

Characteristics of Child-friendly Cities: A Bibliometric Study

Maya Kasmita,^{1*} Risma Niswaty,² Ririn Nurfaathirany Heri³

¹Department of Business Administration, Faculty of Social Sciences and Law, Universitas Negeri Makassar, Makassar – Indonesia; ²Department of Office Administration, Faculty of Social Sciences and Law, Universitas Negeri Makassar, Makassar – Indonesia; ³Department of Law, Faculty of Social Sciences and Law, Universitas Negeri Makassar, Makassar – Indonesia

***Corresponding Author:**

email: mayakasmita@unm.ac.id - Kampus Gunung Sari, Menara Pinisi UNM, Jl. AP. Pettarani Makassar, Sulawesi Selatan, 90222, Indonesia

Abstract: Women and children are two groups that are particularly susceptible to exploitation and violence. As women and children must be protected from all forms of violence and exploitation and conditioned with education and care so that all of their potential and talents can grow and develop optimally, women must be empowered to be independent and self-reliant without forgetting their nature. In order to enhance performance, this study examines urban planning and metrics of kid-friendly cities. Google Scholar is used to find credible and nationally accredited journals for this literature review, which uses articles from a variety of studies. According to the study, child-friendly cities only became popular in 2018, and very few Indonesian cities—especially Makassar—have adopted these ideas. More studies on social impact, children's autonomous mobility, playgrounds, city planning, safety, community, smart cities, kid-friendly environments, social evolution, health initiatives, transportation, and poverty are needed, according to the study. The study intends to serve as a guide for enhancing performance in cities that are kid-friendly.

Keywords: children; child-friendly city; child protection service; women's empowerment

Abstrak: Perempuan dan anak adalah dua kelompok yang sangat rentan terhadap eksploitasi dan kekerasan. Perempuan dan anak harus dilindungi dari segala bentuk kekerasan dan eksploitasi serta dikondisikan dengan pendidikan dan pengasuhan agar semua potensi dan bakat mereka dapat tumbuh dan berkembang secara optimal. Dalam rangka meningkatkan kinerja, penelitian ini mengkaji perencanaan kota dan metrik kota layak anak. Google Scholar digunakan untuk menemukan jurnal-jurnal yang kredibel dan terakreditasi nasional untuk tinjauan literatur ini, yang menggunakan artikel-artikel dari berbagai penelitian. Menurut penelitian tersebut, kota layak anak baru menjadi populer pada tahun 2018, dan hanya sedikit kota di Indonesia—terutama Makassar—yang telah mengadopsi gagasan ini. Menurut penelitian tersebut, diperlukan lebih banyak penelitian tentang dampak sosial, mobilitas otonom anak, taman bermain, perencanaan kota, keselamatan, komunitas, kota pintar, lingkungan ramah anak, evolusi sosial, inisiatif kesehatan, transportasi, dan kemiskinan. Penelitian ini bertujuan untuk menjadi panduan untuk meningkatkan kinerja kota yang ramah anak.

Kata Kunci: anak-anak; kota layak anak; dinas perlindungan anak; pemberdayaan perempuan

A. Introduction

Childhood is a period when humans are in a weak state, both physically and spiritually. Therefore, children need the role of parents, families, and society to obtain good education and safe and comfortable protection. In the circle closest to children, namely parents and family, children often experience violence, whether verbal, physical, or sexual. On a broader scale, society has an apathetic and indifferent attitude toward various acts of violence that occur between children, such as bullying, physical abuse, brawls, and so on.¹ This is made worse by various crimes against children, such as pedophiles who commit sodomy and various other sexual violence against children, child kidnapping, and so on.²

The central government is seeking a solution to various crimes against children by establishing the Women's Empowerment and Child Protection Service (*Dinas Pemberdayaan Perempuan dan Perlindungan Anak - DP3A*), which is tasked with handling various cases of crimes against children and providing assistance to children who are victims.³ The regional government of Makassar City formed an Integrated Service Center for Women's Empowerment and Child Protection (*Pusat Pelayanan Terpadu Perlindungan Perempuan dan Anak - P2TP2A*), which is tasked with handling complaints and assisting women and children's victims of violence, providing referrals for cases requiring health and counseling services for women and children victims of violence, facilitating social rehabilitation. Women and children's victims of violence, enforcing and providing legal assistance for women and children victims of violence, carrying out social reintegration for women and children

¹ Tenny Julia Ali et al., "Implementasi Perlindungan Hukum terhadap Korban Tindak Pidana Pencabulan Anak di bawah Umur Ditinjau dari Undang-Undang Nomor 35 Tahun 2014 tentang Perlindungan Anak (Studi pada Dinas Pemberdayaan Perempuan dan Perlindungan Anak Bandar Lampung)," *Jurnal Hukum Malahayati* 3, no. 1 (2022): 76-87, <https://doi.org/10.33024/jhm.v3i1.4560>.

² Sumiati, Imam Suyitno, and Bakhtiar, "Peran Dinas Pemberdayaan Perempuan dan Perlindungan Anak terhadap Tindak Kekerasan Anak di Kota Makassar (Perda Nomor 5 Tahun 2018 tentang Perlindungan Anak)," *Semar: Jurnal Sosial dan Pengabdian Masyarakat* 1, no. 1 (2023): 23-35, <https://doi.org/10.59966/semar.v1i01.42>.

³ Suci Yulia Rejeki Rahim, Masdar Mas'ud, and Maryadi Maryadi, "Pengaruh Kepemimpinan Transformasional, Budaya Organisasi dan Motivasi terhadap Kinerja ASN pada Dinas Pemberdayaan Perempuan dan Perlindungan Anak Kabupaten Pangkep," *Jurnal Magister Manajemen Nobel Indonesia* 1, no. 1 (2020): 147-59, <https://e-jurnal.nobel.ac.id/index.php/JMMNI/article/view/1046>.

victims of violence, and facilitating the empowerment of women and children victims of violence in the fields of education, health, economics, and decision making to realize gender equality and justice.⁴ However, handling various crimes against children cannot be resolved through repression and law enforcement alone. Still, the Women's Empowerment and Child Protection Service (DP3A) must coordinate and collaborate with various stakeholders to create a child-friendly city as an anticipatory and preventive step.

A friendly city is a city that encourages the healthy growth and development of children; provides independence, justice, and security for children to explore their interests and talents; as well as provides easy facilities accessed by children in the form of a green and open space with various facilities for playing and socializing between themselves.⁵ A child-friendly city has several characteristics, including being based on laws, regulations, and norms, which are implemented by an institution whose task is to fulfill the needs and rights of children and provide protection for children; provide a gathering space covered by shady trees as the "lungs of the city"; equipped with various safe play areas that make children more creative individually and more collaborative socially; equipped with various special facilities for children such as child-friendly toilets, safe crossing zones to school, and so on; as well as all aspects of urban planning such as hospitals, schools, transportation systems and traffic flow management, parks and shared spaces, water supplies, waste management, and so on which are managed professionally and have a good impact on the child's growth and development process.⁶

⁴ Sumiati, Imam Suyitno, and Bakhtiar, "Peran Dinas Pemberdayaan Perempuan dan Perlindungan Anak terhadap Tindak Kekerasan Anak di Kota Makassar (Perda Nomor 5 Tahun 2018 tentang Perlindungan Anak)."

