



Participation of Teachers, Children and Parents in the Implementation of Sekolah Ramah Anak To Promote Health in Senior High Schools in the Boyolali Regency Area

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Abstract

Background: Violence against children is a serious problem requiring special attention, particularly in secondary education. Sekolah Ramah Anak (SRA) is an important strategy for creating safe, inclusive, nondiscriminatory educational environments that protect students' rights. However, its implementation still faces challenges related to stakeholder participation. **Objectives:** This study aimed to describe the participation of teachers, students, and parents in implementing SRA in senior high schools and vocational schools in Boyolali Regency. **Methods:** A descriptive quantitative study with a cross sectional design was conducted using total sampling of 27 senior high schools and vocational schools that had implemented SRA. Data were collected using the standard SRA Education Unit questionnaire and analyzed univariately. **Results:** Teacher participation was categorized as good in 88.9% of schools, while student participation was good in 96.3%. In contrast, parental participation remained relatively low at 55.6%, particularly in school policy formulation and contributions from alumni and the business sector. These findings emphasize the need for coordinated stakeholder engagement to ensure sustainable, comprehensive implementation of SRA. **Conclusions:** Schools should strengthen teacher competence, expand meaningful student participation, and increase parental involvement through continuous communication, SRA socialization, and stronger school family collaboration.

Keywords: Child-friendly schools; teacher participation; child participation; parent participation; high school/vocational school.

Introduction

One of the issues of violence against children has developed into a crime phenomenon that has received widespread attention in society lately¹. Child violence is a serious problem that occurs globally and requires special attention from various parties. Globally, 10-20% of adolescents who face mental health problems are mainly caused by *bullying*². Schools have the potential to be one of the places where conflict between adolescents arises, not only limited to peer-to-peer legislation, but also extends to student to educator to educator actions, educators to students and parents to

educators¹. Even *bullying* cases start from trivial things such as joking around and mocking each other which can then cause the victim to die. According to the Child Protection Law, types of child violence include physical, emotional, sexual and violence against girlfriends with the majority victims being women. Of the many forms of violence that exist, sexual violence is the most common³.

Based on the results of the Programme For International Student Assessment (PISA) survey in 2018, it revealed that around 41% of students in Indonesia have been victims of *bullying* at least once a month, especially in the

case of *bullying*, Indonesia ranks fifth highest among 78 countries with the highest number of students who are victims of *bullying*⁴.

In addition to *bullying*, the highest number of victims of violence against children is in the age group of 13-17 years (9,962 victims) in 2022. Meanwhile, the most common type of violence was sexual violence (9,588 victims), followed by psychological violence (4,162 victims), and physical violence (3,746 victims). The highest number of victims of sexual violence occurred in Central Java (873 victims)⁵.

From January to October 2024, the prevalence of child violence was quite high, where there were 17,169 women and 4,317 men out of a total of 19,187 reported cases. From 2019 to 2024, cases of sexual violence will be the type of violence with the highest number of victims⁶. Various news and social media that violent behavior is a phenomenon involving children and students⁷.

According to 2023 data from the Boyolali Regency PPKBP3A Office, there were 43 children who were victims of violence with a total of 34 perpetrators. The area with the highest cases is in Banyudono District (9 cases), followed by Andong District (7 cases), and Boyolali Kota District (3 cases). The data also confirms that girls have a much higher level of vulnerability to becoming victims of violence than boys. In 2022, the number of victims of violence against children is 28, including 24 female victims and 4 male victims, as well as in 2023 the number of victims of violence against girls is 27 while male victims are 16 children⁸.

The impact of violence on children can be physical, psychological or sexual⁹. Children are at risk of developing into individuals who are insecure, pessimistic, aggressive, and easily anxious. In addition, violence can also hinder the development of children's intelligence and cause behavioral problems

such as substance abuse, risky sexual behaviors and smoking¹⁰.

Law Number 35 of 2014, expressly regulates the protection of children from violence and discrimination. Article 76C states that everyone is prohibited from allowing, committing, ordering, placing, or participating in violence against children. With many cases of violence involving teachers and principals in the school environment, the government to formulate education policies that prioritize human values, oppose violence, avoid discrimination and respect children's rights¹¹. Efforts to prevent and handle *bullying* in educational institutions play a crucial role in creating a positive, inclusive, tolerant, and clear rules learning environment for students and staff¹². This law serves as a guideline for individuals to determine attitudes, behaviors and actions in living a social life with others¹³. The issue of children's lives has been the focus of research for many years, especially in the era of globalization that increases immoral and violent behavior. Therefore, efforts to protect children's basic rights, especially in various regions of Indonesia, are crucial to be prioritized¹⁴. In 2024, the Ministry will also regulate the implementation of services in the provision of children's rights, including the right to education by prioritizing the best interests of children¹⁵.

