



The Role of the Education Office in Fostering Child-Friendly Schools

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ABSTRACT:

This study aims to analyze the role of the Sidoarjo Regency Education Office in fostering the implementation of Child-Friendly Schools (CFS). This research employed a qualitative descriptive approach, with data collected through in-depth interviews, observations, and documentation studies. The findings indicate that the Education Office plays a strategic role through preventive guidance, continuous socialization, responsive complaint-handling mechanisms with a maximum three-day response time, the establishment of School Violence Prevention and Handling Teams (TPPK), and cross-sector collaboration. These strategies demonstrate that the role of the Education Office extends beyond administrative functions to include governance and child protection responsibilities within the education system. This study contributes to the development of educational governance studies by highlighting the importance of local government involvement in strengthening child protection policies in schools.

Keywords: child-friendly education; education governance; school safety; child protection”.

ABSTRAK:

Penelitian ini bertujuan untuk menganalisis peran Dinas Pendidikan Kabupaten Sidoarjo dalam mendorong implementasi Sekolah Ramah Anak (PJK). Penelitian ini menggunakan pendekatan deskriptif kualitatif, dengan data yang dikumpulkan melalui wawancara mendalam, observasi, dan studi dokumentasi. Temuan menunjukkan bahwa Dinas Pendidikan memainkan peran strategis melalui bimbingan preventif, sosialisasi berkelanjutan, mekanisme penanganan pengaduan yang responsif dengan waktu respons maksimal tiga hari, pembentukan Tim Pencegahan dan Penanganan Kekerasan di Sekolah (TPPK), dan kolaborasi lintas sektor. Strategi-strategi ini menunjukkan bahwa peran Dinas Pendidikan meluas melampaui fungsi administratif hingga mencakup tanggung jawab tata kelola dan perlindungan anak dalam sistem pendidikan. Penelitian ini berkontribusi pada pengembangan studi tata kelola pendidikan dengan menyoroti pentingnya keterlibatan pemerintah daerah dalam memperkuat kebijakan perlindungan anak di sekolah.

Kata kunci: pendidikan ramah ana; tata kelola pendidikan; keamanan sekolah; perlindungan anak.

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INTRODUCTION

Education as a local government institution that oversees education management is very important in creating a safe, integrated and friendly environment. A child-friendly learning environment is the main place for the educational process to build students' character, knowledge, and skills. In this context, the role of the Education Office as a local government institution that oversees education management is crucial, especially in creating a safe, inclusive and child-friendly educational environment. Everyone has the right to a good and quality education without experiencing unfair treatment or discrimination.¹

The development of the times and social dynamics demand an education system that not only emphasizes academic achievement, but also on the protection and fulfillment of children's rights. The high number of cases of violence in schools, discrimination, bullying, and the lack of facilities that support learning comfort show that there are still major challenges in creating a truly child-friendly learning environment.² Child-Friendly Schools are crucial to be implemented in ensuring children's safety from various risks.³ Therefore, coaching for Child-Friendly Schools (SRA) is important to answer these needs.

Child-Friendly Schools are formal, non-formal, and informal education units that are safe, clean and healthy, caring and cultured in the environment, able to guarantee, fulfill, respect children's rights and protection of children from violence, discrimination, and other mistreatment as well as support children's participation, especially in planning, policies, learning, supervision, and complaint mechanisms related to the fulfillment

¹ Ishak Bagea Et Al., *Child-Friendly School Education Management* (Cv. Azka Pustaka, 2025).

² "Global Status Report on Preventing Violence against Children 2020," accessed October 7, 2025, <https://www.who.int/publications/i/item/9789240004191>.

³ Hasan Baharun, Adi Wibowo, and Siti Nur Hasanah, "Women's Leadership in Creating Child-Friendly Schools," *Quality* 9, no. 1 (2021): 87–102.

of children's rights and protection in education.⁴ Child-Friendly Schools design a comfortable, safe and enjoyable learning environment for students and teachers in schools. Child-Friendly School is an education that provides students with independence in learning.⁵ Child-Friendly Schools are educational units that are able to guarantee, respect, and fulfill rights in every aspect of the implementation of education. SRA prioritizes the principles of non-discrimination, the best interests of children, the right to life and development, and respect for children.

