



From Child Rights to Classroom Observation: A Document-Derived Rights-Based Universal Design for Learning Framework

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ABSTRACT

Purpose of the study: This study aimed to develop a document-derived framework for observing how child-rights principles are enacted in everyday classroom practice. It examined how international child-rights and disability-rights norms, Universal Design for Learning (UDL), current Indonesian education and protection policy, and a practice-generating source corpus could be translated into candidate observation indicators designed for use from early childhood through upper-secondary education.

Methodology: A structured documentary synthesis analysed a frozen corpus of 18 documents organised by source authority and analytic role. Thirty-four candidate items were mapped across four external documentary evidence families plus a separate practice-provenance trace, then audited for authority, directness, UDL 2.2-to-3.0 consistency, national-policy consistency, observation-readiness, redundancy, developmental applicability, and contradiction.

Main Findings: The audit retained 21 items unchanged, revised seven to improve observation-readiness or construct boundaries, repositioned six event-triggered safeguarding items, and removed none. Framework v2.0 therefore contains 28 routine classroom items across seven domains plus six supplementary safeguarding items. Twenty-nine items were supported across all four external evidence families; five safeguarding items were supported across three because direct UDL alignment was neither expected nor required.

Novelty/Originality of this study: The study offers an auditable method for translating abstract rights norms into classroom indicators formulated for observation without treating documentary convergence as psychometric validation. Its novelty lies in separating external documentary support from author-produced practice provenance, treating UDL 2.2 and 3.0 as one versioned design-framework family, and distinguishing routine teaching indicators from safeguarding and information-governance responsibilities.

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1. INTRODUCTION

The Convention on the Rights of the Child (CRC) positions children as rights holders within education rather than merely as recipients of adult care. Non-discrimination, protection from violence, participation, dignity in school discipline, and the developmental purposes of education are therefore not external safeguards added to pedagogy; they shape the conditions under which pedagogy is legitimate [1], [2]. Yet educational rights research

continues to show a recurring implementation problem: normative commitments are easier to state than to recognise in the ordinary decisions that structure classroom life [3], [4]. A teacher can endorse children's rights in principle while everyday routines of correction, participation, assessment, grouping, or access still reproduce exclusion or humiliation.

This gap matters for social and character education because classrooms are not only places where curriculum content is transmitted. They are also social environments in which learners repeatedly encounter rules about fairness, voice, responsibility, difference, authority, and repair. Rights-respecting school approaches have demonstrated the educational importance of embedding rights into school culture rather than treating them as a stand-alone topic [5]. The unresolved methodological question is how to make those social-relational expectations sufficiently precise that they can be observed without reducing complex rights to a simplistic compliance checklist.

Participation illustrates the difficulty. Article 12 and General Comment No. 12 require opportunities for children to express views and for those views to receive due consideration [1], [6]. Lundy's influential formulation therefore distinguishes space, voice, audience, and influence, making clear that an invitation to speak is not the same as meaningful participation [7]. Recent classroom research reinforces this point. A rights-based study of children's pedagogic voice found that children's perspectives on classroom learning are shaped by the pedagogic and relational conditions through which voice is invited and acted upon [8], while research on student-voice practices identifies relationships, differentiation, and choice as pedagogical foundations of meaningful voice [9]. Voice-inclusive practice similarly requires attention to the conditions that make engagement authentic rather than symbolic [10]. For observation, the challenge is therefore not simply to record whether children speak, but to identify visible evidence that contributions are heard, considered, and responded to.

Inclusion creates a related translation problem. The Convention on the Rights of Persons with Disabilities (CRPD), particularly Article 24, and General Comment No. 4 require inclusive education systems that remove barriers and provide reasonable accommodation [11], [12]. UDL supplies a complementary design logic by anticipating learner variability rather than waiting for failure before providing support. The current CAST UDL Guidelines 3.0 retain Engagement, Representation, and Action & Expression, while strengthening attention to learner agency, belonging, bias, and barriers rooted in systems of exclusion [13]. Recent reviews nevertheless show that implementation evidence remains uneven across formal school settings [14], that teachers' and learners' beliefs about UDL influence implementation [15], and that the overall evidence base is promising but still heterogeneous [16]. This makes transparent operationalisation particularly important: a rights-based framework needs to distinguish the legal obligation to include from the design strategies that make inclusion practicable.

