ANALYSIS OF LEGAL PROTECTION MODELS FOR CHILDREN IN THE SCHOOL ENVIRONMENT

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Abstract

Child-friendly schools are educational institutions, whether formal, non-formal, or informal, that prioritize safety, cleanliness, health, care, environmental culture, and respect for children's rights. These schools aim to protect children from violence, discrimination, bullying, and other harmful actions. This study focuses on understanding the child-friendly school program at SD Negeri Punggul I and identifying the factors that support or hinder the implementation of child protection in the school. The research employs a qualitative descriptive method, using interviews and documentation as data collection tools. Interviews were conducted with the Principal and the Teacher Council of SDN Punggul I, while relevant documents provided supporting data. The findings reveal that the supporting factors for implementing child protection include the establishment of non-violent schools, religious education that promotes gentle behavior, and the cultivation of positive character traits among students and staff. Hindering factors include a lack of awareness among teachers about the ineffectiveness of physical and psychological punishment, emotional management challenges, work stress, and the prevalence of authoritarian teaching styles in Indonesia. Additionally, weaker students are often targeted by stronger peers, influenced by family upbringing and the child's social environment. The child-friendly school program at SDN Punggul I is implemented through socialization, fostering teacher solidarity, habit-building, and integrating child-friendly values into learning activities. The program's impact is evident in the development of students' character, their enjoyment of the learning process, and increased parental involvement in promoting a child-friendly education. This study recommends the support of various stakeholders for the successful implementation of child-friendly school programs, particularly at the elementary level.

***Keywords**: Child Protection, School Environment, Child Friendly School*

Abstrak

Sekolah ramah anak merupakan lembaga pendidikan baik formal, nonformal, maupun informal yang mengutamakan aspek keselamatan, kebersihan, kesehatan, kepedulian, budaya lingkungan, dan penghormatan terhadap hak anak. Sekolah tersebut bertujuan untuk melindungi anak dari tindak kekerasan, diskriminasi, perundungan, dan tindakan merugikan lainnya. Penelitian ini difokuskan pada pemahaman program sekolah ramah anak di SD Negeri Punggul I dan mengidentifikasi faktor-faktor yang mendukung maupun menghambat pelaksanaan perlindungan anak di sekolah tersebut. Penelitian ini menggunakan metode deskriptif kualitatif dengan menggunakan wawancara dan dokumentasi sebagai alat pengumpulan data. Wawancara dilakukan dengan Kepala Sekolah dan Dewan Guru SDN Punggul I, sedangkan data pendukung diperoleh dari dokumen-dokumen terkait. Hasil penelitian menunjukkan bahwa faktor-faktor pendukung pelaksanaan perlindungan anak antara lain adalah adanya sekolah yang antikekerasan, pendidikan agama yang mengedepankan

perilaku santun, dan penanaman karakter positif pada siswa dan staf. Faktor-faktor penghambat antara lain kurangnya kesadaran guru tentang tidak efektifnya hukuman fisik dan psikis, kendala dalam mengelola emosi, stres kerja, dan masih maraknya gaya mengajar otoriter di Indonesia. Selain itu, siswa yang lemah sering kali menjadi sasaran teman sebaya yang lebih kuat, yang dipengaruhi oleh pola asuh keluarga dan lingkungan sosial anak. Program sekolah ramah anak di SDN Punggul I dilaksanakan melalui sosialisasi, pembinaan solidaritas guru, pembentukan kebiasaan, dan pengintegrasian nilai-nilai ramah anak ke dalam kegiatan belajar. Dampak program ini terlihat dari pengembangan karakter siswa, kesenangan mereka terhadap proses belajar, dan meningkatnya keterlibatan orang tua dalam mempromosikan pendidikan ramah anak. Studi ini merekomendasikan dukungan dari berbagai pemangku kepentingan untuk keberhasilan pelaksanaan program sekolah ramah anak, khususnya di tingkat dasar.

Kata kunci : Perlindungan Anak, Lingkugan Sekolah, Sekolah Ramah Anak

Introduction

Every child born has the right to receive education and instruction. Education for children is a vital need that must be delivered wisely to guide them toward maturity. Children's rights are part of human rights that must be guaranteed, protected, and fulfilled by parents, families, communities, the government, and the state (Ibnu Anshori, 2007). The Qur'an explains that offspring are essential for the continuation of human stewardship on earth. A nation survives as long as its morals remain intact. When morals decline, so does the nation, as children's education is the responsibility of all parties, especially parents and educators in schools. Therefore, Islamic education is seen as a hope to address moral and character issues facing the nation (Abidin Ibnu Rusn, 2009).