The Child Friendly Schools (SRA) programme has been implemented, in line with UNESCO's programme to support the creation of safe and inclusive learning environments¹⁶. The implementation of SRA is a form of the school's commitment to overseeing children's rights through careful and responsible planning. Schools play an important role in creating a comfortable physical space and social atmosphere, where the interests of children are always prioritized to support the learning process and maximum growth and development¹⁷. The implementation of the

Child Friendly School program can reduce cases of violence, form a gender sensitive generation and ensure children's rights in the school environment, and act as a preventive measure to reduce discrimination against children¹⁸. The goal is to realize the school as a peaceful, comfortable learning place and free from the threat of violence and *bullying* behavior.

The involvement of teachers, children and parents is an important factor in creating a safe and comfortable school. Teachers play a role in fostering, supervising and implementing an inclusive learning process. Children participate actively, in an orderly and respectful manner, while parents provide support through mentoring and good cooperation with the school¹⁹. The collaboration of these three components, supported by the community and decision-makers, produces a positive, peaceful learning atmosphere, and encourages maximum child development.

Several previous studies have discussed the implementation of child friendly schools, especially focusing on implementation policies, the provision of infrastructure, character building, positive discipline, and efforts to prevent violence in the school environment²⁰. The research locations of child friendly schools (SRA) are in Pemalang, Surakarta, Rembang, Limboto, Makassar, Bengkulu, Kediri and Bukittinggi. Based on previous research, there is still little discussion about the Participation of Teachers, Children and Parents in Boyolali. According to previous research, it is the author's guide in describing the implementation of Child Friendly Schools (SRA) in high schools/vocational schools in the Boyolali Regency Area. The purpose of this study is to describe the Participation of Teachers, Children, and Parents, in the implementation of Child-Friendly Schools in High Schools/Vocational Schools in the Boyolali Regency Area. It is hoped that this

research will be able to provide an in depth picture of the importance of the implementation of SRA in fostering a peace-loving character in students, as well as produce recommendations for the government to strengthen SRA policies in order to create a better educational environment in high schools/vocational schools in Boyolali Regency.

Materials and Methods

Study Design

This study uses a descriptive quantitative method and the research design used is *cross sectional*.

Sample

The research population is the entire object being studied. Based on Decree Number 476/33 of 2022, there are 27 SRAs in the Boyolali Regency Area. In this study, the sample taken consisted of teachers or heads in charge of the Child Friendly School Program as many as 27 out of 27 schools. This number is a total sample of child-friendly schools in Boyolali.

Data Collection Technique

Data was collected using a standard questionnaire from the Guidelines for Child Friendly Education Units of the Ministry of PPPA. The instrument includes indicators of the participation of teachers, children and parents⁹.

Data Analysis Technique

The data were analyzed using univariate methods that included percentage calculation and frequency distribution. The research categories were determined based on median and mean values according to the distribution of data. Based on the results of the normality

test, it can be found that the p-value for the variable Teacher Participation, Child Participation is 0.000 while the variable of Parental Participation is 0.072. This can show that the distribution of data on the variables of Teacher Participation and Child Participation is abnormal, so the categorization uses the median or middle value of the data. The category is good for the Teacher Participation variable if $x \geq 18$ and good enough $x < 18$. The category is good for the variable Child Participation if $x \geq 9$ and good enough $x < 9$. While Parental Participation is normal, the mean of the data is used for categorization. The category is good for the Parental Participation variable if $x \geq 10.70$ and good enough $x < 10.70$.

Ethical Consideration

This research has obtained ethical clearance from the Health Research Ethics Commission of Dr. Moewardi Hospital, Surakarta. The research was declared ethically feasible with the number 1.497/VII/HRE/2025.

Results

Characteristics Respondent

The characteristics of the respondents in this study reflect several indicators, including age, gender, occupation, education, respondents' position in related institutions, and participation in socialization about child friendly schools. These characteristics provide an overview of the demographic and institutional background of respondents involved in the implementation of the Child Friendly School program. The characteristics of respondent data are presented in the form of frequency and percentage distribution as follows:

Table 1. Characteristics of Respondents

Characteristics	Frequency (n)	Percentage (%)
Age		
26-35 ears old	6	22,2
36-45 years old	8	29,6
46-55 years old	8	29,6
56-65 years old	5	18,5
Gender		
Male	10	37
Women	17	63
Education		
S1	22	81,5
S2	5	18,5
Departements		
Teacher	10	37
BK Teacher	5	18,5
Waka Student Affairs	9	33,3
Waka Curriculum	3	11,1

Source : Data Processed 2025

This research involves 27 high schools/vocational schools in Boyolali Regency that have implemented the program (SRA). Based on the results of the distribution table above, it can be seen that respondents aged 36-45 and 46-55 have the same frequency, namely 8 people each (29.6%). Overall, the number of female gender is much greater at 17 respondents (63%) than men who are only 10 respondents (37%). Then it can be seen from the level of education, respondents have a S1 education level of 22 people (81.5%), and as many as 37% of respondents do not concurrently hold other positions.