Assessment provides a concrete example of why this distinction matters. Inclusive assessment is weakened when the task measures an unintended access demand rather than the intended learning construct. Research on accessible assessment for learning shows that language, attention, inferential demands, and task structure can themselves become barriers, and that teachers can redesign criteria, explanations, visual supports, and interaction to improve access from the outset [17]. A rights-based observation framework therefore needs to look beyond the presence of differentiated tasks and ask whether the route by which children show learning remains aligned with the intended learning goal.

Discipline raises a different but equally important problem. CRC Article 28(2), General Comments Nos. 8 and 13, and the broader protection framework reject corporal and degrading punishment and require school responses that preserve dignity and safety [1], [18], [19]. Contemporary restorative-practice research suggests that effective implementation depends on relational consistency, adult capacity, opportunities to repair harm, and reintegration rather than on the absence of consequences [20]. Children's own perceptions of disciplinary procedures also show why procedural fairness and respectful treatment matter in school authority [21]. These strands support a distinction between firm boundaries and punitive humiliation, and between accountability and coerced reconciliation.

The Indonesian policy context makes these questions timely. Permendikdasmen No. 6 of 2026 establishes the current national framework for a safe and comfortable school culture, while Permendikbudristek No. 48 of 2023 regulates reasonable accommodation for learners with disabilities [22], [23]. These instruments operate alongside the Child Protection Law, Personal Data Protection Law, Persons with Disabilities Law, and National Education System Law [24]-[27]. Together they create a dense normative environment, but policy density does not itself provide an observation architecture for ordinary classroom practice.

A recent practice guide, *Kelas Aman, Belajar Nyaman*, attempted to bridge child rights and UDL across early childhood to upper-secondary education by linking norms to planning, interaction, assessment, dignified discipline, participation, accessibility, safeguarding, privacy, and practical audit tools [28]. That book is relevant to the present study as a practice-generating provenance source, but it also creates an authorship and self-overlap challenge because the present author co-authored the source publication. The scientific contribution of this article therefore cannot be the repackaging of its appendices. It must reside in a new and auditable reconstruction: a new item architecture, explicit source-authority structure, current-version UDL check, item-level external documentary traceability, observation-readiness rules, and a pre-specified concordance decision protocol.

Accordingly, this study asks three questions: (1) Which classroom dimensions can be formulated as observation-ready indicators that translate child-rights principles, inclusive-education obligations, and UDL design logic into everyday practice? (2) Which candidate indicators survive a cross-source concordance audit when authority, directness, observation-readiness, developmental applicability, redundancy, and current-policy consistency are examined explicitly? (3) How should routine classroom practice be distinguished from event-triggered safeguarding and information-governance responsibilities? The objective is not to claim a validated scale, but to produce a document-derived framework whose normative and design provenance is auditable before later field testing of observer agreement, feasibility, and developmental applicability.

2. RESEARCH METHOD

2.1. Research Design

The study used structured documentary synthesis and normative traceability analysis. Document analysis treats documents as data that can be selected, appraised, coded, compared, and interpreted systematically rather than used only as background references [29]. The procedure also drew on the READ approach's emphasis on readying materials, extracting information, analysing data, and distilling findings [30], but adapted that logic to framework development rather than health-policy analysis. The design was not a systematic review of empirical outcomes. Its purpose was to test whether candidate classroom indicators could be traced transparently from normative authority through educational design logic to observable practice. The documentary dataset was frozen on 17 August 2026 before the final item decisions. Freezing the corpus reduced the risk of post-hoc source selection after weaker items had been identified. No human participants, expert ratings, surveys, interviews, or classroom observations were used in the present study. The unit of analysis was the candidate item and its relationship to a pre-specified set of documentary sources.

2.2. Documentary Corpus and Source-Authority Structure

The corpus comprised 18 documents organised into four analytic source-authority classes (Table 1). H1 contained eight primary legal or normative instruments: the CRC [1], CRPD [11], two current Indonesian regulations [22], [23], and four national laws [24]-[27]. H2 contained seven authoritative treaty-body interpretations: CRC General Comments Nos. 1, 8, 12, 13, 14, and 25 [2], [6], [18], [19], [31], [32], plus CRPD General Comment No. 4 [12]. H3 contained two versions of the CAST UDL Guidelines, 2.2 and 3.0 [13], [33], treated as one versioned design-framework family rather than two independent evidence streams. H4 contained the source book [28] and was recorded as practice provenance only.