The role of schools is not limited to teaching reading, writing, and arithmetic but also includes preparing individuals for societal needs, guiding them toward actions that benefit them, and supporting their journey to successful outcomes (Abd. Rachman Assegaf, 2017). The 2012 monitoring and evaluation (Monev) by the Indonesian Child Protection Commission (KPAI) confirmed the findings of research conducted by Plan International and ICRW, which revealed that 84% of Indonesian children experience violence at school. This figure is higher than the Asian regional trend of 70%. The research, conducted between October 2013 and March 2014, included Vietnam, Cambodia, Nepal, Pakistan, and Indonesia (M. Asrorun Ni'am Sholeh, 2016).

School education is an effort to develop a complete personality. Noble character, in addition to being one of the goals of national education, is also both the essence and goal of Islamic education in Indonesia. To realize this goal, the roles of families, schools, and communities are essential in fostering children with good character. According to some educational observers, the quality of education in Indonesia has not improved and may even be declining. One indicator of this is the decreasing moral behavior of graduates, whose attitudes and behaviors increasingly diverge from the desired moral standards (Rasmuin, 2015).

Humans are endowed with intellect to distinguish between right and wrong, good and bad. Thus, child protection laws should not be misinterpreted. One barrier to improving educational quality is the high incidence of violence in schools, perpetrated by both students and teachers. School violence can lead to stress, decreased academic performance, and even school dropouts.

Improving education quality can only be achieved by enhancing all components of education, including by providing child-friendly education methods that make children feel safe and comfortable at school, enabling them to learn optimally. According to the Indonesian Ministerial Regulation on Child Rights in Education No. 05 of 2011, a child-friendly school is one where there is no violence against students and children's safety is guaranteed. UNICEF defines a child-friendly school as encompassing various aspects that fulfill all the needs of children as students.

There are three main principles of the child-friendly school program: Child-centeredness: Decisions in education are based on the interests and safety of children. Children are viewed as active learners who need a healthy and safe learning environment. Democratic Participation: Children and parents are involved in decision-making regarding the form and substance of education. Inclusiveness: All children have the right to equal access to education, regardless of gender, physical condition, or background.

The application of these principles is expected to be a progressive step toward improving school quality. One school implementing the child-friendly school program is SDN Punggul I. One of the missions of this school is to provide "Child-Friendly Learning." The school has made the child-friendly school program a flagship program to enhance educational quality at SDN Punggul I. Previous studies found that improving the learning environment can increase school attendance, active participation in learning, reduce dropout rates, reduce antisocial behavior, and promote academic achievement, giving students a higher chance of success. Child-friendly schools have also proven effective in boosting student performance.

Based on the above background, the implementation of the child-friendly school program at SDN Punggul I is interesting to investigate. A previous study titled "Legal Protection Against Child Violence in Schools" focused on violence against children at SMA Negeri 1 Semarang and SMA Negeri 5 Semarang. In contrast, this study will have a broader focus on legal protection. Additionally, the previous study focused on high school students, while this study focuses on elementary school students. The aim of this study is to examine the child-friendly school program at SD Negeri Punggul I, as well as identify the supporting and inhibiting factors for implementing child protection in schools.

Method

This research uses a qualitative approach. Qualitative research is an approach focused on natural phenomena or symptoms (Zuchri Abdussamad, 2021), where the

researcher serves as the key instrument. Data collection is conducted through triangulation (a combination of observation, interviews, and documentation). The data obtained are generally qualitative, analyzed inductively, and aimed at understanding meanings, identifying uniqueness, constructing phenomena, and forming hypotheses.

This study is a type of field research. Field-based qualitative research is used because the researcher must go directly to the field and engage with the local community. Involvement with participants or the community means experiencing what they experience and gaining a more comprehensive understanding of the local situation (J. R. Raco, 2010). Field research involves seeking direct information from relevant parties in a structured manner and may use a snowball approach, where information is gathered from one source to another to reinforce the research findings.

Result and Discussion
Implementation of Child Friendly Schools

The Child-Friendly School Program requires policies that outline the foundational guidelines institutions implementing the program must follow. As stated by Syarifuddin (2008: 75), policy is a general guide and framework that directs actions and establishes rules for policy actors and implementers, playing a crucial role in decision-making for the agreed-upon plans. In implementing a child-friendly school, SDN Punggul I has established policies for a child-friendly school, including a Child Protection Policy (KPA) and Standard Operating Procedures (SOP) for Handling Violence Against Children.