⁵ Nelya Rakhimova, Devon McAslan, and David Pijawka, "Measuring Child-Friendly Cities: Developing and Piloting an Indicator Assessment Tool for Sustainable Neighborhood Planning," *Journal of Urbanism: International Research on Placemaking and Urban Sustainability* 18, no. 1 (2025): 1-27, <https://doi.org/10.1080/17549175.2022.2111589>; Meijie Chu et al., "Creating A Child-Friendly Social Environment for Fewer Conduct Problems and More Prosocial Behaviors among Children: A LASSO Regression Approach," *Acta Psychologica* 244, no. September 2023 (2024): 104200, <https://doi.org/10.1016/j.actpsy.2024.104200>.

⁶ Beverly Kingston et al., "Creating Child Friendly Cities: The Case of Denver, USA," *Proceedings of the Institution of Civil Engineers - Municipal Engineer* 160, no. 2 (2007): 97-102, <https://doi.org/10.1680/muen.2007.160.2.97>; Carolyn Whitzman, Megan Worthington, and Dana Mizrachi, "The Journey and the Destination Matter: Child-Friendly Cities and Children's Right to the City," *Built Environment* 36, no. 4 (2010): 474-86, <https://doi.org/10.2148/benv.36.4.474>; Terese Wilhelmsen et al., "Developing Child-Friendly Cities: Young Children's Participation in Urban

A child-friendly city is a "paradise" for various games, playgrounds, and play communities that adapt to the world of play that naturally exists in children. The various games played can explore children's imagination and interactions between children so that they can improve their cognitive, motor, and social skills.⁷ Playing vehicles can be designed outside of a poorly structured field, although there is a slight risk; this game can increase motivation and stimulate adrenaline to explore ideas in solving challenges during the game.⁸ Additionally, playing outside the field can make children more active and happy because of direct contact with sunlight, nature, and friends, making them physically and mentally healthier.⁹ Playgrounds can be in the form of indoor and outdoor playgrounds, with a variety of child-friendly games and a safe surrounding environment for children, such as having representative green spaces, free from pollution and protected from various crimes and exploitation of children.¹⁰ Playgrounds with various types of games are just a collection of passive tools and objects, so there must be various active play communities, such as youth communities, where they can play various games and various positive play activities such as sports, cycling, art, marching exercises, and ceremonies, leadership training, and so on, making minds more creative and social relations more cooperative and collaborative.¹¹

Planning," *Journal of Childhood, Education and Society* 4, no. 3 (2023): 274–90, <https://doi.org/10.37291/2717638X.202343290>.

⁷ Alexander Furneaux and Kevin Manaugh, "Eyes on the Alley: Children's Appropriation of Alley Space in Riverdale, Toronto," *Children's Geographies* 17, no. 2 (2019): 204–16, <https://doi.org/10.1080/14733285.2018.1482409>; Gerben Helleman, Ivan Nio, and Sanne I. De Vries, "Playing Outdoors: What Do Children Do, Where and with Whom?," *Journal of Childhood, Education & Society* 4, no. 3 (2023): 322–37, <https://doi.org/10.37291/2717638X.202343285>.

⁸ Nicole M. Glenn et al., "Promoting Children's Play in Calgary, Alberta: A Case Study of Collective Impact and Municipal Leadership," *Cities & Health* 6, no. 2 (2022): 309–25, <https://doi.org/10.1080/23748834.2020.1779994>.

⁹ Helleman, Nio, and De Vries, "Playing Outdoors: What Do Children Do, Where and with Whom?"

¹⁰ Anna Pawlikowska-Piechocka, "Child-Friendly Urban Environment and Playgrounds in Warsaw," *Open House International* 36, no. 4 (2011): 98–110, <https://doi.org/10.1108/OHI-04-2011-B0009>; Alkistis Pitsikali, Rosie Parnell, and Lesley McIntyre, "The Public Value of Child-Friendly Space," *Archnet-IJAR: International Journal of Architectural Research* 14, no. 2 (2020): 149–65, <https://doi.org/10.1108/ARCH-07-2019-0164>.

¹¹ Debra Flanders Cushing, "Youth Master Plans as Potential Roadmaps to Creating Child- and Youth-Friendly Cities," *Planning Practice & Research* 31, no. 2 (2016): 154–73, <https://doi.org/10.1080/02697459.2015.1110472>; Hilary A. T. Caldwell et al., "Play-Friendly Communities in Nova Scotia, Canada: A Content Analysis of Physical Activity and Active

Some characteristics and various typical and specific activities in child-friendly cities have not been seriously adopted and implemented in several cities in Indonesia, including Makassar. Therefore, this research aims to bibliometric analyze research on urban planning as well as indicators and characteristics of child-friendly cities so that it can be used as a reference for improving the performance of the Department of Women's Empowerment and Child Protection in mitigating various crimes against children.

B. Method

This research is a literature review using articles from various research studies. The article search was carried out using Google Scholar with the criteria that articles came from internationally reputable and nationally accredited journals. The research went through several stages, including data search, analysis, and mapping interpretation of the analysis results.

Search for articles using the terms "child-friendly city," "Makassar," and "Department of Women's Empowerment and Child Protection" according to the needs of the publication theme. The articles used are articles published in the 2019-2024 period. Data collection will be carried out in April 2024.

The articles collected are in "ris" form, which is easy to read on Mendeley software. The VOSviewer application analyzes and maps bibliometric publication data.

The Vosviewer application also visualizes and evaluates trends using bibliometric mapping. The VOSviewer application creates three publication variations: network visualization form, density visualization form, and overlay visualization form according to the existing network between items.

C. Results

Children are a generation that plays an important role in protecting and preserving the environment and natural resources. The next generation's role must be carefully prepared so that the earth they inherit can be well preserved because humans depend on nature for their lives. One of the preparations that

Transportation Strategies," *International Journal of Environmental Research and Public Health* 19, no. 5 (2022): 2984, <https://doi.org/10.3390/ijerph19052984>; Wilhelmssen et al., "Developing Child-Friendly Cities: Young Children's Participation in Urban Planning."

can be made to shape the character of children who love the environment is through education. Education can be done in the classroom or outside the classroom. For example, education can be done outside the classroom by applying the principles of child-friendly cities.

A child-friendly city is a principle built to guarantee the rights of every child as a citizen of the city.¹² The idea of a child-friendly city shows that the best city environment provides a supportive environment for children's growth and development: a physically firm community with clear rules, opportunities for children, and facilities education for children. Several policies in realizing a child-friendly city include anti-harassment, anti-bullying, strengthening social skills, a safe and friendly physical environment, increasing awareness and education, getting respect and recognition from other people, as well as responding to children with special needs.¹³ Regulation of the Minister of State for Women's Empowerment and Child Protection No. 13 of 2011 Article 9 explains the indicators for Child-friendly Cities (*Kota Layak/ramah Anak*), which contain the percentage of age at first marriage under 18 years of age, the availability of consultation institutions for parents/families regarding child care and upbringing, as well as availability of social welfare institutions for children.

Realizing a child-friendly city is the responsibility of all parties, government and society. However, those who play an important role in realizing this child-friendly city are government institutions, namely the Women's Empowerment and Child Protection Service. This realization is carried out by providing guarantees for the sustainability of the future of children, society, and children's rights, which include the right to life, growth and development, and protection. Important aspects of realizing this child-friendly city include educational, economic, and health.¹⁴

¹² Mariana Brussoni et al, "A Qualitative Investigation of Unsupervised Outdoor Activities for 10- to 13-Year-Old Children: 'I like Adventuring but I don't like Adventuring without Being Careful,'" *Journal of Environmental Psychology* 70 (2020): 101460, <https://doi.org/10.1016/j.jenvp.2020.101460>.

