

# Creating Muhammadiyah 9 Malang Elementary School As A Children-Friendly School In Preventing Children To Be Victims Of Violence In School Environment

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## Abstract

Child-friendly schools are a form of guaranteeing children's rights in the learning process at school. In building a child-friendly city, it is necessary to have a friendly school to make it happen. Muhammadiyah 9 Elementary School Malang City is a school that is about time to implement a child-friendly school. This service is carried out to turn Muhammadiyah 9 Elementary School into a child-friendly school by prioritizing children's interests as the main objective of learning during school. Through the process of mentoring, counseling, and consultation It is hoped that this service will be able to create a child-friendly school that is expected by all parties. With the participation of the Muhammadiyah 9 Elementary School Malang, this service will be able to guarantee children's rights and in the end, one of the principles of protection in the form of the best interests of the child will be realized. Thus the dedication will be beneficial for all parties, especially the Muhammadiyah elementary school 9 Malang city.

**Keywords:** Child friendly schools, child protection, children's rights

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## PENDAHULUAN

Children are a state asset as the nation's next generation. To produce quality children as the next generation of the nation, the interests and rights of children should be protected by the state. That every child has the right to live, grow and develop and participate fairly according to dignity and receive protection from all forms of violence and discrimination. Law No. 35 of 2014 concerning Amendments to Law no. 23 of 2002 concerning Child Protection has provided various regulations regarding the protection of children. Concern for the next generation of a nation should also be measured by their attention to efforts to protect children's rights. In the framework of protection, the government as one of the parties must realize efforts to protect children's rights. Government duties in the field of child protection are in the form of policies, programs, and activities to ensure the fulfillment of children's rights so that children can live, grow, develop and participate optimally (Erdianti, 2019).

The guarantee of legal protection for children's rights is regulated in many laws and regulations, namely Law no. 35 of 2014 concerning amendments to Law no. 23 of 2002 concerning Child Protection, Law No. 4 of 1979 concerning Child Welfare, Law No. 39 of 1999 concerning Human Rights, Law No. 21 of 2007 concerning the Eradication of the Crime of Trafficking in Persons, and other laws and regulations. The existence of legal protection arrangements for children's rights in some laws and regulations, it shows the state's concern for child protection in Indonesia

Even though there is a legal umbrella for children in Indonesia to be protected, in reality, it does not eliminate the occurrence of violence against children. Rampant cases of violence against children are still heard through various media. One of the environments that are vulnerable to being a place of violence against children in school. School should be a place for learning and the process of growth and development for children so that violence should not occur in the school environment.

The Indonesian Child Protection Commission (KPAI) noted that in 2019 violence was still found in the school environment. There are still cases of teachers and schools that give physical punishment to students who are "naughty" so that it has a bad impact on the children (Indraswati, 2020). KPAI received 153 cases of

complaints of physical violence and bullying during 2019. Physical violence and bullying occurred in 39% of the SD / MI level, 22% occurred at the junior high school / equivalent level, and 39% occurred at the SMA / SMK / MA levels. The number of students who became victims reached 171 people, while the number of victims from the teacher's side was 5 people. KPAI found that 44% of cases were committed by individual teachers and school principals, 13% were committed by students to teachers, 13% were carried out by parents of students, and 30% were carried out between students (Indraswati, 2020). The reason for unscrupulous teachers to commit violence on the pretext of educating and disciplining students

Article 54 Number 23 of 2002 concerning Child Protection even emphasizes that the school environment is obliged to become a violence-free zone by both the school, managers, and students. Cases of violence against children are cases that occur widely and do not recognize state boundaries (Agustin, 2018). Hyman & Snook (1999) states that more than 50% of children experience mistreatment both physically and emotionally. These treatments are in the form of discipline, hitting, verbally attacking, carrying out raids, and punishing which are synonymous with violence. All of these actions are not only emotionally and physically damaging but can also damage educational institutions that should be maintained (Agustin, 2018).

With the rampant cases of violence occurring in the school environment, it is necessary to assist in the school environment to anticipate violence against children, especially that committed by educators to their students. Therefore, we assist at the Muhamadiyah 9 Elementary School where we aim to provide understanding to teachers, especially about legal protection for children in the school environment.