Table 1. Documentary corpus and source-authority structure

Authority class	Source class	n	Examples	Analytic function
H1	Primary legal/normative instruments	8	CRC; CRPD; Permendikdasmen 6/2026; Permendikbudristek 48/2023; four national laws	Establish primary legal/normative requirements and boundary conditions within their respective international or national domains.
H2	Authoritative interpretations	7	CRC GCs 1, 8, 12, 13, 14, 25; CRPD GC4	Clarify treaty rights in relation to education, participation, discipline, protection, privacy, and inclusion.
H3	Design framework	2	CAST UDL Guidelines 2.2 (2018; provenance) and 3.0 (2024; current-version check)	Provide one versioned design-framework family; test continuity or change without double-counting versions as independent evidence.
H4	Practice-generating corpus	1	Kelas Aman, Belajar Nyaman (2026)	Generate operational examples and age-level translations; recorded only as provenance/practice trace and excluded from external evidence counts.

Documents were included when they were authoritative or provenance-critical, directly relevant to at least one framework domain, retrievable in a traceable version, and current at the freeze date. Superseded policy instruments were excluded from the analytic core unless needed to explain provenance. Secondary news or commentary was not used to derive item decisions. The source-authority structure was substantive rather than numerical and was not intended to collapse treaty norms, General Comments, national statutes, and ministerial regulations into a single legal hierarchy. Where interpretive tensions arose, the analysis privileged the legally or

normatively applicable source within its institutional and jurisdictional role, then documented how design and practice sources translated that requirement into classroom terms.

Document identification proceeded in four steps. First, the CRC, CRPD, UDL, current Indonesian education and protection policy, and the practice guide were treated as seed sources because they defined the study's normative, design, national, and provenance functions. Second, explicit cross-references within those sources were followed to the treaty-body interpretations and national statutes directly relevant to the seven core domains and safeguarding functions. Third, current official versions were checked at the freeze date, with superseded instruments retained only when necessary to document provenance. Documentary expansion stopped when each core domain and safeguarding function had at least one applicable primary or authoritative normative anchor, the current Indonesian policy position had been identified, and the UDL 2.2-to-3.0 version check was complete. This stopping rule defined a bounded analytic corpus rather than an exhaustive review of classroom-observation literature.

2.3. Candidate Item Pool and Provenance Control

Before the final concordance analysis, an initial item-development and pre-audit phase reconstructed candidate indicators from the rights, UDL, and practice concepts identified in the corpus. The reconstruction did not mechanically transfer the book's checklist. Items were rewritten to represent a single construct, specify visible or audible evidence where possible, separate neighbouring constructs, include event-specific No Opportunity rules, and preserve the same underlying standard across developmental levels through age-appropriate anchors. After redundancy and boundary review, four non-merged items were retained within each of seven core domains (28 items), together with six conditional safeguarding items, yielding Candidate Item Pool v1.0 (34 items). The seven core domains were Safety and Dignity; Equity and Accessibility; Voice and Meaningful Participation; Engagement and Emotional Safety; Accessible Representation; Action, Expression and Fair Assessment; and Dignified Discipline and Relational Repair. The complete item-level traceability and final decisions are reported in Supplementary Table S1.

The four-item representation within each core domain was an explicit design convention adopted for parsimony, balanced domain representation, and a manageable prospective observation burden; it was not an empirical finding that each domain contains exactly four latent facets. The resulting seven-by-four architecture should therefore be treated as a testable framework specification rather than a factor structure. Supplementary Table S2 reports the developmental anchors used to preserve each invariant construct while varying its behavioural examples across Early Childhood Education, Elementary School, Junior High School, and Senior/Vocational High School. The item pool did not reproduce the book's checklists verbatim. To minimise textual self-overlap and circular confirmation, the article used newly reconstructed wording, explicit construct boundaries, a No Opportunity rule for event-dependent observation, and a new cross-source audit. The book [28] therefore functioned only as H4 practice provenance and operationalisation support: it was excluded from external evidence-family coverage counts and could not independently confirm an item derived from its own concepts.