¹³ Stuart C Aitken, "Pandemic and Protest: Young People at the Forefront of US Pandemonium," *Children's Geographies* 20, no. 4 (2022): 392-403, <https://doi.org/10.1080/14733285.2021.1900542>; Sidiq Setyawan and Johan Rivanda, "Socialization of Child-Friendly City," *Humanities & Social Sciences Reviews* 7, no. 3 (2019): 228-34, <https://doi.org/10.18510/hssr.2019.7335>.

¹⁴ Sumiati, Imam Suyitno, and Bakhtiar, "Peran Dinas Pemberdayaan Perempuan dan Perlindungan Anak terhadap Tindak Kekerasan Anak di Kota Makassar (Perda Nomor 5 Tahun 2018 Tentang Perlindungan Anak)."

The government's role can be observed in the results of bibliometric analysis using VOSviewers. VOSviewers is software that is capable of carrying out bibliometric analysis by producing three visualization images, namely as follows:

Overlay Visualization

Overlay visualization is a visualization that depicts the development of research on child-friendly cities from year to year. This research examined research on child-friendly cities from ten years ago. The results of the VOSviewers analysis are as follows:

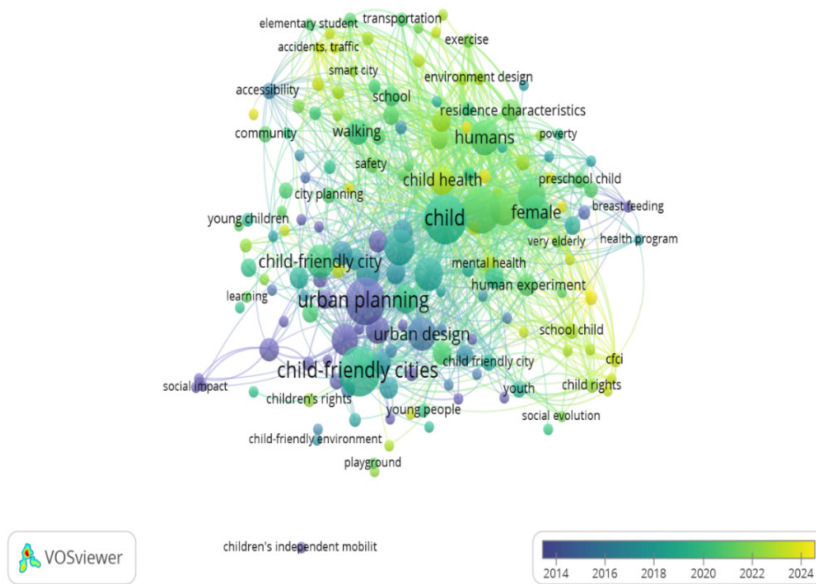


Figure 1
Overlay Visualization Analysis Result

Figure 1 shows that child-friendly cities have been widely researched since 2014. Research from 2014 discussed urban planning, social impact, and breastfeeding. In 2016, there was a lot of discussion about urban design, health programs, and accessibility. In 2018, discussions began regarding child-friendly cities, young people, youth, and poverty. In 2020, the research discussed human

experiments, young children, women, walking, and children. Then, in 2022, it will discuss playgrounds, social evolution, learning, city planning, community, school, transportation, elementary students, residence characteristics, and preschool children. Then, in 2024, research will discuss child health, accidents, traffic, exercise, environmental design, school children, mental health, and child rights.

Density Visualization

Density visualization results from VOSviewers analysis explain how much research regarding items in a cluster has been discussed by previous researchers. The results of the VOSviewers analysis that has been carried out show the following results:

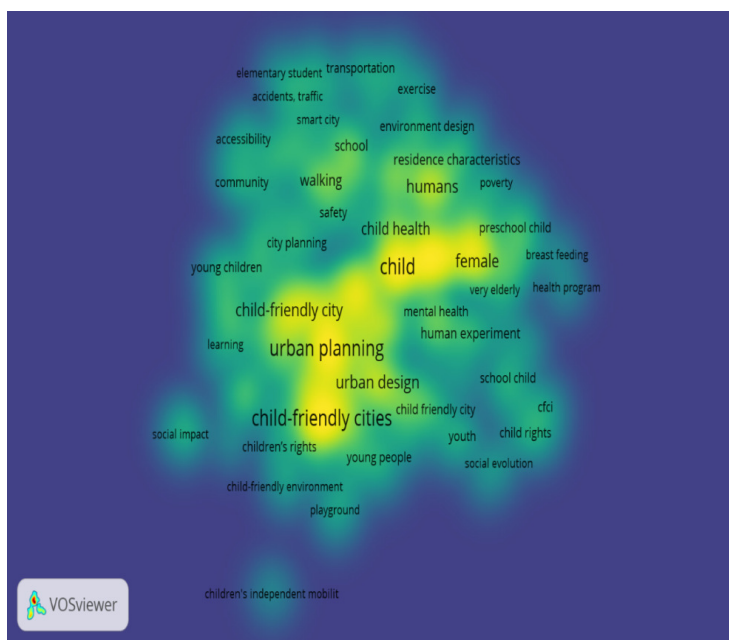


Figure 2
Density Visualization Analysis Result

Figure 2 show that research on child-friendly cities only started to emerge in 2018, and it is known that in Indonesia, especially in Makassar, only a few

cities have implemented the principles of child-friendly cities. This shows that more research is needed on child-friendly cities. This research can be used to find out the extent of the role that has been carried out and the role that will be developed by the Women's Empowerment and Child Protection Service in realizing a child-friendly city in Makassar.

Network Visualization

Network visualization is the result of VOSviewers analysis, which shows the relationships and connections between items in clusters formed from keywords from previous research that has been carried out. The analysis results from network visualization are as follows:

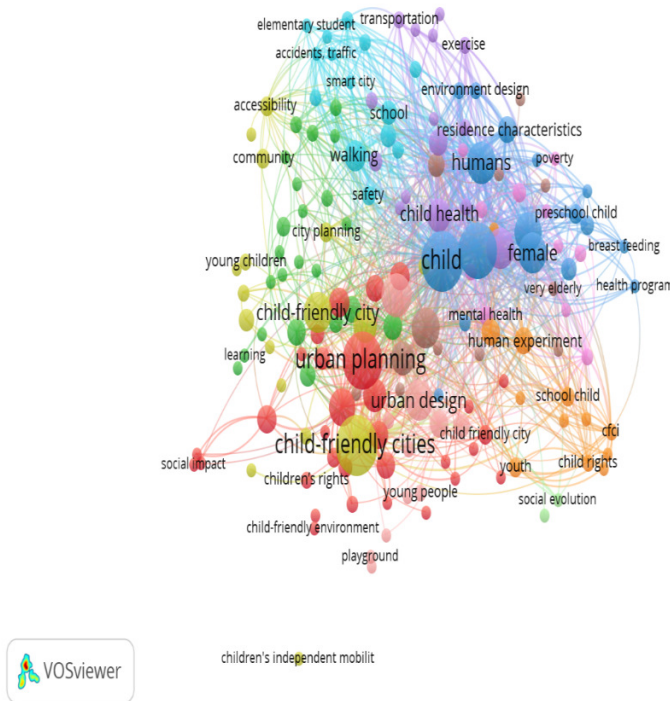


Figure 3
Network Visualization Analysis Result

Figure 3 show the results of the density visualization analysis with VOSviewers that have been carried out show that research on women, children, child-friendly cities, urban planning, and urban designs has been studied quite a lot. Previous researchers have carried out a lot of research and can certainly be used as a reference for how to create a child-friendly city and what things need to be considered to create a child-friendly city. The visualization above also shows that research regarding the need to create a child-friendly city has not been studied much, namely regarding social impact, children's independent mobility, playground, city planning, safety, community, smart city, child-friendly environment, social evolution, health program, transportation, as well as poverty. The large number of items that have yet to be studied provides an illustration for researchers to study these items further in creating a child-friendly city in Makassar.