The background for the Child-Friendly School program at SDN Punggul I stems from concerns over school violence highlighted in various media reports, which have caused parents to worry. In response, the government has taken steps to reduce incidents of violence through multiple initiatives, one of which is encouraging all educational institutions to make their schools welcoming and safe for students. A child-friendly school aims to achieve several objectives, including:

a. Protecting children's rights.

b. Prevent violence perpetrated by friends, teachers and employees.

c. Prevent children from getting sick from food at school.

d. Prevent children from getting sick because of the facilities and infrastructure available at the school.

e. Protect children from attacks by DRUGS and cigarettes.

f. Creating warm relationships between the school community.

g. Makes it easier to monitor children at school.

h. Creating a clean and green environment.

i. Develop children's interests and talents.

j. Make children feel at home in the school environment.

k. Students are accustomed to good habits

The goals outlined above are certainly not easy to achieve and require considerable time, collaboration, and commitment from various parties. However, if these efforts are taken seriously, schools can produce a generation that is anti-violence. Education must be organized based on the established principles of friendliness. Additionally, teachers are expected to facilitate students in fulfilling their rights and protecting them from forms of violence. As educators, teachers also need to play an active role in setting an example for their students. Such examples include greeting students warmly, providing equal rights to all students, promoting healthy living, and demonstrating positive habits.

Based on observations by the principal, it is essential to build commitment within the framework of the Child-Friendly School program (SRA) at SDN Punggul I. Effective collaboration requires individual commitment. Similarly, in implementing a program within an organization or institution, all parties involved must share a commitment; otherwise, the goals of the program will be challenging to achieve. As expressed by the fifth-grade homeroom teacher during the observation:

> "Cultivating a sense of ownership of the school on all sides, whether the school, parents or the community. Developing a sense of enthusiasm for work in each teacher, improving life management"

With a strong commitment from the three parties, the child-friendly school program will be realized easily. The principal and teachers understand very well that students lack attention from their families. So that SDN Punggul I overcomes this problem by making the school a family for students. This means that in the learning process, teachers must include warmth like a family. So that students feel happiness, attention, and love from parents at school that are not found at home. Therefore, the socialization material about child-friendly is conveyed to parents of students in the socialization as expressed by the class teacher of SDN Punggul I, namely that:

> "Educating students with education from their own culture. Child-friendly teaching, respecting others, cooperation/mutual cooperation, carrying out religious/religious worship, flag ceremonies/nationalism, will instill character education."

In making a family school, of course, it requires high patience. Because many students who when approached still throw tantrums, get angry and so on. In addition, it takes a long time to make their hearts believe that there are still those who care and pay attention. Education begins from the family. The family is the first place for the formation and education of children. Parents and home are the first schools known to children, because the role of parents here is very important. It is through parents that children will learn to recognize values and norms before children enter elementary school. Parents must have provisions regarding various kinds of information about children's education.

Parents must set a good example for their children, because early childhood is an imitator. Children will learn in the imitation stage, namely imitating what the child sees

and hears will be imitated by the child. So parents must be careful in their behavior and words. The implementation of the Child-Friendly School program is supported by several components, namely:

Teachers' determination and commitment

The child-friendly school program at Punggul I Elementary School was motivated by the government's appeal to make all schools child-friendly schools. The program was accompanied by the determination and commitment of the teachers to realize Punggul I Elementary School as a child-friendly school, as shown in the interview results with the following subject:

> "We realize that realizing a child-friendly school takes a long time. However, we feel that no matter how difficult and long a program is, if it is pursued and carried out together, it will definitely be realized. That determination is what makes us determined to run the child-friendly program. Commitment with teachers"

The above goals are certainly not easy and require a long time as well as cooperation and commitment from various parties. However, if this is handled seriously, the school will produce a generation of anti-violence. By implementing a child-friendly school. To realize friendliness in schools, both teachers, parents, and the community need to study the intent and purpose of the Child-Friendly School. So that in its implementation, everyone understands their respective duties and obligations.

There is a desire to improve the quality of education

Child-friendly schools are a leading program that is expected to be a means to improve the quality of education at Punggul I Elementary School, this is as the results of interviews with the following subjects:

> "Our school establishes a policy of strengthening character through the implementation of child-friendly schools to ensure the quality of national education in order to educate the nation's life, form the character and civilization of a dignified nation"

By including character education in every learning including Religious, independent, nationalist, mutual cooperation, integrity. Character education can encourage students to adapt in every environment.