2.4. Source Mapping and Concordance Coding

Each item was mapped across four external documentary evidence families: primary treaty/normative evidence, authoritative interpretation, UDL as a single versioned design-framework family, and Indonesian law/policy. H4 was recorded separately as a practice-provenance trace. Within the UDL family, version 2.2 represented derivation provenance and version 3.0 represented current-version consistency; the two versions were never counted as independent evidence streams. External relationships were coded D when a family directly supported the substantive construct or required practice, S when it provided supportive but incomplete alignment, and - when direct support from that family was neither present nor expected. Coverage counts were descriptive only; they excluded H4 and did not function as votes, weights, or validity coefficients. For descriptive coverage, a source family was counted as mapped when its item-family relationship was coded either D or S. D and S were retained separately in Supplementary Table S1 so that broad coverage did not erase differences in evidentiary directness. Within the Indonesian law/policy family, an S code denotes contextual or policy compatibility rather than an item-specific statutory prescription.

The concordance audit then examined eight dimensions: authority, directness, UDL 2.2-to-3.0 stability, national-policy consistency, observation-readiness, redundancy separation, developmental applicability, and contradiction. Authority asked whether applicable higher-order normative sources supported the construct. Directness tested whether those sources supported the item as written rather than only a broad neighbouring principle. Observation-readiness asked whether the wording specified visible or audible evidence, or an explicit event-triggered condition, that a future trained observer could in principle record; it was a design judgement, not an empirical demonstration of observer performance. Developmental applicability examined whether the same underlying standard could be specified from early childhood through upper-secondary education using age-appropriate behavioural anchors rather than identical behaviours.

All documentary coding and item adjudication were conducted by the sole author using the pre-specified rules. No intercoder reliability is claimed. Three safeguards were used to reduce confirmation bias: the corpus was frozen before final item decisions, D/S/- coding definitions were specified before the concordance audit, and every item decision was linked to a documentary trace and explicit decision rationale. Accordingly, the D/S/- classifications and concordance decisions should be read as transparent, rule-governed authorial analytic judgements rather than independently corroborated coding. The absence of an independent coder remains a limitation and is not treated as evidence of reliability.

2.5. Decision Rules and Version Control

Four item decisions were defined before the final audit. RETAIN required adequate external documentary support, wording formulated for observation-ready evidence, a defensible construct boundary, and no unresolved contradiction. REVISE retained the construct but changed wording when the documentary basis was strong while the item remained inferential, double-barrelled, or insufficiently bounded. REPOSITION retained a substantively important construct that did not belong in the routine classroom core, especially rare-event safeguarding or information-governance practices. REMOVE was reserved for items lacking sufficient authority, remaining unsuitable for observation after revision, being irreducibly redundant, or conflicting with applicable higher-priority/current authority.

UDL 2.2 was retained because it formed part of the source book's intellectual lineage [33], whereas UDL 3.0 was used as the current-version sensitivity check [13]. For coverage purposes, they were treated as one versioned UDL family: 2.2 documented provenance and 3.0 tested whether the current framework preserved, expanded, or contradicted the relevant design principle. This prevented both silent rewriting of provenance and double-counting two versions of the same framework. For safeguarding and privacy items, absence of direct UDL alignment was not treated as weakness when CRC and national legal/policy authority supplied direct support.

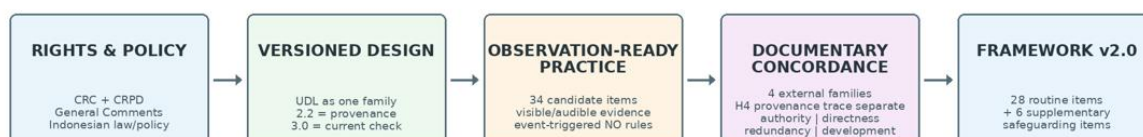


Figure 1. Documentary Translation Pathway From Rights and Policy to Framework v2.0

3. RESULTS AND DISCUSSION

3.1. Documentary Coverage and Legitimate Source Asymmetry

The 34-item matrix showed broad external documentary traceability after provenance and version double-counting were removed. Using the pre-specified descriptive rule that either D or S constituted a mapped relationship, twenty-nine items mapped to all four external evidence families, while five items mapped to three. The five were safeguarding items for which a direct UDL relationship was neither expected nor required. H4 practice provenance was reported separately and was never included in these coverage figures. Several interpretive tensions were identified and resolved through the source-authority rules; no unresolved contradiction remained in Framework v2.0. These counts are descriptive only and do not represent validity coefficients.