D. Discussion

The results of the bibliometric analysis above show the need to implement a child-friendly city. The role of the Women's Empowerment and Child Protection Service in creating a child-friendly city includes the following:

Health Program

Health is the most important thing in human life, and a healthy body and environment can increase productivity in a person's daily life. The health referred to here is physical health and mental health. Body health can be achieved by maintaining a healthy diet, eating healthy foods, and exercising regularly. Meanwhile, mental health for children is realized by creating an atmosphere and environment that is full of warmth, affection, and good values and preventing them from bullying, violence, and various other forms of exploitation.

Playgrounds

Children's development and growth can be influenced by the activities that they do in their daily lives.

Child-friendly Environment

The environment plays a very important role in the child's growth process, where children learn directly through the environment in which they live. Children tend to imitate other people in their environment, from language to habits.¹⁵ This shows how important a healthy environment is and supports children's character education because the habits in their environment will shape their character and be carried over until the child grows up.

City Planning

City planning is very important in supporting the realization of a child-friendly city. Things that need to be implemented to create a child-friendly city include the availability of green parks, playgrounds that provide creative and challenging play opportunities for children, and safe pedestrian routes.¹⁶

Residence Characteristics

The place of residence's character influences children's growth and development. When a loving family raises a child, the child will tend to have a calm character. On the other hand, when less harmonious families raise children, children tend to be quiet and sometimes become naughty.¹⁷

Safety

Safety is the main factor in creating a child-friendly city. Safety is a basic need for pedestrian children going to school. What can be done is to provide wide and effective pedestrian routes, spatial connectivity, visual integration, minimizing safety barriers for pedestrians, as well as safe crossing facilities.¹⁸

¹⁵ S. Sabine Hennig et al, "Towards More User-Centered Contributory Citizen Science Initiatives: Learning from the U3Green Approach," *International Journal of Geoinformatics* 19, no. 11 (2023): 26–37, <https://ijg.journals.publicknowledgeproject.org/index.php/journal/article/view/2919>.

¹⁶ Wilhelmsen et al, "Developing Child-Friendly Cities: Young Children's Participation in Urban Planning."

¹⁷ Charles Oberg, "The Child Friendly Cities Initiative-Minneapolis Model," *Maternal and Child Health Journal* 28, no. 6 (2024): 990–97, <https://doi.org/10.1007/s10995-024-03921-7>.

¹⁸ Yu Bao et al, "Urban Parks—A Catalyst for Activities! The Effect of the Perceived Characteristics of the Urban Park Environment on Children's Physical Activity Levels," *Forests* 14, no. 2 (2023): 423, <https://doi.org/10.3390/f14020423>; Y Cui et al, "Evaluation of the Accessibility of

Safety in creating a child-friendly city also involves creating a healthy place and environment that is free from bullying and violence.¹⁹

Smart City

A smart city is an intelligent city that integrates technology, information, and communication in daily governance to increase efficiency, improve public services, and improve citizens' welfare.²⁰ Technology in this city can be applied in various fields, such as education, economics, and the environment. An example of its application is by applying technology in transactions and monitoring a system.

Accessibility

Accessibility is the ease of access to a location via the transportation system. Ease of access to this location must be implemented to create a child-friendly city that makes it easier for people to access community services such as hospitals, supermarkets, and other service places. This ease of access will make it easier for people to meet their daily needs.²¹

The Women's Empowerment and Child Protection Service can inform the public, from children to the elderly, regarding the sources, types of diseases, and

Children's Spaces at the Community Scale: The Case Study of Hangzhou," *ISPRS International Journal of Geo-Information* 13, no. 2 (2024), <https://doi.org/10.3390/ijgi13020055>; J Zhao et al., "Evaluation and Optimization of Walkability of Children's School Travel Road for Accessibility and Safety Improvement," *International Journal of Environmental Research and Public Health* 19, no. 1 (2022), <https://doi.org/10.3390/ijerph19010071>.

¹⁹ Qiaowei Yang, Ang Li, and Lu Wang, "Urban Park's Impact on Older Migrant Parents' Well-Being in China: A Case Study of Shanghai," *International Journal of Sustainable Development and Planning* 14, no. 4 (2019): 319–32, <https://doi.org/10.2495/SDP-V14-N4-319-332>; Helleman, Nio, and De Vries, "Playing Outdoors: What Do Children Do, Where and with Whom?"

²⁰ S van der Graaf, "The Right to the City in the Platform Age: Child-Friendly City and Smart City Premises in Contention," *Information (Switzerland)* 11, no. 6 (2020), <https://doi.org/10.3390/INFO11060285>; K Fang, S A Azizan, and H Huang, "GIS-Based Intelligent Planning Approach of Child-Friendly Pedestrian Pathway to Promote a Child-Friendly City," *Scientific Reports* 14, no. 1 (2024), <https://doi.org/10.1038/s41598-024-58712-5>.

²¹ Cushing, "Youth Master Plans as Potential Roadmaps to Creating Child- and Youth-Friendly Cities"; Shannon Freeman et al., "Intergenerational Effects on the Impacts of Technology Use in Later Life: Insights from an International, Multi-site Study," *International Journal of Environmental Research and Public Health* 17, no. 16 (2020): 1–14, <https://doi.org/10.3390/ijerph17165711>; Rakhimova, McAslan, and Pijawka, "Measuring Child-Friendly Cities: Developing and Piloting an Indicator Assessment Tool for Sustainable Neighborhood Planning"

how to treat them. Apart from providing information, the department's role is to make it easy for the community to obtain suitable food with high nutritional value. Providing sports venues for people of all ages is also important to increase public awareness of the importance of sports that make the body healthy.²² Breastfeeding is a basic need for babies. For optimal initiation and continuation of breastfeeding, not only is education to mothers about breast milk and breastfeeding sufficient, but a social support system, including family support, is also very important. Lactation counseling support (LCS) is crucial for mothers to develop the right attitudes and behavior regarding breastfeeding and family collaboration. The percentage of mothers who received support from husbands, sisters, and mothers-in-law more often participated in LCS compared to mothers who did not receive support.²³ A mother's knowledge of the importance of breastfeeding is a factor that can influence the baby's health. The study's results showed that the breastfeeding behavior of mothers who gave birth with the assistance of health personnel had a better level of understanding than mothers who gave birth without the assistance of medical personnel.²⁴ Four issues that are very important in creating and maintaining child-friendly cities are safety, green space, ease of access, and integrity. The benefits of child-friendly city design start from promoting healthy lifestyles, improving the quality of social interactions, and long-term sustainability of natural spaces.²⁵ Safe zone routes to schools and green belt projects are also needed to create a child-friendly city. Research results show that green lanes can make it easier and safer for students to walk or cycle to school than sidewalks and inadequate road infrastructure.²⁶

²² Harsanindhitya Bagus Panuntun et al., "Affective Preferences of Generation Y and Z Indonesian Users towards Scooter Body Characters," *Archives of Design Research* 35, no. 1 (2022): 25–49, <https://doi.org/10.15187/adr.2022.02.35.1.25>; Wilhelmsen et al., "Developing Child-Friendly Cities: Young Children's Participation in Urban Planning"; Furneaux and Manaugh, "Eyes on the Alley: Children's Appropriation of Alley Space in Riverdale, Toronto."

