

**IMPLEMENTATION OF STATE MINISTER OF WOMEN'S
EMPOWERMENT AND CHILD PROTECTION REGULATION OF
THE REPUBLIC OF INDONESIA NUMBER 8 OF 2014
CONCERNING CHILD FRIENDLY SCHOOLS (SRA) POLICIES IN
BANDAR LAMPUNG**

**IMPLEMENTASI PERATURAN MENTERI NEGARA
PEMBERDAYAAN PEREMPUAN DAN PERLINDUNGAN ANAK
REPUBLIK INDONESIA NOMOR 8 TAHUN 2014 TENTANG
KEBIJAKAN SEKOLAH RAMAH ANAK (SRA) DI BANDAR
LAMPUNG**

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ABSTRACT

Quality education supports the progress of a nation. Therefore, an education system is needed as a guideline for implementing an effective and efficient educational process. The education system implemented in Indonesia has undergone many changes. That with these changes Indonesian education is increasingly progressing. For this reason, an effort is needed in order to improve the quality of education and teaching, one of which is to choose a learning strategy or a way of conveying subject matter so that an increase in student learning achievement is obtained. Child-Friendly Schools, hereinafter abbreviated as SRA, are formal, non-formal and informal education units that are safe, clean and healthy, care and have a culture of the environment, capable of guaranteeing, fulfilling, respecting children's rights and protecting children from violence, discrimination and mistreatment. and support children's participation, especially in planning, policy, learning, supervision, and complaint mechanisms related to the fulfillment of children's rights and protection in education. The purpose of this article is to find out how the implementation of the Regulation of the Minister of Women's Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 concerning Child Friendly School Policy (SRA) in Bandar Lampung. The

research method used for this research is empirical juridical or socio legal. Based on the Regulation of the State Minister for Women's Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 concerning Child Friendly School Policy, there are several indicators that must be met in the learning component to become a Child Friendly School (SRA), namely: SRA Policy, Curriculum implementation, Educators and staff trained education on child rights, SRA facilities and infrastructure.

Keywords: Implementation, Policy, Child Friendly School, Bandar Lampung.

ABSTRAK

Pendidikan yang berkualitas menjadi penyokong kemajuan suatu bangsa. Oleh karena itu, diperlukan sistem pendidikan sebagai pedoman pelaksanaan proses edukasi yang efektif dan efisien. Sistem pendidikan yang diterapkan di Indonesia sudah mengalami banyak sekali perubahan. Bahwa dengan adanya perubahan-perubahan itu pendidikan Indonesia semakin mengalami kemajuan. Untuk itu diperlukan suatu upaya dalam rangka meningkatkan mutu pendidikan dan pengajaran salah satunya adalah dengan memilih strategi pembelajaran atau cara dalam menyampaikan materi pelajaran agar diperoleh peningkatan prestasi belajar siswa. Sekolah Ramah Anak yang selanjutnya disingkat SRA adalah satuan pendidikan formal, nonformal, dan informal yang aman, bersih dan sehat, peduli dan berbudaya lingkungan hidup, mampu menjamin, memenuhi, menghargai hak-hak anak dan perlindungan anak dari kekerasan, diskriminasi, dan perlakuan salah lainnya serta mendukung partisipasi anak terutama dalam perencanaan, kebijakan, pembelajaran, pengawasan, dan mekanisme pengaduan terkait pemenuhan hak dan perlindungan anak di pendidikan. Tujuan dari artikel ini adalah untuk mengetahui bagaimana implementasi Peraturan Menteri Negara Pemberdayaan Perempuan Dan Perlindungan Anak Republik Indonesia Nomor 8 Tahun 2014 tentang Kebijakan Sekolah Ramah Anak (SRA) di Bandar Lampung. Metode penelitian yang digunakan untuk penelitian ini adalah yuridis empiris atau sosio legal. Berdasarkan Peraturan Menteri Negara Pemberdayaan Perempuan Dan Perlindungan Anak Republik Indonesia Nomor 8 Tahun 2014 tentang Kebijakan Sekolah Ramah Anak, ada beberapa indikator yang harus dipenuhi dalam komponen pembelajaran untuk menjadi Sekolah Ramah Anak (SRA), yaitu : Kebijakan SRA, Pelaksanaan kurikulum, Pendidik dan tenaga kependidikan terlatih hak-hak anak, Sarana dan prasarana SRA.

Keywords: Implementasi, Kebijakan, Sekolah Ramah Anak, Bandar Lampung.

