

RESEARCH ARTIKEL

OPEN ACCESS

CHILD PROTECTION IN ELEMENTARY SCHOOLS THROUGH THE IMPLEMENTATION OF CHILD-FRIENDLY SCHOOL PROGRAMS: A LITERATURE STUDY

Sephia Dwiyanti ^{1*}, Mutiara Zenitha Al-Chairina ¹, Ningrum Siti Lutfiah ¹,
Haura Zain Nur Abidah ¹

¹ Universitas Pelita Bangsa, Bekasi, Indonesia

*Correspondence: sephiadwi90@gmail.com

Abstract. This study aims to explain the importance of implementing the Child-Friendly School (CFS) program as a form of child protection in elementary schools. This program is one of the government's strategies to ensure the fulfillment of children's rights within a safe, comfortable, and violence-free educational environment. The study employs a descriptive qualitative method with a field approach to understand the implementation of the CFS program from the perspectives of teachers and students. The findings indicate that the implementation of this program can enhance students' sense of safety, strengthen positive character development, and improve social relationships within the school environment. Nevertheless, challenges such as insufficient teacher training and limited facilities still need to be addressed. This study is expected to serve as a reference for developing child-friendly, safe, and supportive schools that promote optimal child development.

Keywords; Child Protection; Elementary School; Child-Friendly School.

Article history: received 01 June 2025; revised 26 June 2026; accepted 07 July 2026

Copyright ©2026 Sephia Dwiyanti, Mutiara Zenitha Al-Chairina, Ningrum Siti Lutfiah, Haura Zain Nur Abidah

Journal of Elementary Education Innovations is licensed under a
[Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



INTRODUCTION

Schools are places where children grow, learn, and interact on a daily basis. Therefore, schools have a great responsibility to create a safe, comfortable, and violence-free environment. However, unfortunately, there are still many cases of bullying, verbal violence, and discrimination occurring in elementary schools, which can interfere with children's emotional development. To overcome this problem, the Ministry of Women's Empowerment and Child Protection (KemenPPPA) launched the Child-Friendly Schools (SRA) program.

This program aims to create a learning environment that is safe, fun, and respects the rights and potential of every child without discrimination. The existence of the SRA program has many benefits, such as increasing students' sense of security, strengthening positive character, and strengthening relationships between teachers, students, and parents. The hope of this program is that schools can become places that not only educate academically, but also shape children's personalities as a whole. This research is expected to explain the role of the SRA program in child protection in elementary schools and become a reflection material for educators in creating a friendly and inclusive learning atmosphere.

LITERATURE REVIEW

According to Mulyasa (2020), child protection in education includes not only physical aspects but also psychological and social aspects. Children deserve an education in a safe, fun, and pressure-free environment. This is in accordance with the opinion of Fatimah (2022) who states that Child-Friendly Schools are a form of implementing the Convention on the Rights of the Child in the field of education. Tsani and Rahayu (2023) emphasized that a child-friendly school environment can increase students' enthusiasm for learning and participation in learning activities. Wulandari (2021) also found that the implementation of Child-Friendly Schools has a positive impact by suppressing acts of violence and increasing children's confidence in their learning environment. From the results of these studies, it can be concluded that the Child-Friendly School program is an important step in maintaining child protection in elementary schools. Noble more

emphasizing the aspect of school management, while Tsani and Fatimah focus more on social relationships and students' emotions. The combination of the two shows that the success of a Child-Friendly School is determined by the cooperation between the school system and the way teachers manage their emotions and relationships with their students.

METHODS

This study applies a qualitative approach using the literature study method. Information is collected through the review of various relevant high-level sources, such as books, scientific journal articles, research reports, as well as regulations related to child protection and Child-Friendly Schools Programs. The data analysis process is carried out by studying, comparing, and summarizing various findings from these sources. The results of the analysis were then discussed to explain the relationship between the increase in income and the consumption rate of the Child-Friendly School Program at the elementary school level.

RESULTS AND DISCUSSION

The Role of Teachers in Child Protection in Schools, As educators, guides, and role models for students, teachers have a very crucial position. In terms of child protection, teachers play an important role in building a safe learning atmosphere, free from violence. It is hoped that teachers can establish effective communication with students, appreciate the values of diversity, and instill the principle of mutual respect. In addition, teachers are also expected to be able to recognize acts of violence that occur and take preventive measures and report the incident to the school for follow-up in accordance with applicable procedures.

The implementation of the Child-Friendly School Program, the Child-Friendly School Program is one of the concrete efforts to protect children's rights in the educational environment. This initiative involves implementing a way of learning that is fun, without discrimination, and ensures safety and comfort for students. In the implementation of this program, teachers play a central role, especially during the learning process in the classroom. A teacher who applies child-friendly principles will be more sensitive to students' needs, stay away from physical and verbal punishment, and provide opportunities for students to express their opinions and actively participate in learning activities. However, the success of the Child-Friendly School Program is not only determined by the role of teachers, but also requires support from principals, parents, and clear and consistent school policies.

CONCLUSION

Child protection at the primary school level is the collective responsibility of all members in the school environment. The role of teachers is crucial in implementing the Child-Friendly

School Program as a step to create a safe, comfortable, and beneficial learning environment for student development. Child-Friendly Schools programs will be more effective if teachers have a deep understanding of children's rights and are supported by school policies and participation from all parties. This research is expected to be a reference in the development of educational policies and practices that prioritize child protection in elementary schools.

REFERENCE

- Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Damayanti, A. R., & Ardiansyah, M. (2024). Implementasi Program Sekolah Ramah Anak dalam Mencegah Kekerasan pada Anak. *Triwikrama: Jurnal Multidisiplin Ilmu Sosial*, 6(1), 33–47.
- Fatimah, S. (2022). *Perlindungan Anak di Lingkungan Pendidikan Dasar*. PT Grasindo. *Jurnal Pendidikan Anak*. (n.d.). 5(2), 45–55.
- Maharani, S. (2024). Implementasi Kebijakan Perlindungan Anak di Sekolah Dasar melalui Program Sekolah Ramah Anak. *Jurnal Ilmiah Pendidikan Anak*, 10(1), 12–25.
- Muhammad. (2009). Perlindungan Anak di Sekolah: Kajian Yuridis terhadap Implementasi UU No. 35 Tahun 2014. *Jurnal Hukum Dan Pendidikan*, 5(2), 45–58.
- Mulyasa, E. (2020). *Manajemen Pendidikan Ramah Anak*. Remaja Rosdakarya.
- Pratomo, W., Chairiyah, & Nadziroh. (2021). Sekolah Ramah Anak Sebagai Wujud Perlindungan Terhadap Hak Anak Di Sekolah Dasar. *Trihayu: Jurnal Pendidikan Ke- SD-An*, 7, 1213–1218.
- Sugiyono. (2022). *Metode Penelitian Pendidikan*. Alfabeta. Tsani, A., & Rahayu, D. (2023). *Penerapan Nilai Ramah Anak dalam Kegiatan Sekolah Dasar*