²³ P Elif Erkul, S. Songül Yalçın, and Sevda Kılıç, "Evaluation of Breastfeeding in a Baby-Friendly City, Çorum, Turkey," *Central European Journal of Public Health* 18, no. 1 (2010): 31–37, <https://doi.org/10.21101/cejph.a3552>.

²⁴ Pamela Y. Collins et al., "Making Cities Mental Health Friendly for Adolescents and Young Adults," *Nature* 627, no. 8002 (2024): 137–48, <https://doi.org/10.1038/s41586-023-07005-4>.

²⁵ C. McAllister, "Child Friendly Cities and Land Use Planning: Implications for Children's Health," *Environments* 35, no. 3 (2008): 46–61.

²⁶ Crystal Taylor and Christopher Coutts, "Greenways as Safe Routes to School in a Latino Community in East Los Angeles," *Cities & Health* 3, no. 1–2 (2019): 141–57, <https://doi.org/10.1080/23748834.2018.1462964>.

Playing can improve children's brain development because they develop their imagination through playing. This shows the need for playgrounds that can be accessed by children easily. The games available are not random but games that can increase creativity ability and develop positive attitudes in children.²⁷ The games on the playground must pay attention to how children play, what types of toys they want to play with, and what game needs are needed. Playgrounds should also be designed to help school programs, for example, understand mathematics, science, and physical education and encourage physical, emotional, social, and intellectual development and abilities at various age levels. In addition, playgrounds must respond to physical activities such as running, jumping, climbing, and social interactions as cooperative play, as well as the cognitive aspects of play. The games available on the playground also need to provide games for children with special needs that can help them learn.²⁸ Playgrounds for children must have adequate facilities, safety, pressure for change, and site popularity. Good facilities, namely the playground, have complete facilities such as interesting games for children. These games can help increase children's creativity, and there are toilets and prayer rooms to make it easier for visitors. The safety factor is very important to pay attention to; the security of each type of game must be frequently checked and monitored to prevent accidents. Pressure for change is also important to improve the quality of playgrounds. When suggestions and criticism come in, playground HR can use it as a means of improvement to advance and improve the quality of the playground. The site's popularity can be helped by using social media, where many people in today's technological era access social media. Social media can be used as an advertising platform to promote playgrounds to the public.²⁹

The government, namely the Women's Empowerment and Child Protection Service, plays a role in providing education to the community and training regarding the types of education for children from infancy to adulthood

²⁷ Glenn et al, "Promoting Children's Play in Calgary, Alberta: A Case Study of Collective Impact and Municipal Leadership"; Wilhelmsen et al, "Developing Child-friendly Cities: Young Children's Participation in Urban Planning."

²⁸ Pitsikali, Parnell, and McIntyre, "The Public Value of Child-friendly Space"; Pawlikowska-Piechotka, "Child-Friendly Urban Environment and Playgrounds in Warsaw"; Helleman, Nio, and De Vries, "Playing Outdoors: What Do Children Do, Where and with Whom?"

²⁹ Pawlikowska-Piechotka, "Child-Friendly Urban Environment and Playgrounds in Warsaw."

to shape the character of the nation's next generation with good personalities. Children's social environment can also increase children's mobility, which can influence the development of children's independence, function as a creative outlet, and provide children with access to a wider range of friendships.³⁰ The digital environment also needs to be implemented to create child-friendly cities by increasing the use of technology to support children's citizenship.³¹ Ease of access to transportation for school children is also important, and the government needs to pay attention to it in creating a child-friendly city. This access is easy for private and public transportation, such as school buses or trains.³² The city environment must have good safety standards to prevent undesirable things from happening and keep children in the environment safe.³³

Research reveals that safety, green space, and integration must be considered in a child-friendly city. Wate, Waterloo, Ontario, a medium-sized city in Canada, has many positive, community-oriented aspects, namely promoting healthy styles, improving the quality of social interactions, and long-term sustainability of natural spaces.³⁴ Forming a child-friendly city can start with the child's small environment, namely the family and school. A child-friendly family environment means providing and ensuring that children can solve several academic problems, meaning that parents provide study guidance to children to help them understand what they are learning at school. A child-friendly school environment is a school that reduces cheating, fighting, and teacher language that is less friendly to children. A positive atmosphere in the family can increase children's trust in family members, increase parents' awareness of school affairs,

³⁰ Furneaux and Manaugh, "Eyes on the Alley: Children's Appropriation of Alley Space in Riverdale, Toronto."

³¹ Ana-María Novella-Cámara et al., "Children's Participation, Local Policy and the Digital Environment: Visions and Uses among Spanish Municipalities," *Comunicar* 29, no. 69 (2021): 33–43, <https://doi.org/10.3916/C69-2021-03>.

³² Jiandong Peng et al., "Research on the Impact of the Built Environment on the Characteristics of Metropolis Rail Transit School Commuting—Take Wuhan as an Example," *International Journal of Environmental Research and Public Health* 18, no. 18 (2021): 9885, <https://doi.org/10.3390/ijerph18189885>.

³³ Christina R. Ergler, Claire Freeman, and Tess Guiney, "Pre-Schoolers' Vision for Liveable Cities: Creating 'Care-Full' Urban Environments," *Tijdschrift Voor Economische En Sociale Geografie* 113, no. 2 (2022): 131–50, <https://doi.org/10.1111/tesg.12461>.

³⁴ McAllister, "Child Friendly Cities and Land Use Planning: Implications for Children's Health."

strengthen students' prosocial behavior, improve extracurricular programs, and encourage student involvement in academics and the community.³⁵

In urban spatial planning, design must also consider the effects on society. Cities need to be structured with ease of access, namely the ease with which people can reach various daily needs and necessities.³⁶ Apart from paying attention to ease of access for the community, child-friendly cities also need to consider children's developmental needs by providing opportunities to access places independently, socialize, and learn from the surrounding environment.³⁷ Bearing in mind that the main need for creating a child-friendly city is to make the city healthy, safe, resilient, and more child-friendly, it is necessary to have urban green space; nature must be transferal in the city planning process, and nature must be perfectly integrated into urban infrastructure so that it can guarantee access to everything.³⁸ Child-friendly cities also need to pay attention to the safety and comfort of the community, namely that the community can be free from homeless people, drunks, and signs of the sex industry that can be seen on the side of the road.³⁹ The Women's Empowerment and Child Protection Service provides land as a city park and a playground to reduce pollution and provide a place for children to play and learn. Apart from that, there are also pedestrian routes that can help children's mobility so they can move actively and freely.

According to UNICEF, a child-friendly city is a city that provides access to health services, education, clean water, and healthy sanitation and is free from environmental pollution, provides special policies and budgets for children, provides a safe and comfortable environment to enable children's development, balance in the social sector, economic, and protected from the effects of environmental damage and natural disasters, providing special attention to

³⁵ Chu et al., "Creating A Child-Friendly Social Environment for Fewer Conduct Problems and More Prosocial Behaviors among Children: A LASSO Regression Approach."

³⁶ Victoria Derr, "Integrating Community Engagement and Children's Voices into Design and Planning Education," *CoDesign* 11, no. 2 (2015): 119–33, <https://doi.org/10.1080/15710882.2015.1054842>.

³⁷ Rakhimova, McAslan, and Pijawka, "Measuring Child-Friendly Cities: Developing and Piloting an Indicator Assessment Tool for Sustainable Neighborhood Planning."

³⁸ Diogo Guedes Vidal and Eunice Castro Seixas, "Children's Green Infrastructure: Children and Their Rights to Nature and the City," *Frontiers in Sociology* 7 (2022), <https://doi.org/10.3389/fsoc.2022.804535>.

