfare. At their young age, they had social consciousness and certain idealism about the fulfillment of children right. Generally, they viewed the importance of the welfare of children, because children are the future generation who will determine the future of the nation and the state. At

the very least, there are several views on the importance of fighting for the children rights:

1. The position of children who are weak and still depend on their parents made their rights must be defended and fought for.
2. Children need nutrition, education, love and affection in their growth period.
3. There are few numbers of people in the society who have knowledge related to the children's rights.
4. Children often became the victims of the adult's interests, victims of violence, exploitation, and discrimination.
5. There are many children who have no chance to play, learn, and express themselves because they have to work.
6. Through the fulfillment of children's rights, children could live in a healthy and supportive environment, and could be the powerful generation to lead the future Indonesia.

One of the DPA's members, Rizky, considered that the basic rights of children are often ignored by society.

“Well, the right to participate, children are usually left out behind in the planning and deliberation process. Now, we as children could participate with the existence of organization like DPA. Now, government is also involving children in the making of *Raperda* [Draft of Local Regulation]. They really hear our voice and opinions. They asked children about problems in their areas where they live, and we were allowed to make suggestions or solutions to the problem.” (Interview with Rizky, May 21, 2013).

However, participation of children in DPA is able to foster social awareness.

They expressed particular awareness focused on children with specific situations, such as children with disabilities (included special needs children), child labors, and so on. The socialization they sounded so far also fighting for the rights of children with specific situations. Rizky, who had been a group facilitator of disabled children discussion said,

“Children with disabilities should not be discriminated, distinguished from others. They are often bullied, beaten, forced to give amount of money. Indeed, young people still have lack of awareness about the welfare of children with disabilities. We try to provide guidance on how to defend themselves. At least, they have courage or effort to talk or complain about forms of right violations that happened to the Child Protection Agency, for example.” (Interview May 21, 2013)

Besides the courage to talk to agencies or parties that provide protection, the children in that particular situation were also explained about the dangers or negative effects of violence. As such, they are also expected to have an effort to avoid these forms of violence.

Each youth in DPA has high level of hopes for the welfare of the children in the present time and in the future. In the perspective about child labor, for example, one of them said, “Children are allowed to work but their rights must be fulfilled. For example, they have to receive salary in the same amount as adult workers. They are not allowed to work more than 3 hours.” (Interview with Fauzan, May 21, 2013). They always hope that everyone in the society supports children by fulfilling their rights, so that they are ready to take any challenge in the future. In addition, young activist in DPA also expect that every children could defend themselves when receiving inappropriate treatment from the other group member.

DPA’s members put a hope on maximizing cooperation between LPA and DPA in the work of socialization regarding children’s right, especially for the adults and elderly people in remote areas. They see that the parents in the society have minimum knowledge and awareness on children's rights. Beside parents, teachers also have a lot of interaction with youth. Some violence are found among teachers toward student in the school. The issue become one of particular concerns among activist of DPA and LPA. Generally, teachers did the violence in the name of the punishment toward student who break the rules. Finally, the members of the DPA agreed about the ideal form of punishment for students who break the rule. They see that punishment should be educate the student, such as memorizing the subject matter, writing articles or papers, and presentations.

Those kind of social awareness seems to be brought up to the future. Their attention toward children not only appear in the present but also in their adulthood. “However , helping youth develop a deeper understanding of societal problems can empower them up to become more engaged with their civic environment while also helping them up to become more active and successful adults with an interest in social justice.” (Evans and Prilleltensky, 2005).

When questioned about concrete actions if they achieved success or richness and own power in society, they express variety of interesting answers. Rizky, for example, replied,

“I will be giving the children some facilities, where my home will be filled with playing and learning facilities for children, while they will be given guidance and supervision on how to make each of children own beneficial talents. In addition, I will also educate them to have religious knowledge and behaviors. I will also build the facilities in several areas. It is a children's right to enjoy the facilities. For parents, I will work hard to provide training on how to educate and empower children to become bright generation. That is my dream.” (interview May 24, 2013).

Dhiki had more or less the same imagination. He wants to help children in special needs, such as children with disabilities. He wants to set up a private foundation that make them become more independent, skilled, and well-being. Fauzan has another thing to do. He said, “with my ability, I will affect society and government to realize child-friendly city in national and regional level, so that children will be more prosperous and could gain their success easily.” (Interview May 24, 2013).

Community Empowerment and Self Empowerment

Young people involved in DPA have contributed positive things to the children development in Tulungagung. “Other studies find that youth can have a significant impact on the organization in which they participate and the larger community, as well.” (Zeldin et al, 2000). They became representation of the whole children in Tulungagung in expressing the aspirations as well as issue of children's rights. They held socialization for children and adults in the community as well as for the students and teachers in the school.

Children’s involvement in DPA contains various motivations. Fauzan, junior high school student revealed that he was interested in joining the DPA because the activities are interesting, such as charity and opportunity to be children ambassador. He also had desire to participate in gaining the welfare of children in Tulungagung. Meanwhile, Alisha, 15 years old girl, said that she is really loved to be active in organization. “I can have an extra experience. The issue of children's rights and reproductive health are the things I did not know before. So, I also learned something, here in DPA.” (Interview May 21, 2013). DPA also became learning institutions which support academic activities. Shafira said,

“The material subjects that presented in DPA also discussed in school. So, my activity in DPA could support the academic matters. Teachers also delivered the study about HIV/AIDS, reproductive health and drugs. Some question in the examination also asked about such issues. So, we've already comprehended the subjects.”