Schools as implementing agents for the educational process must have a friendly culture in carrying out their functions to achieve educational goals. Various news about violence in schools has often happened to students lately, from the elementary to high school levels where violence is committed by students to students, students to teachers, teachers to students, and parents to teachers (Yosada, 2019). Based on the various problems of violence and conflict received by students at school, it is necessary to develop a child-friendly school program. This program aims to provide protection for students as children in school by prioritizing

children's rights which include the right to life, the right to develop and develop, the right to protect, and the right to education.

This child-friendly school can be realized if education stakeholders work together to strengthen the school environment and classroom environment which can affect a sense of security and comfort. Law Number 20 of 2003 mandates that education is a conscious and planned effort to create a learning atmosphere and the learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills. himself, society, nation, and state. The expected atmosphere is an atmosphere that supports an educational process that can develop the potential of students to be able to develop children's interests, talents, and abilities, as well as prepare children, to be responsible for a life of tolerance, mutual respect, and work together for progress and a spirit of peace (Najamuddin, 2020).

It is important for the parties to fix the concept of an education that organizes a teaching and learning system that respects every potential that exists, and is aligned with the psychological conditions of students so that their brains will be very easy to cooperate in the learning process and the learning process will become very optimal and effective. Students are not only confined in the classroom but also learn in an open space with a variety of learning models and are packaged in challenging activities and educational games. A learning culture must be a lesson for life so that the growth of the entire personality is integrated with the values learned. Thus "learning" will be very meaningful and able to produce quality individuals who are better known as the concept of child-friendly education, which will then be called child-friendly schools (Yulianto, 2016).

It is the responsibility of teachers and other educators to educate students as well as provide character, moral and religious education which will be needed by children again. Thus it is very urgent for schools to commit to being child-friendly schools that can prevent children from becoming victims or perpetrators of criminal acts, especially in the school environment. Child-friendly schools are deemed necessary to be created with the aim that children's rights are protected, children feel comfortable and their potential is easy to develop and quality output. For this reason, teachers as a component of the school who spend more time with children have full responsibility for informal education to create Child Friendly Schools.

## **METHOD OF IMPLEMENTATION**

This community service was carried out in Muhammadiyah 9 Elementary School. This activity is carried out by the method of implementing counseling, mentoring child-friendly schools. The counseling was carried out to around 30 teachers and school principals from Muhammadiyah 9 Malang Elementary School. This service activity begins with the planning, implementation, evaluation, and follow-up planning stages. The activity begins with planning outreach activities by coordinating with related parties, namely the principle of Muhammadiyah 9 Elementary School which then follows up by providing counseling to educators and education staff at Muhammadiyah 9 Malang Elementary School. After the counseling session, the community service was continued with a consultation session with the school on how to realize Child Friendly Schools and the process of mentoring them.

## **RESULT AND DISCUSSION**

School as an education fulfillment institution guarantees the rights that must be obtained by every citizen, including children, to get the teaching process. Education is a means to develop students' interests and talents according to their abilities. This is following what has stipulated in the 1945 Constitution Article 28C that "Everyone has the right to develop themselves through the fulfillment of basic needs, the right to education and to benefit from science and technology, arts and culture, to improve the quality of life and for the sake of the welfare of mankind. The provisions in the constitution are also regulated in Law Number 23 of 2002 concerning Child Protection, Article 9 paragraph (1) which states that "Every child has the right to education and teaching in the context of personal development and the level of intelligence according to his interests and talents." The development of children's talents and interests cannot be carried out optimally without good support from the surrounding environment, both family, school, and community, so it cannot be denied that the school environment is a factor that has a role in fulfilling children's rights (Wuryandani, 2018). Child-friendly educational institutions are institutions that recognize and respect children's rights (to obtain the education, health, opportunities to play and have fun), protect from violence and harassment, can express views freely, and participate in making decisions according to their

capacity. Child-friendly educational institutions also instill the responsibility to respect the rights of others, diversity and resolve differences without committing violence (Utami, 2020).