Nationally, the policy regarding Child-Friendly Schools is contained in the Regulation of the Minister of Women's Empowerment and Child Protection Number 8 of 2014 concerning Child-Friendly Schools Policy.⁶ In addition, the Ministry of Education, the Ministry of Women's Empowerment and Child Protection, Culture, Research, and Technology also encourage education units to integrate child-friendly principles in the curriculum, school management, and interaction between school residents. This policy serves as a guideline in developing strategies and concrete steps to realize a safe and comfortable school for all children.⁷

At the regional level, the Education Office has a strategic role in integrating these national policies into school development programs. The Sidoarjo Regency Education Office, as the implementing institution of education policy in its area, is expected to be able to encourage schools to meet the SRA indicators, such as being free from violence, having friendly

⁴ Kardius Richi Yosada and Agusta Kurniati, "Creating Child-Friendly Schools," *Journal of Basic Education Perkhasa: Journal of Basic Education Research* 5, no. 2 (2019): 147.

⁵ Eni Fariyatul Fahyuni, "Textbook of the Concept of Islamic Child-Friendly Schools," *Umsida Press*, 2020, 1–128.

⁶ "JDIH Kemen PPPA," accessed April 21, 2025, <https://jdih.kemenpppa.go.id/dokumen-hukum/produk-hukum/peraturan-menteri-nomor-8-tahun-2014>.

⁷ MINISTRY OF WOMEN'S EMPOWERMENT AND, *Child-Friendly School Guide*, 2015, <https://sekolahramahanak.wordpress.com/wp-content/uploads/2013/11/juknis-final-3-2-16-1.pdf>.

facilities for children with special needs, and ensuring the active participation of children in the learning process and decision-making at school. The role of parents or guardians is seen as a crucial aspect to understand children's actions at school and in the home environment. Not infrequently, children's behavior at home is different from when they are at school, so the presence of parents or guardians can function as a liaison in every decision-making step related to the implementation of schools that support children.⁸ In order to realize a Child-Friendly School, support from various parties is very important, including families and communities that are actually the closest learning centers for children.⁹

Sidoarjo Regency is one of the regions that has a strong commitment to realizing a Child-Friendly Regency. One concrete form of this commitment is the implementation of the Child-Friendly School program at various levels of education. However, in its implementation, there are still various challenges faced, such as limited understanding of the concept of SRA by schools, budget limitations, and suboptimal synergy between related agencies.

Through an analysis of the role of the Education Office in fostering Child-Friendly Schools, it is hoped that an overview can be obtained of the extent of the policies and programs that have been implemented, the supporting and inhibiting factors, and the innovations carried out to strengthen the implementation of SRA in Sidoarjo Regency. This research is also important to provide input on how to solve existing obstacles and how to protect children in schools.

⁸ Kiki Artadianti and Ari Subowo, "Implementation of Child-Friendly Schools (SRA) in Pilot Schools at SD Pekunden 01 Semarang City as an Effort to Support the Child-Friendly City (KLA) Program," *Journal of Public Policy and Management Review* 6, no. 3 (2017): 128–44.

⁹ Kardius Richi Yosada and Augusta Kurniati, "Creating Child-Friendly Schools," *Journal of Basic Education Perkhasa: Journal of Basic Education Research* 5, no. 2 (2019): 145–54.

In contrast to previous studies that focused more on the implementation of Child-Friendly Schools (SRA) at the education unit level, this study specifically highlights the strategic role of the Education Office as a key actor in coaching, supervising, and handling cases of violence in schools. The novelty of this research lies in the analysis of preventive and responsive coaching mechanisms, including a complaint handling system with a maximum time limit of three days, the formation of a Violence Prevention and Handling Team (TPPK), and a cross-sector collaboration pattern developed by the Sidoarjo Regency Education Office. Thus, this research is expected to make a conceptual and practical contribution in strengthening education governance based on the protection of children's rights at the regional level.

METHODS

This study uses a type of descriptive qualitative research with a case study approach. The case study approach was chosen because this study focuses on an in-depth study of the role of the Sidoarjo Regency Education Office in fostering Child-Friendly Schools (SRA), so that it can provide a comprehensive overview of coaching strategies, handling violence cases, and the implementation of Child-Friendly School policies in the educational environment.

The focus of this research includes the role of the Sidoarjo Regency Education Office in fostering Child-Friendly Schools, strategies for fostering and handling cases of violence in schools, as well as supporting and inhibiting factors for the implementation of Child-Friendly Schools. The research subjects were determined using purposive sampling techniques, namely officials and staff of the Sidoarjo Regency Education Office who were directly involved in the implementation of the Child-Friendly School program. The research was conducted at the Sidoarjo Regency Education Office as well as several educational units that have implemented the Child-Friendly School program.