I. INTRODUCTION

Education is a means for children as a place to develop their potential according to their interests and abilities. Quality education supports the progress of a nation. Education is an effort that is carried out consciously and planned, especially in creating an effective and efficient learning atmosphere

and learning process so that students, in this case children in particular, can actively develop their potential which is later expected to manifest in them high religious spiritual power. , intelligence, self-control, personality, noble character, and skills that will be of good use to himself, society, nation and state, efforts to achieve this learning process must of course be supported by all parties.¹

Education is "a conscious and planned effort to create a pleasant learning and learning atmosphere so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society".²

Education is the interaction that occurs between students and educators that can take place in the family, school, or community (socio-cultural environment). Educational interactions carried out in schools take place in a formal, planned, intentional, and systematic manner. In their interactions, educators should treat students humanely, because in essence students are individuals who have essential characteristics that must be developed.

Until now, the education system implemented in the country does have advantages. However, weaknesses are not spared from any kind of system. Indonesia is currently implementing a national education system. All levels, pathways and types of education must implement the system. One of the most recent educational programs in the country is "12 Year Compulsory Education", namely 6 years of Elementary School (SD), 3 years of Junior High School (SMP), and Senior High School (SMA). As stated in Article 34 paragraph (3) of Law Number 20 of 2003 concerning the National Education System, it states that compulsory education is the responsibility of the state which is administered by government educational institutions, regional governments and the community.

The education system implemented in Indonesia has undergone many changes. These changes occurred because of various renewal efforts in education itself. That with these changes Indonesian education is increasingly progressing. Today there is a lot of violence in the world of education. This form of violence can occur in the physical form, such as hitting or pinching, as well as in the mental form, such as insulting or making fun of which can make students feel inferior or afraid. That in Article 9 paragraph (1a) of Law Number 35 of 2014 concerning Amendment to Law Number 23 of 2002 concerning Child Protection, it states that every child has the right to receive protection in an education unit from sexual crimes and violence committed by educators, staff education, fellow students, and/or other parties. Child protection is all activities to guarantee and protect children and their rights so that they can live, grow, develop and participate optimally in accordance

¹ Novita Tresiana, Noverman Duadji, Rahmah Dianti Putri, Teuku Fahmi. 2018. *Pelatihan Mendesain Kebijakan dan Strategi Sekolah Ramah Anak Pada Satuan Pendidikan*. Jurnal Pengabdian Kepada Masyarakat. Vol. 2. No. 1. hlm. 43.

² Desi Pristiawanti, Bai Badariah, Sholeh Hidayat, Ratna Sari Dewi. 2022. *Pengertian Pendidikan*. Jurnal Pendidikan dan Konseling. Vol. 4. No. 6. hlm. 7915.

with human dignity and values, and receive protection from violence and discrimination.³

Based on these problems, it is necessary to develop a child-friendly school program. It is felt that child-friendly schools are very necessary to be created, this program has the aim of providing protection to children in schools as students by prioritizing children's rights such as the right to grow and develop, the right to live, the right to protection, and the right to education. Based on Article 1 point (3) of the Regulation of the Minister of Women's Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 concerning Child Friendly School Policy, which says that Child Friendly Schools, hereinafter abbreviated as SRA, are formal, non-formal and informal education units that are safe, clean and healthy, caring and cultured environment, able to guarantee, fulfill, respect children's rights and protect children from violence, discrimination and other mistreatment and support children's participation, especially in planning, policy, learning, supervision, and complaint mechanisms related to compliance rights and protection of children in education.

There are also those who argue that the concept of Child Friendly Schools is defined as a program to create conditions for a safe, clean, healthy, caring and cultured environment, capable of guaranteeing the fulfillment of children's rights and protection from violence, discrimination and other mistreatment, as long as the child is in education units, as well as supporting children's participation, especially in planning, policy, learning and supervision.⁴

According to the Ministry of Education, Culture, Research and Technology the Child Friendly School program is an innovation program rolled out to support schools and teachers in accommodating the diversity of all children including their special needs. According to the Ministry of Education, Culture, Research and Technology, the main goal of Child Friendly Schools is that all children, including those with disabilities, will not be left behind and will receive quality education as part of their rights. This program focuses on developing human resources (educators and stakeholders) in providing educational services for children as well as increasing parental involvement.⁵

Based on the Regulation of the State Minister for Women's Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 concerning Child Friendly School Policy, there are several indicators that must be met in the learning component to become a Child Friendly School (SRA), namely:

- 1) SRA Policy;
- 2) Curriculum implementation;
- 3) Trained educators and education personnel on children's rights;
- 4) SRA facilities and infrastructure.

³ Rini Fitriani. 2016. *Peranan Penyelenggara Perlindungan Anak Dalam Melindungi dan Memenuhi hak-hak anak*. Jurnal Hukum Samudra Keadilan. Vol. 11. No. 2. hlm. 251.