The clearest example of legitimate asymmetry was safeguarding. Privacy, disclosure, referral, escalation, and data governance are not primarily UDL constructs. Their authority comes instead from CRC protection and privacy provisions [1], General Comments Nos. 13, 14, and 25 [19], [31], [32], and Indonesian protection, data, and safe-school instruments [22], [24], [25]. Forcing those items to acquire a UDL rationale would have created conceptual symmetry at the cost of interpretive coherence. Conversely, access, representation, engagement, expression, and feedback legitimately drew strongly on the versioned UDL family while remaining bounded by rights and inclusion obligations.

3.2. Item Decisions: 21 Retained, Seven Revised, Six Repositioned

The final concordance audit retained 21 items (61.8%) without substantive wording change, revised seven (20.6%), repositioned six (17.6%), and removed none. All 28 routine classroom items remained in the seven-domain core. The six safeguarding items were preserved but formally separated from routine observation. Table 2 presents representative decisions showing the reasons for change; Supplementary Table S1 reports the complete 34-item traceability matrix and final wording.

Table 2. Representative item-level concordance decisions

Item	v1.0 issue	Decision	v2.0 resolution	Scientific implication
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SD3	Partly inferred embarrassment/safety state.	Revise	Teacher responds without ridicule and allows continued participation.	Moves from an inferred child state to observation-ready interactional evidence.
EA4	Described a child-level inclusion outcome.	Revise	Teacher keeps learners using different pathways connected to the same core learning purpose.	Makes inclusive teacher action observation-ready while preserving common learning goals.
VP4	"Considered" could still require inference.	Revise	Visible response: follow-up, adaptation, or explanation of how the contribution is considered.	Operationalises Article 12 uptake without requiring every view to determine the outcome.
EE4	"Emotional readiness" was inferential.	Revise	Transitions reduce avoidable confusion/disruption and support continued participation.	Converts an internal-state inference into an observation-ready design indicator.
DR1	Consistency could imply identical treatment.	Revise	Same stated expectation unless accommodation or safety need justifies difference.	Reconciles fairness with reasonable accommodation.
DR4	Required current-version UDL check.	Retain	Concrete, non-coercive repair action after interpersonal harm/conflict.	UDL 3.0 strengthens pre-existing CRC support for relational repair.
AF2	Observer must identify the intended learning target.	Retain	Assessment reflects the intended goal rather than irrelevant access/expression demands.	Preserves construct-aligned fairness with an explicit scoring condition.
CS2	Strong privacy basis but weak routine-observation fit.	Reposition	Moved to privacy, information and data-handling supplementary subcluster.	Separates pedagogy from information governance without losing protection.

3.3. Observation-readiness, not normative disagreement, drove most revisions

The dominant reason for revision was observation-readiness rather than weak rights support. Several v1.0 items described legitimate aims but asked a future observer to infer whether a child felt embarrassed, emotionally ready, or included. Framework v2.0 converted these internal-state or outcome formulations into visible or audible teacher actions, response patterns, or task structures. SD3, for example, now records whether tentative or incorrect contributions are met without ridicule and whether participation can continue. EE4 records how transitions are signalled and structured rather than asking an observer to infer emotional readiness. These revisions make the items better specified for later observation; they do not demonstrate empirical observability. This distinction is methodologically important. Rights language appropriately names protected interests such as dignity, safety, inclusion, and influence. Observation requires a second translation into evidence that can be seen or heard. The framework therefore retains the No Opportunity (NO) rule specified during the pre-concordance item audit: an event-dependent item is not scored zero merely because the triggering event did not occur during a lesson. This avoids converting absence of an opportunity into evidence of poor practice and creates a falsifiable rule for later inter-rater testing.