³⁹ Karen Witten, Robin Kearns, and Penelope Carroll, "Urban Inclusion as Wellbeing: Exploring Children's Accounts of Confronting Diversity on Inner City Streets," *Social Science & Medicine* 133 (2015): 349–57, <https://doi.org/10.1016/j.socscimed.2015.01.016>.

children who work on the streets, experience sexual exploitation, live with disabilities or without parental support, as well as providing a forum for children to participate in decision making direct influence on children's lives.⁴⁰

The Women's Empowerment and Child Protection Service's role is to educate prospective parents and parents about how to educate children, from when they are in the womb to when they grow up. The characteristics of a child-friendly residence are that it is located in an environment that has complete facilities and supports children's development. Complete facilities include easy access to health facilities and public access, as well as a park for children to play or as a medium to learn about nature. The connection between nature and children's environmental knowledge is related.⁴¹ The living environment must also have security and comfort, namely being free from homelessness, drunkenness, and the sex industry.⁴² Children's rights in the environment where they live include obtaining optimal health, development, and welfare. This includes learning and awareness of children's rights, emergency preparedness and planning, community safety, and youth participation in decision-making.⁴³ The child-friendly city that is created must fulfill several things, namely maintained security, good sanitation, safe and comfortable facilities, an environment with a higher residential density, as well as a variety of activity facilities that can stimulate children to carry out independent activities.⁴⁴

⁴⁰ Karen Malone, "Children's Rights and the Crisis of Rapid Urbanisation," *The International Journal of Children's Rights* 23, no. 2 (2015): 405–24, <https://doi.org/10.1163/15718182-02302007>; Novella-Cámara et al., "Children's Participation, Local Policy and the Digital Environment: Visions and Uses among Spanish Municipalities."

⁴¹ Rui Ji, Sheng Li, and Yuhang Shao, "A Study on the Characteristics of Children's Natural Activities in the Neighborhood and Their Influencing Factors: Evidence from Hangzhou, China," *International Journal of Environmental Research and Public Health* 19, no. 23 (2022): 16087, <https://doi.org/10.3390/ijerph192316087>; Peng et al., "Research on the Impact of the Built Environment on the Characteristics of Metropolis Rail Transit School Commuting—Take Wuhan as an Example."

⁴² Witten, Kearns, and Carroll, "Urban Inclusion as Wellbeing: Exploring Children's Accounts of Confronting Diversity on Inner City Streets."

⁴³ Oberg, "The Child Friendly Cities Initiative-Minneapolis Model."

⁴⁴ Yang Zhou et al., "Relationship between Children's Independent Activities and the Built Environment of Outdoor Activity Space in Residential Neighborhoods: A Case Study of Nanjing," *International Journal of Environmental Research and Public Health* 19, no. 16 (2022): 9860, <https://doi.org/10.3390/ijerph19169860>.

The Women's Empowerment and Child Protection Service can provide comfortable and wide pedestrian paths so pedestrians can use them freely. A good pedestrian path is wide, provides seating on the side of the road, and is planted with many trees, so the pedestrian path feels cool. Apart from that, the role that can be played is to educate the public about how to properly and properly educate children. Pedestrian accessibility and road safety for school trips in school zones must be improved. The research results reveal that the main impact factors include effective road width, special connectivity, visual integration, reducing obstacles to pedestrian safety, complete crossing facilities monitoring traffic flow, and prioritizing optimization strategies.⁴⁵ Schools must also have safety standards as places for children to learn. Schools must be able to protect children from gun violence as a human right.⁴⁶ Schools must also have an anti-bullying environment or other forms of violence.⁴⁷ Security is found in schools and other environments such as playgrounds. Playgrounds must provide a strict level of security to keep children safe. Play facilities on the playground must also always be safe and suitable for use.⁴⁸

Technology provides many conveniences for humans in completing their work. The role that the Women's Empowerment and Child Protection Service can play is to apply technology to educate the public about child-friendly cities, use technology to monitor city development, and as a medium to analyze progress in achieving various indicators and characteristics of child-friendly cities. The role of technology in creating a child-friendly city in education, for example, is a technology-based learning system to visualize a particular process or mechanism in the lesson being studied. The use of this technology can help students understand the material very well. The use of technology in schools can help teachers or parents to monitor children's development, both in the

⁴⁵ Zhao et al., "Evaluation and Optimization of Walkability of Children's School Travel Road for Accessibility and Safety Improvement."

⁴⁶ Jacqueline G Wallace et al., "Gun Violence and the Voices of Youth on Community Safety in the Time of COVID-19 in East Harlem, NY: A Youth Participatory Action Research Cross-Sectional Study," *Injury Epidemiology* 10, no. S1 (2023): 34, <https://doi.org/10.1186/s40621-023-00440-x>.

⁴⁷ Helleman, Nio, and De Vries, "Playing Outdoors: What Do Children Do, Where and with Whom?"

⁴⁸ Rituparna Das and Ankhi Banerjee, "Identifying the Parameters for Assessment of Child-Friendliness in Urban Neighborhoods in Indian Cities," *Journal of Urban Affairs* 45, no. 2 (2023): 217-35, <https://doi.org/10.1080/07352166.2020.1863815>.

cognitive, affective, and psychomotor domains.⁴⁹ Technology applied in child-friendly cities can be used to monitor city developments in various sectors such as the economy, education, and health. This ease of monitoring can help the government monitor city developments and determine what needs to be addressed.⁵⁰

The role of the Women's Empowerment and Child Protection Service is to provide close community services to make it easier for people to meet their daily needs. What accessibility means is the ease of accessing public access that is close and comfortable for pedestrians. Pedestrians should be given special lanes that are wide, comfortable, and safe without interference from vehicle users⁵¹. Public access for children includes ease of access to various children's spaces such as indoor cultural spaces, indoor entertainment spaces, outdoor parks, outdoor natural areas, playgrounds, and schools.⁵² Accessibility built into creating a child-friendly city prioritizes pedestrians and considers public transportation and other vehicles. Public transportation in child-friendly cities operates to reach various public access areas, one of which is schools; the aim is to make it easier for children to travel to and from school.⁵³

E. Conclusion

The role of the Women's Empowerment and Child Protection Service in overcoming various crimes against children can take the form of anticipatory and preventive steps by creating a child-friendly city that has several characteristics, including being equipped with various safe play areas and

⁴⁹ Fang, Azizan, and Huang, "GIS-Based Intelligent Planning Approach of Child-Friendly Pedestrian Pathway to Promote a Child-Friendly City"; Rakhimova, McAslan, and Pijawka, "Measuring Child-Friendly Cities: Developing and Piloting an Indicator Assessment Tool for Sustainable Neighborhood Planning"; van der Graaf, "The Right to the City in the Platform Age: Child-Friendly City and Smart City Premises in Contention."

⁵⁰ Glenn et al., "Promoting Children's Play in Calgary, Alberta: A Case Study of Collective Impact and Municipal Leadership"; Rakhimova, McAslan, and Pijawka, "Measuring Child-Friendly Cities: Developing and Piloting an Indicator Assessment Tool for Sustainable Neighborhood Planning."

⁵¹ Zhao et al., "Evaluation and Optimization of Walkability of Children's School Travel Road for Accessibility and Safety Improvement."

⁵² Cui et al., "Evaluation of the Accessibility of Children's Spaces at the Community Scale: The Case Study of Hangzhou."

⁵³ Patrick Brandful Cobbinah and Brandon Marc Finn, "On Pedestrian Accessibility: Spatial Justice and Progressive Planning in African Cities," *Journal of Planning Literature*, 2024, <https://doi.org/10.1177/08854122241240071>.

making children more creative individually and more collaborative socially; equipped with various special facilities for children such as child-friendly toilets, safe crossing zones to school, and so on; as well as all aspects of urban planning such as hospitals, schools, transportation systems and traffic flow management, parks and shared spaces, water supply, waste management, and so on which are managed professionally and have a good impact on the child's growth and development process.