Data collection techniques are carried out through in-depth interviews, observations, and documentation. In-depth interviews were conducted to obtain information about the form of coaching carried out by the Education Office, monitoring and evaluation mechanisms, handling complaints of cases of violence in schools, and cross-sector cooperation in the implementation of Child-Friendly Schools. Observations were carried out by observing the condition of the school environment, supporting facilities for the Child-Friendly School program, interaction between school residents, and the implementation of programs related to child protection in schools. Documentation is carried out by collecting various supporting documents such as policies related to Child-Friendly Schools, activity reports, decrees on the formation of the Violence Prevention and Handling Team (TPPK), photos of activities, and other data relevant to the research.¹⁰

Data analysis uses Miles and Huberman's interactive model which includes data reduction, data presentation, and conclusion drawn. To ensure the validity of the data, this study uses source triangulation and triangulation techniques so that the data obtained is more valid and trustworthy.

RESULTS AND DISCUSSION

RESULTS

3.1 Overview of Child-Friendly School (SRA) Programs in Sidoarjo Regency

A key factor in the development of a country is education. The quality of a nation's human resources is a good indicator of its level of development. A nation can grow through education.¹¹The

¹⁰ Wiwin Yuliani, "Qualitative Descriptive Research Methods in the Perspective of Guidance and Counseling," *QUANTA: Journal of Guidance and Counseling Studies in Education* 2, no. 2 (2018): 83–91.

¹¹ Endah Priyati Ning Tyas, Ahkmad Qomarun Zaman, and Bernaderta Budi Lestari, "ANALYSIS OF STRENGTHENING THE RELIGIOUS CHARACTER OF CULTURE-BASED STUDENTS AT KEMALA BHAYANGKARI 3 PORONG SMA SCHOOL," *Educational Journal* 8, no. 2 (2023): 15.

purpose of the policy of the school program that cares for children (SRA) is to provide, guarantee, and protect children through schools that are friendly to them, while ensuring that an education system is able to develop children's interests, talents, and skills. In addition, adults are also expected to grow and optimize their potential without fear of violence. The state has a responsibility to fulfill the child's right to their survival, growth, and development.¹²

The Child-Friendly School (SRA) program in Sidoarjo Regency is part of the local government's efforts to create a safe, comfortable, and fun educational environment for children. SRA not only focuses on creating a conducive learning environment, but also prioritizes the protection of children's rights and preventing all forms of violence in schools. Since its launch around 2017, this program has continued to develop in line with the increasing awareness of the importance of children's rights-based education.

The Sidoarjo Regency Education Office plays an important role as the main driving force in fostering and supervising the implementation of SRA in educational units. In its implementation, the agency conducts continuous socialization to schools to ensure the understanding of all parties regarding the principles of SRA. Socialization is not only carried out once, but repeatedly as a form of strengthening so that child-friendly values are embedded in the school culture.

In addition to socialization, the Education Office also carries out monitoring and evaluation activities on the implementation of SRA. This activity is carried out without prior notice so that the school is not only "ready when supervised," but is able to apply SRA principles consistently in daily life. This monitoring is one of the important instruments to measure the effectiveness of program implementation and detect irregularities early.

¹² Luluk Rachmatul Yasiro, Fitria Eka Wulandari, and Fahmi Fahmi, "Analysis of Students' Creative Thinking Ability in Solving Problems on Global Warming Materials Based on Student Achievement," *Journal of Banua Science Education* 1, no. 2 (2021): 69–72.

In terms of handling cases of violence or violations in the school environment, the Education Office shows a high commitment by following up on every report that comes in within a maximum period of three days. Complaints can be submitted through various channels such as social media, direct complaint services, or coming to the official office. Confirmation and mediation are carried out immediately so that there is no prolonged misunderstanding between the school and parents.

Over time, the SRA program in Sidoarjo was strengthened by the establishment of a Violence Prevention and Handling Team (TPPK) in schools. This team is tasked with responding to cases of violence that occur in the school environment, including building an internal reporting system. TPPK is a complement to the SRA system which previously did not have a special unit for handling violence formally at the school level.

In order to support the implementation of SRA as a whole, the Sidoarjo Regency Education Office also establishes cross-sector cooperation with various agencies. Some of them are DP3AKB, PPA Police Unit, Social Service, Transportation Service, Health Service, NGOs, and even the TNI. This collaboration allows the handling of children's problems to be carried out comprehensively, especially when experts such as psychologists or other social services are needed.

One of the challenges faced is limited resources, such as the number of psychologists that is not proportional to the needs. Psychologists from government agencies often experience long queues. To overcome this, the agency provides flexibility to parents to use the services of an independent psychologist if they have financial ability. However, in urgent cases, the agency will help accelerate it by directly contacting related parties for immediate assistance.