⁴ <https://sdn9sungairaya.sch.id/program-sekolah-ramah-anak/> diakses pada hari Rabu tanggal 26 Oktober 2022 Pukul 14.00

⁵ <https://p4tktkplb.kemdikbud.go.id/layanan/sekolah-ramah-anak/> diakses pada hari Rabu tanggal 26 Oktober 2022 Pukul 15.10

Based on what is described above, the authors would like to focus further research with the title "Implementation of the Regulation of the Minister of State for Women's Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 concerning Child Friendly School Policy (SRA) in Bandar Lampung. The problem is how to implement the Regulation of the Minister of Women's Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 concerning Child Friendly Schools (SRA) policies in Bandar Lampung.

II. METHOD

The research conducted is empirical juridical or socio-legal research, which is research that begins with normative research or a review of secondary data (literature study, legislation and discussion activities), then followed by in-depth observation to obtain data on non-legal factors related and influence on matters relating to the discussion.

III. ANALYSIS AND DISCUSSION

Children are buds, potentials, and the younger generation to continue the ideals of the nation's struggle, have a strategic role and have special characteristics and characteristics that guarantee the continued existence of the nation and state in the future.⁶ Stepping on the aesthetic period, children can be educated directly, namely through habituation to good things. Guidance towards habituation is carried out through learning while playing or also by joking which seeks to provide teaching in a way that makes children happy, based on love.⁷

School is an institution where it becomes a place to receive and give explanations.⁸ The success or failure of the Implementation of the Regulation of the Minister of Women's Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 concerning Child-Friendly Schools (SRA) policies in Bandar Lampung is determined by many factors including the educator factor in carrying out the teaching and learning process, because educators can directly influence, develop, and improve the intelligence and skills of students. To overcome the above problems and to achieve maximum educational goals, educators have a very important role and it is hoped that educators will have good teaching methods or models and be able to choose appropriate learning strategies and in accordance with the concepts of the subjects to be delivered, educators also must be able to help students who experience difficulties in the learning process. For this reason, educators must provide injections in the form of motivation so that with this help students can get out of learning difficulties.

Teachers who are liked, automatically the subjects they teach will be liked by students, and students will be enthusiastic and self-motivated to explore these subjects. Conversely, a teacher who is hated by students, will

⁶ Rini Fitriani. 2016. *Peranan Penyelenggara Perlindungan Anak Dalam Melindungi dan Memenuhi hak-hak anak*. Jurnal Hukum Samudra Keadilan. Vol. 11. No. 2. hlm. 250.

⁷ Jalaluddin. 2001. *Teologi Pendidikan*. PT. Raja Grafindo Persada, Jakarta. hlm. 131.

⁸ Wahjosumidjo. 2005. *Kepemimpinan Kepala Sekolah : Tinjauan Teoritik dan Permasalahannya*. Raja Grafindo Persada, Jakarta. hlm. 82.

be unhappy with the subjects held by the teacher, and form an attitude of antipathy towards the subjects being studied.⁹

Teacher professional development is basically improving the quality of the dimensions of teacher competence. Some of the main dimensions of teacher competence are: pedagogical competence, personality competence, professional competence, and social competence.¹⁰

In an effort to realize Child Friendly Schools (SRA) through learning, learning plans are carried out by preparing learning plans that pay attention to children's rights. The aspects of implementing learning are carried out by paying attention to various characteristics of students, carrying out fun learning, utilizing indoor and outdoor environments, developing children's interests and talents, creating a learning atmosphere that develops aspects of caring for the environment.¹¹

It is felt that Child Friendly Schools are very necessary to be created with the aim that children's rights are protected, children feel comfortable and their potential is easy to develop. Therefore, educators as one of the school components who spend more time with children have full responsibility in formal education to create Child Friendly Schools.¹²

Based on the results of the research, data was obtained that SD Negeri 1 Prestasimider Bandar Lampung was a school that had implemented the Child Friendly School or SRA program. The definition of a Child Friendly School is friendly to children, then the school is a comfortable place for children, making school a comfortable place, then the children study without coercion from anyone. The form of the SRA system that is implemented in this school in learning includes, firstly before entering school the mother or father of the teacher who is on duty in front of the school entrance greets, welcomes, greets, greets, and smiles to school students, secondly when learning is inserted an explanation is not may be commotion, violence, courtesy to fellow classmates, the school environment and to the teachers who teach at school.

All forms of programs or systems must have advantages and disadvantages, according to one of the teachers interviewed by one of the teachers interviewed, namely, the drawback is the process where there are those who consistently run the system and some who have not consistently implemented the system. As for the advantages of this system, it has been very well implemented in the school environment because it is for students who are learning.