3.4. From Child Voice to Observable Uptake

The participation domain produced the clearest conceptual refinement. CRC Article 12 and General Comment No. 12 require more than permission to speak [1], [6], while Lundy's model places influence alongside space, voice, and audience [7]. Recent rights-based classroom work similarly shows that pedagogic voice is produced through relational and pedagogical conditions, not through isolated consultation events [8]. Conner et al. likewise identify relationship, differentiation, and choice as foundations of classroom student-voice practice [9]. VP4 therefore operationalises uptake. When children contribute views or preferences, the teacher must provide a visible response - for example follow-up, adaptation, or an explanation of how the contribution is being considered. The item deliberately does not require every view to change the outcome. That would overstate Article 12 and make the indicator normatively excessive. The observable threshold is instead evidence that adult decision-making has registered the contribution. This moves the framework from voice opportunity toward rights-consistent influence while retaining a feasible observation rule.

3.5. Fairness is Not Identical Treatment

A second refinement concerns fairness. DR1 originally risked treating consistency as identical responses to comparable behaviour. The concordance audit exposed an interpretive tension between formal sameness and substantive inclusion: CRPD Article 24 and General Comment No. 4 require reasonable accommodation, while Indonesian regulation similarly recognises differentiated supports [11], [12], [23]. The revised item therefore applies the same stated expectation to comparable behaviour unless an accommodation or safety need justifies a different response. Fairness becomes consistency of principle rather than mechanical sameness of treatment. The same distinction appears in assessment. AF2 was retained because it asks whether the assessment method reflects the intended learning goal rather than irrelevant differences in access or expression. Willis et al. show how language, attention, inferential demands, and complex criteria can become barriers within ordinary assessment-for-learning practices, and how design changes can make those practices more accessible [17]. The rights-based contribution is to treat such barriers not only as technical inefficiencies but as questions of equitable access to demonstrating learning. This preserves standards while widening legitimate routes to evidence.

3.6. UDL 3.0 Was Consistent with the Architecture and Strengthened the Equity Lens

The 2.2-to-3.0 sensitivity check did not require restructuring the framework's UDL-related domains. Engagement, Representation, and Action & Expression remained stable organising principles. This continuity is important because recent reviews of UDL in formal schools still describe a developing and uneven evidence base rather than a settled implementation model [14]-[16]. Framework development should therefore be explicit about what derives from UDL principles and what remains to be demonstrated empirically in classroom use. UDL 3.0 nevertheless sharpened several rights-relevant features. CAST now gives greater visibility to learner agency, belonging, bias, barriers rooted in systems of exclusion, and action-oriented feedback [13]. These additions strengthen the language of D1 Safety and Dignity, D2 Equity and Accessibility, D4 Engagement and Emotional Safety, and D6 Fair Assessment without requiring new domains. They also reinforce the framework's barrier-oriented wording: the analytic question is what in the environment, interaction, representation, or response mode restricts participation, rather than what is 'wrong' with the learner.

3.7. Dignified Discipline and Relational Repair

The discipline domain remained normatively anchored in CRC dignity and protection requirements [18], [19]. What changed through the current-version audit was the strength of the design connection. UDL 3.0 explicitly incorporates empathy and restorative practices within its emotional-capacity considerations [13]. This current framework therefore converges with DR4, which asks whether the teacher guides children toward a concrete, non-coercive repair action after interpersonal harm or conflict. The decision to retain relational repair is also consistent with contemporary restorative-practice research. Teachers identify relationships, shared understanding, staff preparation, accountability, and coherent implementation as central to positive restorative practice [20]. This supports the framework's refusal to treat restorative practice as consequence-free. DR3 retains proportional correction and a route back to safe participation, while DR4 focuses on responsibility and repair. The distinction matters because discipline can be firm without becoming degrading, and repair can be encouraged without forcing reconciliation or apology.

3.8. Safeguarding Belongs with the Framework, but Not in the Routine Core

All six safeguarding items were repositioned rather than deleted. CS1, CS4, and CS5 now form an Incident Response and Escalation subcluster: immediate safety before responsibility, non-investigative listening following a potentially serious disclosure, and recognition of when referral or escalation is required. CS2, CS3, and CS6 form a Privacy, Information and Data Handling subcluster: need-to-know disclosure, minimisation of sensitive information, and authorised handling of images, recordings, and identifiable child data. These positions are supported primarily by CRC protection and privacy provisions [1], General Comments Nos. 13, 14, and 25 [19], [31], [32], and Indonesian protection, data-protection, and safe-school authority [22], [24], [25]. The supplementary component is therefore best understood as an event-triggered observation/documentation module, not as a validated subscale. The repositioning solves a measurement problem. These practices can be critically important yet rarely observable during a normal lesson. Including them in the routine denominator would produce extensive NO coding or pressure observers to infer compliance from the absence of incidents. Separating them preserves their substantive importance while keeping the 28-item core focused on ordinary classroom interaction, access, participation, design, assessment, and discipline.