Implementation of the Child-Friendly School Program at SDN Punggul I

The implementation of the Child-Friendly School program at SDN Punggul I aims to create a healthy, safe, comfortable, calm, clean, and beautiful school environment based on the environment and is able to guarantee, fulfill, respect children's rights, and protect children from violence, discrimination, and other mistreatment. Through the As if Friendly for Children Program, SDN Punggul I hopes to be able to optimize the

interests, talents, and potentials of its students through programs and activities at school. This is as stated by the Principal of SDN Punggul I, she stated:

> "The implementation of the Child-Friendly School Program here involves many programs, activities that already exist, and several policies that we have set to create a child-friendly school."

This is supported by a statement by the homeroom teacher of grade VI of SDN Punggul I who said:

> "In implementing the SRA program at SDN Punggul I, we combine school policies in creating a friendly, safe, and comfortable school for children with school programs and various extracurricular activities and habituation activities that exist at this SDN"

From these two statements, it can be seen that the SRA program at SDN Punggul I is implemented by integrating all school policies, school programs, and existing school activities. More clearly, the following will explain the three aspects that support the implementation of the SRA program at SDN Punggul I:

Policies at SDN Punggul I

In principle, all policies set at SRA must refer to the best interests of the child. This policy is set as an effort to protect children's rights and ensure children's safety at school. All residents at school, especially educators, must pay attention to the psychological development of children by creating a warm, family-like, loving atmosphere. and foster a sense of tolerance between residents at school. There are no more children who become victims of violence, either physically or psychologically, either by educators or their friends, and there is also no difference in any way in providing services to children. This is as conveyed by the Principal of SDN Punggul I who said that:

> "The policies set at SDN Punggul I in realizing SRA are oriented towards the principles of child protection, namely the policy of realizing a smoke-free area, an anti-drug policy, and a policy of realizing anti-violence and discrimination against children."

This statement is in line with the statement of the homeroom teacher of Class VI SDN Punggul I, she said:

> "Anti-violence policy against children, a smoke-free area policy, and an anti-drug policy"

The two statements above are supported by documentation of the school's SRA program that has been reviewed by researchers. The document is in the form of a written policy on anti-violence policy, anti-discrimination policy, and a smoke-free and drug-free school area policy that positions teachers as the first and foremost figure for children in its implementation and is confirmed by the declaration and pledge of the child-friendly madrasah of SDN Punggul I by the entire SDN Punggul I community

consisting of students, parents, educators, and education personnel. Based on the results of interviews with the Principal of SDN Punggul I, the homeroom teacher of class VI of SDN Punggul I, and documentation review, it can be concluded that there are several policies set at SDN Punggul I in realizing a Child-Friendly School, namely the anti-violence policy against children, non-discrimination policy, and the smoke-free and drug-free school policy.

Activities at SDN Punggul I

Naturally, all humans are unique and have individual diversity in various aspects. Each student is different from each other in various ways, such as in terms of intelligence, talent, interest, potential, personality, physical condition, social behavior, and so on. Sometimes student A is more capable in one field of activity compared to student B. In certain fields he may show his superiority compared to others. Based on this uniqueness, in its implementation, SRA needs to design various activities that are beneficial for the continued development and future of students.

SRA is expected to be able to explore the potential, talents, and interests of students by providing freedom and independence to students in expressing their identity, creating dialogical education, and opening new paths for the development of students' talents and interests by involving students in various activities both in the classroom (indoor) and outside the classroom (outdoor). Based on the results of the interview with the homeroom teacher of grade VI of SDN Punggul I, he said:

> "In realizing SRA we can develop it through self-development activities, there are five activities in self-development, namely extracurricular activities, habituation activities, exemplary activities, nationalism and patriotism activities, and potential development and self-expression activities"

Activities that support the implementation of the SRA program at SDN Punggul I as above are in accordance with several activities conveyed by the homeroom teacher of grade VI of SDN Punggul I, she explained:

> "Friday clean activity, this activity is carried out in the first week of each month to clean the school environment, with this activity will make children feel comfortable learning because their school always maintains cleanliness." From the answer of the homeroom teacher of grade VI of SDN Punggul I above, it is enough to describe several activities at SDN Punggul I, the Friday clean activity and the activity of shaking hands with the teachers at the gate before entering the madrasah are habituation activities that are carried out routinely. Meanwhile, for other activities that are more detailed explained by the principal of SDN Punggul I, she explained: "Here there are several extracurricular activities that can be chosen by students themselves such as scouts, UKS, and choir. Now, these habituation activities are divided into three, namely routine, programmed, and spontaneous activities. Routine habituation in class VI of SDN Punggul I is in the form of congregational Dhuhur prayer, welcoming students with 3S