In an effort to prevent violence, the Education Office also encourages the procurement of supporting facilities such as the installation of CCTV in schools. CCTV is expected to provide

objective footage in certain cases and prevent violence in vulnerable areas such as bathrooms and parking lots. In addition, parental involvement is also considered crucial, both in supervision and in establishing active communication with schools.

3.2 Continuous Socialization by the Education Office

Education plays an important role in the life of individuals and the development of the country.¹³ The Sidoarjo Regency Education Office consistently carries out socialization of the Child-Friendly School (SRA) program to schools. This activity is not a one-way street, but is carried out on an ongoing basis with the aim of reminding the school of the importance of applying child-friendly principles in the educational environment.

The informant said that socialization continues to be carried out as a form of the Office's commitment to internalize SRA values into daily practice. Socialization is carried out both through official meetings, training, and direct visits to schools. This is in line with the principles of inclusive and sustainable education policies as mandated in Permendikbud No. 82 of 2015 concerning the Prevention and Countermeasures of Violence in Education Units.

3.3 Responsive Monitoring and Handling of Complaints

The Education Office also plays an important role in the implementation of the monitoring and evaluation function (monev) for schools that have implemented SRA. Interestingly, monitoring is carried out without prior notice, as a strategy for schools to implement the SRA principles not only when there is supervision, but as a habit and culture.

Handling complaints from the public, especially parents, is also the main focus. The informant explained that the Agency set a maximum time standard of 3 days to follow up on complaints. The initial process is in the form of confirmation of both parties

¹³ M. Pd Jumakir, *Child-Friendly Schools* (umsu press, 2024), [https://books.google.com/books?hl=id&lr=&id=3FMhEQAAQBAJ&oi=fnd&pg=PR7&dq=Jumakir,+M.+P.+\(2024\)+&ots=m6tn1H87la&sig=elyaHElStrMcgjxZQS4OA2BZ5aA](https://books.google.com/books?hl=id&lr=&id=3FMhEQAAQBAJ&oi=fnd&pg=PR7&dq=Jumakir,+M.+P.+(2024)+&ots=m6tn1H87la&sig=elyaHElStrMcgjxZQS4OA2BZ5aA).

followed by mediation to find a solution that does not harm anyone. This practice reflects the principles of child protection and parental participation in the education system.

3.4 Strategies for Responding to Cases of Violence in Schools

In an effort to create a safe and child-friendly school environment, the Sidoarjo Regency Education Office not only emphasizes socialization and prevention, but also responsive strategies in handling cases of violence. This strategy includes quick handling steps, mediation processes, and the involvement of related parties such as psychologists and child protection agencies.

The informant said that cases of complaints from parents are often considered trivial by schools. However, the Service still responds to every complaint seriously. The mechanism of confirmation of both parties and mediation is carried out to avoid misunderstandings and maintain public trust in the school.

In addition, the Office also encourages schools to form a Violence Prevention and Handling Team (TPPK) that has a clear work mechanism and a deadline for resolving complaints, for example, a maximum of five working days. With the existence of TPPK, schools are expected to be more responsive and not only rely on the office in dealing with the problem of violence in the school environment.

3.5 Cross-Sector Collaboration in SRA Implementation

The implementation of Child-Friendly Schools is not carried out exclusively by the Education Office. In practice, the agency collaborates across sectors with various parties, including DP3AKB, the Police (PPA Unit), the Social Service, the Health Service, the Transportation Service, and even the Kodim.

This collaboration is carried out to handle cases that require a comprehensive approach, including those that require the assistance of psychologists. The informant emphasized that in certain urgent cases, coordination can be done quickly to ensure the child receives professional help.

The education office does not work alone but collaborates with cross-sectors, such as when it needs a psychologist who will coordinate with the DPTKKB. This effort shows that the development of child-friendly schools cannot run alone, but requires synergy between agencies so that the handling of violence and child protection in the school environment can be carried out optimally.

3.6 Obstacles and Solutions in the Implementation of Child-Friendly Schools

During the implementation of the SRA program, the Education Office encountered various obstacles, including the limited number of psychologists, lack of understanding of parents, and the lack of optimal security facilities in schools. One of the main challenges is the limited number of psychologists available at DP3AKB, so there are often queues (waiting lists), except in cases of high urgency.

The solutions carried out by the Agency include encouraging the participation of parents in finding alternative psychologists if possible, as well as establishing cross-sector cooperation to accelerate the mentoring process. The agency also recommends the installation of CCTV in schools, especially in vulnerable areas such as bathrooms and parking lots, to support transparency and supervision.

Another problem faced is the ignorance of parents about their children's behavior at school. This often causes conflicts between parents and schools. Therefore, the Office emphasizes the importance of open and transparent communication between the school and the parents of students.