(Interview May 21, 2013)

Zaff and Michelsen (2002) states, “Further, as teens they have been shown to have more success in school and are less likely to use drugs than their peers who do not participate.” Youth involvement in organizational activities can also be associated with positive academic achievement (Johnson et al., 1998). In addition, Youth civic engagement has also been linked with a sense of personal competency, self- esteem, and involvement in pro-social activities.” (Yates and Youniss, 1996).

Student are always have obligations and responsibilities related to school. They have right of education as well as obligation to learn. However, the student involved in DPA didn't think that the organization interfered their learning obligation or school assignments. “There is always proportional planning in every meeting or activities in DPA. The activities in DPA also support the academic stuffs. It also forced us to have skill of time management”, said Fauzan (interview May 21, 2013). Besides skilled in time management, DPA's members seems to have capability to speak in public and get trust from teachers and friends to perform speech as student representation. “At school, we often chosen to perform or speak in public, because they see that members of DPA are intelligent student.” (Interview with Rizky, May 21, 2013). The socialization program about children's rights push them to have self-confidence. They also claimed that now it's easier to socialize with others, to accept the presence of others, and be able to appreciate the differences and the shortcomings of others.

“It downplays individual achievement in favor of helping young people learn to participate in group processes, build consensus, and subsume personal interests and ideas to those of the collective.” (Lewis-Charp et al., 2003:202).

So, the socialization of the issues is not only done in the proper forums in the context of DPA's organizational activities. Sometimes, they delivered informations about the children's right to their peers at school or in their neighborhood. They obliged themselves to be able to speak up, and offered the information they obtained to all children in Tulungagung. In an informal conversation with friends they used to slip certain useful information to them. *“In addition, because participation in*

community improvement occurs hands-on, youth tend to work at a smaller scale than when engaging in civic activism.” (Sutton, 2007: 11). Their friends also been enthusiastically received enough information that given from those DPA’s members. The informations usually about reproductive health, avoid violence in relationship, reaching goals, avoid premarital sex, and gaining successful future. One member of the DPA, Shafira, also ever had to remind her colleagues related to the children’s rights.

“I have reminded my friends that they have right to express their personal wishes or life choices, such as choosing a school or decide their future to parents. As long as there is a tendency that the parents are often set up life and choices of the children.” (Interview with Shafira, May 21, 2013)

Another positive thing ought to be consider here is the impact of the involvement toward the DPA’s members. Those young activist tend to be able to voice their personal rights or the rights of children, especially to their parents. “It begins with the assumption that young people can contribute to their own development if they are not only problem-free but also fully prepared to make good choices in their lives.” (Pittman 1992). Moreover, Fauzan said that he had the courage to remind parents if their actions are less precise (interview, May 21, 2013). Rizky also expressed the same thing that she had started to dare reminding her parents about anti-violence action toward children.

Thus, the members of DPA applied the knowledge they obtained from DPA in their everyday life, such as the right to speak or express rights of children. Moreover, their knowledge about reproductive health, HIV/AIDS, dangers of smoking and drugs led them to mantain good behaviors and to implement clean and healthy lifestyle.

Conclusion

The presence of DPA, with the support of LPA, could became fresh air for the welfare of children in Tulungagung. Positive activities undertaken by them, such as anti-discrimination and anti-violence socialization, social charity, *kumpul bocah*, are able to help children, parents, teachers, and broader communities to understand and know about the rights of children and train them how to educate children according to those rights. By understanding the children’s rights, the teachers are expected to educate student , besides teach instructions in school. In addition, DPA

became bridge between children and the government. The government then showed their concern regarding children's interest and welfare.

DPA's activities brought positive impact on children development in Tulungagung. Children then gradually became aware and understand their rights. '*MOS ramah anak*' guidance book effectively reduced numbers of violence and bullying acts in schools. The government also launched child-friendly city of Tulungagung as well as pioneered child-friendly schools. As the result, children community could then enjoy the positive changes in their environments.

The empowerment didn't only occur among children community but also among activist of DPA. Their involvement in DPA with the effort to gain children welfare took them to the positive change on their personality. DPA's members began to be able to voice personal rights and rights of children in general, especially to parents. They also felt more able to perform public speaking and had higher level of confidence. The academic abilities had been supported by following series of activities in DPA. The organization then became the second classroom after school, which could be a learning institution of the children.

Indeed, socialization and empowerment are always sounded among children in Tulungagung. *Kumpul bocah* became media for uncovering problems that occurred among children, especially those with special situations, such as child labor, children with disabilities. DPA and LPA, through *kumpul bocah*, tried to appeal to all levels of society, including the government, to continue caring and paying attention to gain children welfare.

Children welfare in Indonesia is the responsibility of all of us. Efforts toward the fulfillment of children right and welfare are always must be done, by looking at the needs of the children and considering negative and positive aspects. Empowering children is certainly very important because they are the next generation who determine the future Indonesia.

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