(greetings, smiles, greetings), physical fitness exercises every Friday, carrying out clean Friday activities every first Friday, getting used to donating every Friday. The programmed activities that we have determined are short-term Islamic boarding schools, following axioms, commemorating Earth Day, environmental and waste care activities. Spontaneous activities such as ant and sharp object operations in the madrasah environment. While the potential development and self-expression activities are in the form of educational game programs, drawing programs and making 3R works." The above is in accordance with the results of observations of school curriculum documents studied directly by researchers and school documentation reported from the SDN Punggul I website. In the SDN Punggul I curriculum document there is written information about self-development activities consisting of extracurricular activities, habituation activities, exemplary activities, nationalism and patriotism activities, and potential development and self-expression activities.

Implementation of the child-friendly school program through various stages of implementation, namely socialization, fostering teacher solidarity, habituation, Incorporating child-friendly school values into the learning process

Socialization

Socialization is a stage to inform the program that will be carried out. The child-friendly school program at Punggul I Elementary School begins with socialization, especially for teachers, staff and parents of students, this is as in the following interview excerpt:

> "We as teachers at Punggul I Elementary School, every year at the beginning of the lesson, are always given socialization about being child-friendly according to character strengthening so that we teachers can always apply the child-friendly school to our students"

Delivering socialization once a month in parenting activities is useful to provide knowledge to parents about child-friendly schools, to inform the role of parents in implementing the program, to make it easier to cooperate. To convey the development of excellent schools about child-friendly, every 2 months a child-friendly socialization is held for staff, teachers, employees and parents of students.

Building Teacher Solidarity

The implementation of the child-friendly school program requires commitment and cooperation from all teachers of Punggul I Elementary School. Therefore, the school strives to build teacher solidarity by holding weekly briefings, as shown in the following interview results:

"The closeness carried out by teachers becomes a reality that is carried out in the morning such as a 15-minute briefing after every Monday ceremony. The goal is so that all information obtained by teachers can affect students. In the 15-minute briefing, it is emphasized that in learning there should be no violence, there should be mutual respect in a friendly manner."

Teacher coaching aims for teachers to understand the importance of child-friendly schools and be able to implement them well. Providing an understanding to teachers to always include the concept of child-friendly character in learning by conveying the importance of the concept of child-friendly character for personality development. Conveying to teachers that learning is the main key to the development of student competence to the maximum.

Habituation

The child-friendly school program is realized through various habituation programs. This habituation is carried out since students start entering school in the morning, as shown in the following interview results:

"The habituation of implementing a child-friendly program starts from smiling, greeting, greetings carried out at school every morning, the teachers on duty shake hands while waiting for students when they enter school"

Child-friendly teaching is carried out by respecting others, cooperation/mutual cooperation, carrying out religious/religious worship, flag ceremonies/nationalism, and instilling character education.

"Character instillation is accustomed at SDN Punggul I with friendliness and affection... Every morning begins with clapping PPK, singing mandatory songs, praying before lessons"

Teaching patiently and kindly, there is no punishment for students who violate the rules, there is educational direction. Every morning there is a morning assembly, the aim is to implement character. One effort to instill good habits in school activities is to provide guidance and provide good examples or role models. This is shown in the following interview results:

"Being a role model in everyday behavior. For example, speaking politely to students. Exemplary behavior of self and school community respects other religions, cooperation/mutual cooperation, carrying out worship/religion. Orderly in behavior and actions, orderly in administration"

Teachers guide students in the habit of speaking, behavior that leads to good character, teachers train to get used to discipline so that discipline itself arises from the students themselves. If a child makes a mistake, they are immediately reprimanded, corrected, warned and given spontaneous direction by paying attention to actions that guide and educate.

> "Teachers provide examples in attendance, dress, attractive appearance, discipline, politeness and good speech"

Teachers always educate by providing direct examples in daily activities, respecting each other, discipline when inside and outside school by implementing child-friendly methods. Teachers are friendly with smiles, greetings, greetings, politeness, teachers exemplify good behavior.