Recommendation

Child-friendly cities with several characteristics, various specific supporting facilities, and various activities which has been presented and explained comprehensively in the discussion section above that can be carried out in them can be adopted and implemented by policy makers, especially the government and the women's empowerment and child protection services so that they can realize child-friendly cities for the future of the nation and state.[s]

References

- Aitken, Stuart C. "Pandemic and Protest: Young People at the Forefront of US Pandemonium." *Children's Geographies* 20, no. 4 (2022): 392–403. <https://doi.org/10.1080/14733285.2021.1900542>.
- Ali, Tenny Julia, Aditia Arief Firmanto, Chandra Muliawan, and Erlina Erlina. "Implementasi Perlindungan Hukum terhadap Korban Tindak Pidana Pencabulan Anak di Bawah Umur Ditinjau dari Undang-Undang Nomor 35 Tahun 2014 tentang Perlindungan Anak (Studi pada Dinas Pemberdayaan Perempuan dan Perlindungan Anak Bandar Lampung)." *Jurnal Hukum Malahayati* 3, no. 1 (2022): 76–87. <https://doi.org/10.33024/jhm.v3i1.4560>.
- Bao, Yu, Ming Gao, Dan Luo, and Xudan Zhou. "Urban Parks—A Catalyst for Activities! The Effect of the Perceived Characteristics of the Urban Park Environment on Children's Physical Activity Levels." *Forests* 14, no. 2 (2023): 423. <https://doi.org/10.3390/f14020423>.
- Brussoni, Mariana, Yingyi Lin, Christina Han, Ian Janssen, Nadine Schuurman, Randy Boyes, David Swanlund, and Louise C Mâsse. "A Qualitative Investigation of Unsupervised Outdoor Activities for 10- to 13-Year-Old Children: 'I like Adventuring but I Don't like Adventuring without Being Careful.'" *Journal of Environmental Psychology* 70 (2020): 101460. <https://doi.org/10.1016/j.jenvp.2020.101460>.

- Caldwell, Hilary A. T., Joshua Yusuf, Mike Arthur, Camille L. Hancock Friesen, and Sara F. L. Kirk. "Play-Friendly Communities in Nova Scotia, Canada: A Content Analysis of Physical Activity and Active Transportation Strategies." *International Journal of Environmental Research and Public Health* 19, no. 5 (2022): 2984. <https://doi.org/10.3390/ijerph19052984>.
- Chu, Meijie, Zhiwei Fang, Li Mao, Honghao Ma, Chun-Yang Lee, and Yi-Chen Chiang. "Creating A Child-friendly Social Environment for Fewer Conduct Problems and More Prosocial Behaviors among Children: A LASSO Regression Approach." *Acta Psychologica* 244, no. September 2023 (2024): 104200. <https://doi.org/10.1016/j.actpsy.2024.104200>.
- Cobbinah, Patrick Brandful, and Brandon Marc Finn. "On Pedestrian Accessibility: Spatial Justice and Progressive Planning in African Cities." *Journal of Planning Literature*, 2024. <https://doi.org/10.1177/08854122241240071>.
- Collins, Pamela Y., Moitreyee Sinha, Tessa Concepcion, George Patton, Thaisa Way, Layla McCay, Augustina Mensa-Kwao, et al. "Making Cities Mental Health Friendly for Adolescents and Young Adults." *Nature* 627, no. 8002 (2024): 137–48. <https://doi.org/10.1038/s41586-023-07005-4>.
- Cui, Y, Q Wang, G Zha, Y Dang, X Duan, L Wang, and M Luo. "Evaluation of the Accessibility of Children's Spaces at the Community Scale: The Case Study of Hangzhou." *ISPRS International Journal of Geo-Information* 13, no. 2 (2024). <https://doi.org/10.3390/ijgi13020055>.
- Cushing, Debra Flanders. "Youth Master Plans as Potential Roadmaps to Creating Child- and Youth-Friendly Cities." *Planning Practice & Research* 31, no. 2 (2016): 154–73. <https://doi.org/10.1080/02697459.2015.1110472>.
- Das, Rituparna, and Ankhi Banerjee. "Identifying the Parameters for Assessment of Child-Friendliness in Urban Neighborhoods in Indian Cities." *Journal of Urban Affairs* 45, no. 2 (2023): 217–35. <https://doi.org/10.1080/07352166.2020.1863815>.
- Derr, Victoria. "Integrating Community Engagement and Children's Voices into Design and Planning Education." *CoDesign* 11, no. 2 (2015): 119–33. <https://doi.org/10.1080/15710882.2015.1054842>.
- Ergler, Christina R., Claire Freeman, and Tess Guiney. "Pre-Schoolers' Vision for Liveable Cities: Creating 'Care-Full' Urban Environments." *Tijdschrift Voor Economische En Sociale Geografie* 113, no. 2 (2022): 131–50. <https://doi.org/10.1111/tesg.12461>.
- Erkul, P Elif, S. Songül Yalçın, and Sevda Kılıç. "Evaluation of Breastfeeding in a Baby-Friendly City, Çorum, Turkey." *Central European Journal of Public Health* 18, no. 1 (2010): 31–37. <https://doi.org/10.21101/cejph.a3552>.

- Fang, K, S A Azizan, and H Huang. "GIS-Based Intelligent Planning Approach of Child-friendly Pedestrian Pathway to Promote a Child-friendly City." *Scientific Reports* 14, no. 1 (2024). <https://doi.org/10.1038/s41598-024-58712-5>.
- Freeman, Shannon, Hannah R. Marston, Janna Olynick, Charles Musselwhite, Cory Kulczycki, Rebecca Genoe, and Beibei Xiong. "Intergenerational Effects on the Impacts of Technology Use in Later Life: Insights from an International, Multi-site Study." *International Journal of Environmental Research and Public Health* 17, no. 16 (2020): 1–14. <https://doi.org/10.3390/ijerph17165711>.
- Furneaux, Alexander, and Kevin Manaugh. "Eyes on the Alley: Children's Appropriation of Alley Space in Riverdale, Toronto." *Children's Geographies* 17, no. 2 (2019): 204–16. <https://doi.org/10.1080/14733285.2018.1482409>.
- Glenn, Nicole M, Krystyna Kongats, Heather Cowie, Julie K. Guimond, and Candace I. J. Nykiforuk. "Promoting Children's Play in Calgary, Alberta: A Case Study of Collective Impact and Municipal Leadership." *Cities & Health* 6, no. 2 (2022): 309–25. <https://doi.org/10.1080/23748834.2020.1779994>.
- Graaf, S van der. "The Right to the City in the Platform Age: Child-friendly City and Smart City Premises in Contention." *Information (Switzerland)* 11, no. 6 (2020). <https://doi.org/10.3390/INFO11060285>.
- Helleman, Gerben, Ivan Nio, and Sanne I. De Vries. "Playing Outdoors: What Do Children Do, Where and with Whom?" *Journal of Childhood, Education & Society* 4, no. 3 (2023): 322–37. <https://doi.org/10.37291/2717638X.202343285>.
- Hennig, S. Sabine, R. Vogler, T. Schötz, J. Strobl, and P. Imanalieva. "Towards More User-Centered Contributory Citizen Science Initiatives: Learning from the U3Green Approach." *International Journal of Geoinformatics* 19, no. 11 (2023): 26–37. <https://ijg.journals.publicknowledgeproject.org/index.php/journal/article/view/2919>.
- Ji, Rui, Sheng Li, and Yuhan Shao. "A Study on the Characteristics of Children's Natural Activities in the Neighborhood and Their Influencing Factors: Evidence from Hangzhou, China." *International Journal of Environmental Research and Public Health* 19, no. 23 (2022): 16087. <https://doi.org/10.3390/ijerph192316087>.
- Kingston, Beverly, Pamela Wridt, Louise Chawla, W. van Vliet, and Lois Brink. "Creating Child Friendly Cities: The Case of Denver, USA." *Proceedings of the Institution of Civil Engineers - Municipal Engineer* 160, no. 2 (2007): 97–102. <https://doi.org/10.1680/muen.2007.160.2.97>.
- Malone, Karen. "Children's Rights and the Crisis of Rapid Urbanisation." *The International Journal of Children's Rights* 23, no. 2 (2015): 405–24. <https://doi.org/10.1163/15718182-02302007>.
- McAllister, C. "Child Friendly Cities and Land Use Planning: Implications for Children's Health." *Environments* 35, no. 3 (2008): 46–61.