The definition of child-friendly schools according to the Minister of Women and Children Empowerment Regulation No. 8 of 2014 concerning Child-Friendly School Policy is a Child Friendly School, hereinafter abbreviated as SRA, is a formal, non-formal, and informal education unit that is safe, clean and healthy, cares and has an environmental culture, can 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, monitoring, and complaint mechanisms related to the fulfillment of children's rights and protection in education

The principle of establishing and developing child-friendly schools according to child-friendly school guidelines issued by The Ministry of Women and Children Empowerment is; first, schools do not discriminate against children; second, all education is in the best interests of the child; third, the school creates a good environment and respects the dignity of children, ensuring the holistic and integrative development of each child; the four schools respect whatever the views of the children affect the children in the school environment; and fifth, schools have good, transparent, accountable management.

Educational institutions that will implement child-friendly schools must meet at least 6 component requirements, namely; first, a written commitment to a child-friendly school policy; second, child-friendly learning; third, educators and education personnel who are trained and understand child-friendly school policies; fourth, facilities and infrastructure that support child-friendly schools; fifth, children's participation; sixth, the participation of all stakeholders. Meanwhile, the implementation of the management of the six components of a child-friendly school will go through management stages consisting of; first, preparation; second, the planning of the SRA development team prepares an annual action plan to realize an integrated SRA in policy; third, implementation of the SRA Development Team; fourth, monitoring, evaluation and reporting.

The accompaniment which was carried out at Elementary School of Muhammadiyah 9 Malang City was carried out to create child-friendly schools that

we're able to prevent violence by schools. Violence in the school environment can be carried out by teachers as teaching staff, between students at school, or education personnel who are in the school environment. Forms of violence that occur in schools are usually in the form of physical violence and verbal abuse. One of the conditions that can also occur is bullying that occurs among students at school, bullying is an act of violence that can be done physically and verbally which has an impact on a person's psychology. If left unchecked, bullying between students is very dangerous for someone psychologically. For violence perpetrated by teachers, it is usually carried out on the grounds of disciplining students who have violated the rules, which is a form of discipline in the form of corporal punishment.

Regarding the indicators of the formation of child-friendly schools, the formation of Muhammadiyah 9 Elementary School to become child-friendly schools according to these indicators. The first thing that needs to be done at Muhammadiyah 9 Elementary School is to make a written commitment as a Child Friendly School policy. With schools making written rules that will become the basis of the child-friendly learning process so that with written regulations or policies there is a legal umbrella for the implementation of Child Friendly Schools carried out by Muhammadiyah 9 Malang Elementary School. In reality, Muhammadiyah 9 Malang Elementary School does not have a written policy regarding the formation of child-friendly schools. This policy will relate to written commitments in the form of pledges and/or regulations or other forms to prevent violence against children. The anti-violence policy in the form of an internal school decree is jointly prepared and involves all members of the education unit. These policies include prohibitions on acts of violence and discrimination between students (bullying); prohibition against acts of violence and discrimination committed by educators and education personnel (TU, security guards, school guards, and cleaning staff) against students, the prohibition of corporal punishment (i.e. hitting, slapping with hands/ whips/ sticks/ belts/ shoes / wooden blocks, kicking, throwing students, scratching, pinching, biting, grabbing hair, pulling ears, forcing students to stay in uncomfortable and hot positions); In addition to other forms of punishment that degrading students' dignity (insulting, belittling, mocking, and hurting the feelings and self-esteem of students) by educators against students, as well as other penalties that reduce children's rights to education (for

example: removing students from the school , prohibits students from entering the school environment because they are late or for other reasons).

In addition to the need for written commitment, child-friendly schools are schools that carry out a child-friendly learning process. The meaning of child-friendly learning is that the learning process includes not doing any form of discrimination, not being gender-biased, and implementing inclusive and non-discriminatory learning. Child-friendly schools also carry out a learning process that develops the diversity of characters and potentials of students and can develop interests, talents, and innovation as well as student creativity through extracurricular activities individually or in groups. Regarding the indicators mentioned above, Muhammadiyah 9 Malang Elementary School has implemented child-friendly learning so that it encourages the Elementary School to have no obstacles in declaring a child-friendly school. This can be seen with a variety of facilities and infrastructure that are complete and meet the qualifications as a child-friendly school such as a healthy canteen service that provides safe and healthy snacks for students, classrooms with sufficient access to lighting and air circulation so that students become healthy, safe and comfortable in class. Muhammadiyah 9 Elementary School Malang City also has a school Health Unit that caters to the health interests of children in schools and other facilities according to the needs of their students. In terms of human resources, Muhammadiyah Elementary School has adequate qualifications and a quantity of teaching staff and education personnel. However, the learning curriculum used must still be adapted to the special curriculum for child-friendly schools. In practice, Muhammadiyah 9 Malang Elementary School has fulfilled its commitment to become a child-friendly school, only improvements are needed to adapt to child-friendly schools.