Incorporating Child-Friendly School Values into the Learning Process

Child-friendly school values are incorporated into learning, especially in the character education section for children. This is as per the following interview results:

> "To provide the best service to our students in the Punggul I Elementary School environment which is a child-friendly school, we always use a child-friendly program in education, so that the characteristic of education in the Punggul I Elementary School environment is with a child-friendly program"

Teachers create an interesting and contextual learning process that is adjusted to the characteristics and developments of the times, teachers provide examples in attendance, dress, attractive appearance, discipline, politeness and good speech. Teachers also provide learning materials that are integrated with Javanese culture because if studied in depth, Javanese culture is full of moral values and is adjusted to the development of the times.

> "With a child-friendly program that aims to protect children's rights, prevent violence, develop children's interests and talents, and make students accustomed to it. It takes quite a long time, therefore, every learning always includes a child-friendly concept

Providing interesting learning with models and methods that adapt to students' conditions. So that students follow the learning happily. The learning process at SDN Punggul I includes child-friendly values by carrying out various activities before and after learning. This is as quoted from the following interview:

> "Learning begins with Tepuk PPK (Religious, independent, nationalist, mutual cooperation, integrity), then praying before and after lessons. Children are taught to be religious, independent, nationalist, mutual cooperation, integrity in the school environment and in learning"

Religious, nationalist, independent, mutual cooperation, integrity in the religious learning process praying before and after the learning process. National singing the song Indonesia Raya before the learning process and the national obligatory song after learning, independent doing assignments independently without the help of friends, mutual cooperation can work together in groups, integrity being honest in all things, for example doing daily assessments honestly without cheating". Building Cooperation with Various Parties

Child-friendly schools can be realized if there is a sense of mutual belonging so that all parties are willing to contribute and support the child-friendly school program. This is as per the following interview results:

> "The goal of Punggul I Elementary School is to implement a child-friendly school. To realize friendliness in schools, teachers, parents, and the community need to learn the intent and purpose of a child-friendly school. So that in its implementation everyone understands their respective duties and obligations so that there is no misunderstanding"

The child-friendly school program requires support from various parties. Therefore, schools strive to cooperate, especially with parents. This is as per the following interview results:

> "Cooperation between teachers and guardians is very important for strengthening character at school and at home. With this cooperation, I as a guardian can monitor my child every day with friendly communication from SDN Punggul I teachers."

One effort to make parents understand the importance of child-friendly schools is to hold parenting activities. This is as quoted from the following interview:

> "I always follow parenting activities held at school, in parenting besides increasing my knowledge, there is also information about student development, there is always evaluation and improvement."

Parents as parties who are directly related to child development are provided with a forum for aspirations and communication through a parent-student association. This is as the result of the following interview:

> "Parents and the community support school programs, establishing brotherhood between parents so that a strong unity is formed in playing an active role in advancing the school. In this case, the association can also channel aspirations regarding school decisions that burden parents, for example the problem of withdrawing funds for schools"

The purpose of this collaboration is to advance the quality of learning and child growth. In addition, it also strengthens the goals and advances the quality of community life. In providing education, the Tri Pusat Pendidikan school must go through several principles including integration, continuity, and comprehensiveness.

Factors that support the implementation of child protection against child violence in the school environment

According to Arif Gosita, what is meant by child protection is an effort to create conditions where every child can exercise their rights and obligations. The existence of child protection is a manifestation of justice in a society. Thus, child protection must be attempted in various areas of national and social life.

In the context of preventing child crime as an effort to protect children, the focus of attention is all activities and efforts to protect children in one of its aspects, namely the prevention of child crime which includes various areas of life that concern the interests of children and other members of society and involve participation from all parties.

Prevention is intended as efforts made in various ways so that any criminal acts do not have time to be committed, with the understanding that such protection is by creating good conditions so that children can grow and develop properly. Because basically prevention is better than making improvements, healing or taking action.

Based on special instructions on the Information Operation of Presidential Instruction Number 6 of 1971 concerning juvenile delinquency, preventive efforts include:

1. Child development efforts in the form of:
2. Providing prenatal education to parents, especially prospective mothers of children,
3. Providing religious education, mental and moral education, as well as sufficient knowledge of intelligence and skills to the child's personality in the family,
4. Providing personal education for children in schools, communities.
5. Providing education for children in communities.
6. Improvement efforts, efforts to improve the environment and social conditions aimed at achieving situations and conditions that are beneficial for the healthy growth and development of children:
7. Improvement efforts in families,
8. Improvement efforts in schools,
9. Improvement efforts in communities.
10. Efforts to provide vital facilities to support efforts to develop children's personalities and efforts to improve the environment and social conditions.