DISCUSSION

4.1. Institutional Commitment in the Implementation of Child-Friendly Schools

These findings show that the Child-Friendly School Program in Sidoarjo Regency is not only positioned as a formal policy, but has been integrated into the regional education development system. This is in line with Bagea's view that the success of Child-Friendly Schools is highly determined by institutional support and the commitment of local governments in overseeing the implementation of policies in a sustainable manner.¹⁴ Thus, the role of the Sidoarjo Regency Education Office can be understood as the main driving actor who ensures that child-friendly principles do not stop at the regulatory level, but are implemented in daily educational practices.

4.2. Continuous Socialization as a Strategy for Building School Culture

The continuous socialization carried out by the Sidoarjo Regency Education Office reflects a coaching strategy oriented towards changing school culture. This approach is in line with Baharun Wibowo, and Hasanah who explained that the formation of a child-friendly school culture requires leadership and habituation that is carried out continuously so that the value of protection and respect for children's rights becomes part of the school culture.¹⁵ By conducting repeated socialization, the Education Office seeks to build the collective awareness of school residents so that the principles of non-discrimination, protection, and child participation become part of daily learning practices.

4.3. Responsive Monitoring and Complaint Handling

The practice of monitoring without notification and handling complaints with a maximum time limit of three days

¹⁴ Dwi Hajar Fitri Astuti, "The Implementation Of Child-Friendly School Policies In Elementary Schools," *AJIS: Academic Journal of Islamic Studies* 10, no. 1 (2025): 167–80.

¹⁵ Baharun, Wibowo, and Hasanah, "Women's Leadership in Creating Child-Friendly Schools."

shows the existence of a responsive and accountable education governance mechanism. These findings are in line with Artianti and Subowo who show that the successful implementation of Child-Friendly Schools requires continuous monitoring and evaluation to ensure that all child protection indicators run effectively in the school environment.¹⁶ The speed of responding to complaints not only prevents the escalation of conflicts, but also strengthens public trust in educational institutions and the role of the Education Office as a protector of the best interests of children.

4.4. Violence Response Strategy through TPPK

The responsive strategy of the Education Office in handling cases of violence in schools shows a shift in approach from initially reactive to more systematic and structured. The establishment of the Violence Prevention and Handling Team (TPPK) in schools is in line with the principles of child protection as stipulated in Permendikbud Number 82 of 2015. The existence of TPPK strengthens the capacity of schools to handle cases of violence independently, while affirming the role of the Education Office as a coordinator and supervisor of child protection policies at the education unit level.¹⁷

4.5. Cross-Sector Collaboration in Supporting Child-Friendly Schools

Cross-sector collaboration carried out by the Sidoarjo Regency Education Office shows that the implementation of Child-Friendly Schools requires a multidisciplinary approach. This finding is in line with Yosada and Kurniati who explain that the success of Child-Friendly Schools requires the involvement of families, communities, and various stakeholders to create a safe environment and support children's growth and development.¹⁸

¹⁶ Artianti and Subowo, "Implementation of Child-Friendly Schools (SRA) in Pilot Schools at SD Pekunden 01 Semarang City as an Effort to Support the Child-Friendly City (KLA) Program."

¹⁷ "Regulation of the Minister of Education and Culture Number 82 of 2015 concerning the Prevention and Prevention of Violence in Education Units," 2015.

¹⁸ Yosada and Kurniati, "Creating Child-Friendly Schools."

4.6. Challenges and Sustainability of Child-Friendly Schools

The constraints of limited psychologists and the low understanding of some parents show that the implementation of Child-Friendly Schools still faces structural and cultural challenges. This finding strengthens Fahyuni's view that the success of Child-Friendly Schools is greatly influenced by family involvement, a supportive school environment, and the availability of adequate resources to support the fulfillment of children's rights.¹⁹ Therefore, the solutions taken by the Education Office through cross-sector cooperation and strengthening communication with parents can be seen as a strategic step in maintaining the sustainability of the SRA program.

CONCLUSIONS

This research confirms that the Sidoarjo Regency Education Office has a strategic role in fostering Child-Friendly Schools through a preventive, responsive, and collaborative approach. Theoretically, this study enriches the study of education management by placing the Education Office as the main actor in the governance of child protection in schools. Practically, the findings of this research can be a reference for other local governments in developing an effective and sustainable SRA coaching system. However, this study still has limitations in the scope of the research area, so further research is recommended to conduct a comparative study between regions.

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¹⁹ Fahyuni, "Textbook of the Concept of Islamic Child-Friendly Schools."

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