- Novella-Cámara, Ana-María, Clara Romero-Pérez, Héctor-S. Melero, and Elena Noguera-Pigem. "Children's Participation, Local Policy and the Digital Environment: Visions and Uses among Spanish Municipalities." *Comunicar* 29, no. 69 (2021): 33–43. <https://doi.org/10.3916/C69-2021-03>.
- Oberg, Charles. "The Child Friendly Cities Initiative-Minneapolis Model." *Maternal and Child Health Journal* 28, no. 6 (2024): 990–97. <https://doi.org/10.1007/s10995-024-03921-7>.
- Panuntun, Harsanindhitya Bagus, Andar Bagus Sriwarno, Deny Willy Junaidy, and Achmad Syarief. "Affective Preferences of Generation Y and Z Indonesian Users towards Scooter Body Characters." *Archives of Design Research* 35, no. 1 (2022): 25–49. <https://doi.org/10.15187/adr.2022.02.35.1.25>.
- Pawlikowska-Piechotka, Anna. "Child-friendly Urban Environment and Playgrounds in Warsaw." *Open House International* 36, no. 4 (2011): 98–110. <https://doi.org/10.1108/OHI-04-2011-B0009>.
- Peng, Jiandong, Jiajie Qi, Changwei Cui, Jinming Yan, Qi Dai, and Hong Yang. "Research on the Impact of the Built Environment on the Characteristics of Metropolis Rail Transit School Commuting—Take Wuhan as an Example." *International Journal of Environmental Research and Public Health* 18, no. 18 (2021): 9885. <https://doi.org/10.3390/ijerph18189885>.
- Pitsikali, Alkistis, Rosie Parnell, and Lesley McIntyre. "The Public Value of Child-friendly Space." *Archnet-IJAR: International Journal of Architectural Research* 14, no. 2 (2020): 149–65. <https://doi.org/10.1108/ARCH-07-2019-0164>.
- Rahim, Suci Yulia Rejeki, Masdar Mas'ud, and Maryadi Maryadi. "Pengaruh Kepemimpinan Transformasional, Budaya Organisasi dan Motivasi terhadap Kinerja ASN pada Dinas Pemberdayaan Perempuan dan Perlindungan Anak Kabupaten Pangkep." *Jurnal Magister Manajemen Nobel Indonesia* 1, no. 1 (2020): 147–59. <https://e-jurnal.nobel.ac.id/index.php/JMMNI/article/view/1046>.
- Rakhimova, Nelya, Devon McAslan, and David Pijawka. "Measuring Child-friendly Cities: Developing and Piloting an Indicator Assessment Tool for Sustainable Neighborhood Planning." *Journal of Urbanism: International Research on Placemaking and Urban Sustainability* 18, no. 1 (2025): 1–27. <https://doi.org/10.1080/17549175.2022.2111589>.
- Setyawan, Sidiq, and Johan Rivanda. "Socialization of Child-friendly City." *Humanities & Social Sciences Reviews* 7, no. 3 (2019): 228–34. <https://doi.org/10.18510/hssr.2019.7335>.
- Sumiati, Imam Suyitno, and Bakhtiar. "Peran Dinas Pemberdayaan Perempuan dan Perlindungan Anak terhadap Tindak Kekerasan Anak di Kota Makassar (Perda Nomor 5 Tahun 2018 tentang Perlindungan Anak)." *SEMAR: Jurnal Sosial dan Pengabdian Masyarakat* 1, no. 1 (2023): 23–35. <https://doi.org/10.59966/semar.v1i01.42>.

- Taylor, Crystal, and Christopher Coutts. "Greenways as Safe Routes to School in a Latino Community in East Los Angeles." *Cities & Health* 3, no. 1–2 (2019): 141–57. <https://doi.org/10.1080/23748834.2018.1462964>.
- Vidal, Diogo Guedes, and Eunice Castro Seixas. "Children's Green Infrastructure: Children and Their Rights to Nature and the City." *Frontiers in Sociology* 7 (2022). <https://doi.org/10.3389/fsoc.2022.804535>.
- Wallace, Jacqueline G, Rachel Chernet, Margaret K Formica, Olusola Adeonigbagbe, Roseanne L Flores, Robert Marchesani, Danielle Goldberg, Pamela Wridt, and Danielle Laraque-Arena. "Gun Violence and the Voices of Youth on Community Safety in the Time of COVID-19 in East Harlem, NY: A Youth Participatory Action Research Cross-Sectional Study." *Injury Epidemiology* 10, no. S1 (2023): 34. <https://doi.org/10.1186/s40621-023-00440-x>.
- Whitzman, Carolyn, Megan Worthington, and Dana Mizrachi. "The Journey and the Destination Matter: Child-friendly Cities and Children's Right to the City." *Built Environment* 36, no. 4 (2010): 474–86. <https://doi.org/10.2148/benv.36.4.474>.
- Wilhelmsen, Terese, Steinar Øvreås, Hege Roll-Hansen, A.-L. Anne Line Bjerknes, and Simen Thorrud. "Developing Child-friendly Cities: Young Children's Participation in Urban Planning." *Journal of Childhood, Education and Society* 4, no. 3 (2023): 274–90. <https://doi.org/10.37291/2717638X.202343290>.
- Witten, Karen, Robin Kearns, and Penelope Carroll. "Urban Inclusion as Wellbeing: Exploring Children's Accounts of Confronting Diversity on Inner City Streets." *Social Science & Medicine* 133 (2015): 349–57. <https://doi.org/10.1016/j.socscimed.2015.01.016>.
- Yang, Qiaowei, Ang Li, and Lu Wang. "Urban Park's Impact on Older Migrant Parents' Well-Being in China: A Case Study of Shanghai." *International Journal of Sustainable Development and Planning* 14, no. 4 (2019): 319–32. <https://doi.org/10.2495/SDP-V14-N4-319-332>.
- Zhao, J, W Su, J Luo, and J Zuo. "Evaluation and Optimization of Walkability of Children's School Travel Road for Accessibility and Safety Improvement." *International Journal of Environmental Research and Public Health* 19, no. 1 (2022). <https://doi.org/10.3390/ijerph19010071>.
- Zhou, Yang, Meng Wang, Siming Lin, and Caiyun Qian. "Relationship between Children's Independent Activities and the Built Environment of Outdoor Activity Space in Residential Neighborhoods: A Case Study of Nanjing." *International Journal of Environmental Research and Public Health* 19, no. 16 (2022): 9860. <https://doi.org/10.3390/ijerph19169860>.