Special prevention efforts

These special prevention efforts are efforts that are primarily aimed at the causes to reduce the risk of the event. These efforts include:

1. Supervision of attitudes, behavior and actions of children and their environment
2. Intensive guidance and counseling for parents and children so that parents can guide and educate their children seriously and quickly so that children continue to behave normally (Budiyanto, SH,. MH, 2009).

The results of interviews conducted by the author to determine the factors that support the implementation of child protection against child violence in the school environment are: by implementing schools without violence, religious education

lessons that teach gentle behavior, prevention by instilling good character in students and education personnel.

Meanwhile, according to educators to find out the factors that support the implementation of child protection against child violence in the school environment, namely:

1. In every ceremony or learning process, I always emphasize to my students to love each other, as well as teachers, if children make mistakes, don't hit them... continue to advise them so that children also feel safe in the school environment. 2. There is something called character building, it is indeed given, it has indeed become a learning process program.. as well as teachers in religious education schools where religion teaches to always be gentle

2. In this school there is a distinction between classes A and B because we cannot deny that there are differences between the children themselves to minimize violence in schools and there is something called character building

3. always communicate and convey to teachers and children not to commit violence because the Law and Human Rights have regulated it

According to the Principal as an education staff regarding prevention carried out by education staff so that violence does not occur in the school environment, each has their own way so that violence in the school environment can be implemented by referring to the Child Protection Law so that children can be given protection as in the Child Protection Law Article 54.

Factors that inhibit the implementation of child protection Against Child Violence in the school environment

Factors that inhibit the implementation of child protection in the school environment, the cause is Violence in the world of Education (Mudzakkir, 2010). Violence that occurs in the world of education can occur due to several factors, namely: From Teachers

There are several factors that cause teachers to commit violence against their students, namely:

1. Lack of knowledge that violence, both physical and psychological, is ineffective in motivating students or changing behavior, but instead risks causing psychological trauma and hurting students' self-esteem.

2. Partial perception in assessing students. After all, every child has a historical context that cannot be separated from every word and action that is seen today, including student actions that are considered to "violate" the boundaries. What is seen on the surface is a sign of a problem hidden behind it. The most important thing is not just "handling" the student's actions that are seen, but finding out what underlies the student's actions / attitudes.

3. The existence of psychological problems that cause obstacles in managing emotions so that the teacher in question becomes more sensitive and reactive.

4. The existence of work pressure: targets that must be met by teachers, both in terms of curriculum, material and achievements that must be achieved by their students while the obstacles felt to achieve ideal and maximum results are quite large.

5. The authoritarian pattern is still commonly used in teaching patterns in Indonesia. The authoritarian pattern emphasizes obedience and compliance to authority figures so that the teaching and learning pattern is one-way (from teacher to student). The implication is that students have less opportunity to express their opinions and opinions. And, this pattern can have a negative impact if the teacher has insecurity that is attempted to be compensated through the application of power.

6. Curriculum content that emphasizes cognitive abilities and tends to ignore affective abilities. It is possible that the learning atmosphere becomes "dry" and stressful, and teachers also have difficulty in creating an interesting teaching and learning atmosphere, even though they are required to produce outstanding students.

From students, one of the factors that can influence the occurrence of violence is the student's attitude. The student's attitude cannot be separated from the psychological dimension and personality of the student himself. The tendency towards sadomasochism can unconsciously underlie interactions between students and teachers, friends or seniors or juniors. Feelings that they are weak, not smart, useless, worthless, unloved, not getting enough attention, fear of being ignored, can make a student cling to a powerful / authority figure and even "lure" the person to actively respond to his / her needs even though in an unhealthy way. For example, it is not surprising if children try to seek attention by acting in a way that provokes anger, aggression, or punishment. But, in doing so, the goal is achieved, namely getting attention. On the other hand, feelings of inferiority and worthlessness can also be compensated by oppressing other weaker parties so that they feel great. From Families Children who are educated in an indulgent, highly privileged parenting pattern (parents spoil their children and fulfill all their wishes), grow up with a lack of internal control and a lack of sense of responsibility. Why? By fulfilling all their wishes and demands, children do not learn to control impulses, select and prioritize needs, and do not even learn to manage emotions. This is dangerous because children feel like kings and can do whatever they want and even demand others to do what they want. So children will force others to fulfill their needs, by any means as long as their goals are achieved. Children also do not have a sense of responsibility because of the ease they get, making children not think about action-consequences, action reactions, if they want something they have to try. Children at school want to get good grades but don't want to study, end up cheating, or forcing other students to cheat with threats or bribes.