The SRA program can be streamlined in the sense that the system is simplified with the support of the school community, support from the school's parents and guardians, from the students and the student environment, if there is no support from others the SRA program will not be able to run. This SRA program can also be implemented up to the world level

⁹ Buchari Alma. 2009. *Guru Professional (Menguasai Metode dan Terampil Mengajar)*. Alfabeta. Bandung. hlm. 141-142.

¹⁰ Rika Ariyani. 2017. *Kepemimpinan Kepala Sekolah Dalam Pengembangan Profesionalisme Gur.*, Jurnal Al-Afkar. Vol. V. No. 1. hlm. 125.

¹¹ Wuri Wuryandani, dkk. 2018. *Implementasi Pemenuhan Hak Anak Melalui Sekolah Ramah Anak*. Jurnal Civics : Media Kajian Kewarganegaraan. Vol. 15. No. 1. hlm. 93.

¹² K. R. Yosada, A. Kurniati. 2019. *Menciptakan Sekolah Ramah Anak*. Jurnal Pendidikan Dasar Perkhasa. Vol. 5. NO. 2. hlm. 148.

of lectures, because when students are uncomfortable or don't feel comfortable it will hamper the learning system in class as well as in the world of lectures.

Before the regulations regarding Child-Friendly Schools (SRA) were formed, there were actually many schools that had implemented systems such as the child-friendly system that is currently being promoted. In Bandar Lampung, almost all public and private schools have implemented a child-friendly system in the learning process. Until 2022, there are as many as 58% of schools in Bandar Lampung that have implemented this Child Friendly School policy. Because this system is felt and considered capable and efficient in making the learning process comfortable, stable, and able to defend the rights that children have. This form of learning makes educators more democratic, so educators know and know more about the character and nature of children before deciding what steps should be taken for the children they face. In order to create a comfortable and safe learning process for children and prevent acts of bullying so as to foster creative students, it is necessary to expand the existence of child-friendly schools. The presence of child-friendly schools can foster positive behavior and noble character in students.

In Bandar Lampung, the majority of schools have implemented child-friendly schools, but there are also several schools that have implemented the Fun School Movement (GSM) system. In this case the author also made observations at a private school in Bandar Lampung which uses the Fun School Movement (GSM) system. This movement has the aim of making learning have a relaxed atmosphere, free from pressure, safe, interesting, awakening interest in learning, full involvement of students, attention to students is poured out, an interesting learning environment, students are enthusiastic, students have feelings happy, students have high concentration and so on.¹³ At DCC Global schools, the Fun School Movement activities are carried out by outreach to teachers (educators), education staff, students, school committees and the community around the school environment. In order for the implementation of activities to run well and smoothly, a division of implementation tasks must be made to the team according to the activity implementation schedule. To ensure that the program runs well, the discipline of each implementation team that has been agreed upon is shown. The principal together with the school community establishes good communication in order to create the Fun School Movement.

The Fun School Movement (GSM) DCC Global Program concludes that the principle of a fun school is to feel at home in school. This feeling of being at home is not only experienced by students but also school members. The emotional bond that exists among school members who need each other. The child-friendly school program and the fun school movement overlap and there are some similarities between the two schools. By using the GSM system, it will automatically use the SRA system.

IV. CONCLUSION

¹³ Affa Azmi Rahman Nada, Dkk. 2021. *Praktik Gerakan Sekolah Menyenangkan*. UAD Press, Yogyakarta. hlm. 2.

The success or failure of the Implementation of the Regulation of the Minister of Women's Empowerment and Child Protection of the Republic of Indonesia Number 8 of 2014 concerning Child-Friendly Schools (SRA) policies in Bandar Lampung is determined by many factors including the educator factor in carrying out the teaching and learning process, because educators can directly influence, develop, and improve the intelligence and skills of students. Before the regulations regarding Child-Friendly Schools (SRA) were formed, there were actually many schools that had implemented systems such as the child-friendly system that is currently being promoted. In Bandar Lampung, almost all public and private schools have implemented a child-friendly system in the learning process. Until 2022, there are as many as 58% of schools in Bandar Lampung that have implemented this Child Friendly School policy. Because this system is felt and considered capable and efficient in making the learning process comfortable, stable, and able to defend the rights that children have. The presence of child-friendly schools can foster positive behavior and noble character in students. In Bandar Lampung, the majority of schools have implemented child-friendly schools, but there are also several schools that have implemented the Fun School Movement (GSM) system. The child-friendly school program and the fun school movement overlap and there are some similarities between the two schools. By using the GSM system, it will automatically use the SRA system.

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