School quality is indeed a supporting factor for child-friendly schools, this is because child-friendly schools do not mean building new schools, but conditioning the old school in a safe and comfortable condition. So that it is easier to apply in schools that have good school quality. Apart from school quality, other internal factors are commitment and quality of human resources, because all school members are committed to implementing child-friendly schools properly. The commitment and quality of the implementing personnel also contribute to the success or support of a child-friendly school program (Putri, 2019).



The problems that are usually faced by schools, especially for teachers, turn out to be obstacles faced in dealing with children with various characters, considering that children's backgrounds come from various conditions in society. In addition, educators often encounter students who are classified as disobedient to the teacher, so that what should be done to discipline children is not against the law which is part of violence against children. These conditions are actually experienced by many teachers. In his daily life remembering by law no. 35 of 2014 concerning child protection which provides protection for children not to be subjected to a form of discipline which is usually identical with the assumption of violence against students. In terms of handling children, an educator does need child-friendly handling skills. It means that a teacher in carrying out the disciplinary process must be educated towards children, not lead to disciplinary aspects that are close to the meaning of punishment which is physical or verbal. By hiding behind the disciplinary process of children who make mistakes, it is not uncommon for the teacher to punish students whose purpose in punishing is not leading to the child's self-improvement process but instead focuses on physical punishment which impacts the child's trauma. This must be avoided in the learning process so that the school must have policies in responding to how to discipline children while still in the concept of child protection for the child's future.

It is hoped that various efforts are made to create child-friendly schools so that child-friendly schools will be created which have the following characteristics: (a) Fair treatment for boys and girls, b) the learning process occurs in such a way with varied learning methods so that students feel happy following lessons, c) the teaching and learning process is supported by teaching media, d) students are involved in various activities that develop competencies, e) Students are involved in the class arrangement and f) Students are involved in expressing their ideas in creating a school environment (Rohmawati, 2019). From the explanation of the problem above, it turns out that it is necessary to think about the importance of education which is based on hospitality without forgetting to increase discipline and develop the potential of children. How important is a learning model that can develop children's potential by using child-friendly learning? Such learning models must be owned by every educator, both in informal, formal, and non-formal education (Sudirjo, 2010).

The implementation of child-friendly schools has provided a lot of protection to children during the learning process. Child-friendly schools will prevent the occurrence of violence that has often occurred in schools, whether perpetrated by teachers or students. With child-friendly schools, it will provide character training and strengthen the character and personality of a child so that children will be able to avoid becoming victims or perpetrators of violence themselves. The desire to make schools a safe, comfortable, clean, healthy, friendly, and fun place, as a manifestation of Child Friendly Schools has been done by many parties.

With Muhammadiyah 9 Malang Elementary School will carry out its commitment to be a child-friendly school. It is expected that from the implementation of Child Friendly Schools, namely the realization of safe and fun schools for students because they are free from violence between students and violence perpetrated by educators and educational staff besides that the formation of the behavior of educators and education personnel with a child perspective so that they can provide methods learning and educational services by prioritizing the best interests of the child. In addition, it is also the implementation of positive discipline that helps children to think and act correctly for children who are considered negligent of their obligations, not sanctions or punishments that have been carried out so far. With this child-friendly school at the same time increasing the participation of students in the learning process and decision making at school.

## CONCLUSION

Based on the results of the community service activities carried out, the Muhammadiyah 9 Malang Elementary School, basically meets the criteria to become a child-friendly school. However, it is necessary to implement several mechanisms and fulfill several indicators to turn the Muhammadiyah 9 Malang Elementary School into a child-friendly school. Among them has a written policy on child-friendly schools as the basis for implementing child-friendly learning. The written policy is also a reference for the formation of a child-friendly curriculum. In addition, it is necessary to have educators and education staff with child perspectives who understand the character of children and how to educate children in the learning process. By realizing Muhammadiyah 9 Malang Elementary School

as a child-friendly school, the guarantee for children in the learning process of children in school becomes more optimal.

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