Parents who are emotionally or physically uninvolved can create a perception in children that they are unwanted, ugly, stupid, not good, etc. If this situation is not fixed, it can cause psychological impacts, namely the emergence of feelings of inferiority, being rejected, etc. Unresolved feelings of emotionally - physically rejected, make children choose to be the shadow of others, clinging to strong identity even though they are often the subject of laughter or insults, being ordered around. Or, children tend to withdraw from socializing, become quiet, gloomy or fearful to the point of provoking the aggressor to oppress them. On the other hand, parents who are too rigid and authoritarian, do not give their children the opportunity to express themselves, and criticize more, make children feel that they are "not good enough" people, so that in themselves they can grow inferiority, dependency, attitudes full of doubt, lack of self-confidence, fear of the stronger party, irrational obedience and compliance, etc. Or, the child becomes stressed, because he has to hold back all the emotional turmoil, anger, disappointment, sadness, hurt - without a healthy way out. Gradually the emotional pressure can come out in the form of aggression directed at others.

Parents experience psychological problems. If parents experience prolonged psychological problems, it can affect the pattern of relationships with children. For example, parents who are stressed for a long time, become sensitive, impatient and easily angry with their children, or vent their frustration on their children. Over time this condition affects the child's personal life. He can lose enthusiasm, concentration, become sensitive, reactive, quick to anger, etc.

Dysfunctional families Families that experience dysfunction have a significant impact on the child. Families where one member often hits, or physically or emotionally abuses, intimidates other family members; or families that often have open conflicts without resolution, or prolonged problems experienced by the family that take up psychological and physical energy, to the point of affecting interaction, communication and even the learning ability, work ability of several other family members. Such situations affect the child's emotional condition and further affect the development of his personality. Often found "problematic" students, after being investigated, it turns out to have a dysfunctional family background.

From the Environment It is undeniable that the violence that has occurred so far has also occurred due to environmental factors, namely:

1. The existence of a culture of violence: someone commits violence because he is in a group that is very tolerant of violent acts. Children who grow up in this environment view violence as something normal / natural.

2. Experiencing Stockholm syndrome: Stockholm syndrome is a psychological condition where a positive relationship is built between the victim and the aggressor and later on the victim helps the aggressor realize their desires. For example, the violence that occurs when senior students commit violence against new students during joint orientation occurs because senior students imitate the behavior of their seniors in the past and in the past they have also experienced violence during orientation.

3. Television shows that are full of violence: If someone watches violent shows too often, it will cause him to be encouraged to imitate the violent behavior on television. This is because the show shows violence that is associated with someone's success, strength and glory. As a result, in the pattern of thinking, the premise arises that if you want to be strong and feared, use violence.

The results of the interviews conducted by the author to determine the factors that support the implementation of child protection against child violence in the school environment are: first, Lack of knowledge from education personnel that violence, both physical and psychological, is not always effective for students, both influenced by psychological problems that cause obstacles in managing emotions so that education personnel become more sensitive and reactive, the presence of work pressure and authoritarian patterns are still commonly used in teaching patterns in Indonesia. Second, Students who have a weak nature usually make stronger students commit violence against weak students so that they feel great. Both of these attitudes can be influenced by family parenting patterns and the child's environment.

Conclution

The implementation of the child-friendly school program at Punggul I Elementary School was carried out through socialization, teacher solidarity development, habituation, and inclusion of child-friendly school values in the learning process. The impact of the child-friendly school program at Punggul I Elementary School can be seen from the formation of children's characters, students feel happy with the learning process at school, and the active role of parents to participate in implementing child-friendly education. The findings of this study recommend support from various parties in the success of the implementation of the child-friendly school program in the context of elementary schools. The factors that support the implementation of child protection in the school environment are by implementing schools without violence, religious education lessons that teach gentle behavior, prevention by instilling character in both students and education personnel. While the factors that hinder the implementation of child protection in the school environment: 1. Lack of knowledge from teachers or education personnel that violence, both physical and psychological, is not always effective for students, either influenced by psychological problems that cause obstacles in managing emotions so that education personnel become more sensitive and reactive, work pressure and authoritarian patterns are still commonly used in teaching patterns in Indonesia. 2. Students who have a weak nature usually make stronger students commit violence against weak students so that they feel great. Both of these attitudes can be influenced by family parenting patterns or by the child's environment.

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