3.9. Implications for Social and Character Education Practice

Although Framework v2.0 is intended for use across subjects, its strongest educational contribution is social-relational. Dignity, voice, non-discrimination, fair participation, responsibility, and repair are not merely procedural conditions; they are recurring social lessons enacted through classroom organisation. This gives the framework relevance to character education and social education, where the credibility of explicit teaching about

rights, respect, responsibility, or citizenship depends partly on whether classroom practice embodies those same values [3], [5]. A 2025 systematic review of rights education for children likewise identified persistent definitional ambiguity across children's rights education and children's human rights education, and argued that clearer conceptual boundaries are needed to determine whether practice fulfils its stated rights-education obligations [34].

The framework can therefore be used as a professional-reflection architecture rather than a moral scorecard. A teacher or supervisor can ask whether rules are applied fairly, whether children have more than symbolic voice, whether access barriers are reduced before learners are blamed, whether assessment measures the intended learning, and whether discipline returns children to safe participation. Children learn procedural meanings of fairness, authority, responsibility, respect, and repair through repeated classroom experience, not only through explicit curriculum. This orientation is particularly relevant to social and character education because it makes the social organisation of learning visible while remaining grounded in rights, inclusion, and current educational standards.

3.10. Limitations and Next Empirical Stage

Six limitations define the claims that can be made. First, documentary concordance is not psychometric validation. The study establishes traceability, conceptual coherence, and observation-ready item specification; it does not establish inter-rater reliability, factor structure, sensitivity to practice differences, or predictive validity. Second, the corpus was purposively bounded and did not attempt an exhaustive comparison with every existing classroom-observation instrument. Third, the balanced four-item architecture within each core domain was a design convention for parsimony and prospective usability, not an empirically derived factor structure. Fourth, all coding and adjudication were conducted by the sole author, so no intercoder reliability or independent adjudication is available. Fifth, developmental applicability from early childhood through upper-secondary education was specified conceptually through age-level anchors but was not empirically tested across those settings. Sixth, the author co-authored the H4 practice corpus. Excluding H4 from external coverage counts and separating UDL versions from independent evidence reduces circularity, but independent empirical scrutiny remains necessary. The next stage should therefore be a field study rather than another round of documentary expansion. It should train multiple observers, specify observation length, examine the distribution of NO codes, estimate inter-rater agreement, test whether neighbouring domains can be distinguished in practice, and investigate whether the age-level anchors work from early childhood through upper-secondary settings. Those questions are deliberately left open by the present design.

4. CONCLUSION

This study developed a document-derived Rights-Based UDL Observation Framework by translating child-rights, disability-rights, a versioned UDL design framework, and Indonesian policy sources into candidate indicators formulated for classroom observation. A frozen 18-document corpus and pre-specified concordance audit produced Framework v2.0: 28 routine classroom items organised into seven domains, plus six supplementary safeguarding items in two event-triggered subclusters. Of the original 34 candidates, 21 were retained, seven revised, six repositioned, and none removed.

Three findings are especially consequential. First, observation-readiness is distinct from normative legitimacy: several well-grounded constructs required revision because they depended on inferred child states rather than visible or audible evidence. Second, meaningful participation can be formulated as observable uptake without requiring children's views to determine every decision. Third, fairness is not identical treatment; consistent classroom expectations must remain compatible with reasonable accommodation and construct-aligned assessment. UDL 3.0 did not displace the framework's 2.2 provenance but strengthened its attention to agency, belonging, bias, exclusionary barriers, feedback, and restorative practice.

The framework should therefore be described as document-derived, normatively traceable, cross-source concordant, and formulated for observation, not as psychometrically validated or field-tested. Its immediate value is to make the pathway from rights to classroom practice explicit and inspectable. Its scientific next step is empirical: testing whether trained observers can use these distinctions consistently and whether the framework meaningfully differentiates classroom practice across developmental levels and educational settings.

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