Variable Frequency Distribution

Table 2. Variable Frequency Distribution

Variabel	Frequency (n)	Percentage (%)
Teacher Satisfaction		
Good	24	88,9
Pretty Good	3	11,1
Children's Partcipation		
Good	26	96,3
Pretty Good	1	3,7
Parental Participation		
Good	15	55,6
Pretty Good	12	44,4

Source : Data Processed 2025

Based on table 2, from all variables, it is found that the results of all variables are dominated by the results in the good category. In the variable of teacher participation with a total of 24 schools (88.9%) it is said to be in the good category, and 3 schools (11.1%) are in the good category. In the variable of child

participation with a total of 26 schools (96.3%) it was said to be in the good category, and 1 school (3.7%) was in the good category. Meanwhile, in the variable of parental participation, 15 schools (55.6%) were said to be in the good category, and 12 schools (44.4%) were in the good category.

Descriptive Analysis of Research Variables

Table 3. Teacher Participation Indicators

No	Question	Yes	
		n	%
1	The implementation of learning both in preliminary activities, core activities and closing activities, paying attention to children's right including inclusiveness and non discrimination and carried out in a fun, affectionate manner and free from discriminatory treatment of students inside and outside the classroom, including the disciplinary process without degrading the dignity of children and without violence in accordance with the policies ilsted in the lesson plan, RKAS, and MBS	26	96,3
2	The implementation of health integration in schools includes:		
	a. School/Madrasah Health Business (UKS/M) :	27	100
	1) Equipment and medicines in the UKS/M Room are function properly and monitored		
	2) The participation of educators and students in its implementation		
	3) Cooperation with the Health Center and/or the Health Office		
	b. Learning, habituation and example to:	27	100
	a. No smoking		
	b. Do not use drugs		
3	Implementation of integrated environmental protection and management in schools		
	a. Greening with plants that do not harm	27	100
	b. Learning, habituation and example for:	27	100
	1) Environmental cleanliness		
	2) Dispose of garbage in its proper place		
	3) Saves water and energy		
	4) Environmental management innovations in education units.		
4	The implementation of disaster mitigation integration through the implementation of the Disaster Safe Education Unit (SPAB) program by including relevant matters in each SPAB pillar, namely:		
	a. Safe education unit facilities	27	100
	b. Disaster management in education units	25	92,6
	c. Education, prevention, and disaster risk reduction.	26	96,3
5	Learning, habituation and example for the formation of positive behaviors such as:		
	a. Empathy	27	100
	b. Social	27	100
	c. Sharing	27	100
	d. Appreciate the kindness of others	27	100
	e. Respect for parents	27	100
	f. Languange	27	100
	g. Cultural Preservation	27	100
	h. Respect cultural differences	27	100
	i. Loving the homeland	27	100
	j. Anti-radicalism	27	100

Source : Data Processed 2025

Teacher participation was categorized as good in 24 of 27 schools (88.9%), while 3 schools (11.1%) were categorized as pretty good. At the indicator level, 26 schools (96.3%)

had implemented learning procedures that addressed children's rights, inclusiveness, non discrimination, positive discipline, and freedom from violence. All schools (100%)

reported implementation of school health activities, smoking and drug prevention, environmental cleanliness and management, and positive behavior formation indicators.

For disaster mitigation indicators, all 27 schools (100%) reported safe education unit facilities, 25 schools (92.6%) reported disaster management in the education unit, and 26

schools (96.3%) reported education, prevention, and disaster risk reduction activities. Thus, the main remaining gaps in teacher participation were incomplete learning procedures in one school and incomplete disaster management implementation in two schools.

Table 4. Child Participation Indicators

No	Question	Yes	
		n	%
1	Students are given the opportunity to be able to form a peer community	27	100
2	Students can choose extra- curricular activities according to their interests	27	100
3	Involve students in formulating school policies and rules and mapping the school's potential (filling out the potential checklist instrument)	26	96,3
4	Involve students in creating a fun classroom and educational unit environment	27	100
5	Include student representatives as members of the SRA Implementation Team	26	96,3
6	Educators, education staff, and education unit committees listen to and consider students' proposals to map the fulfillment of children's special rights and protections, in the preparation of school work plans and budgets (RKAS) to implement SRA	27	100
7	Students actively provide input on the implementation of SRA	27	100
8	Students are brave and can make complaints without any intimidation from any party, including through the PIK-R group or children's forum or complaint mechanism in the education unit	27	100
9	The education unit provides opportunities in talent development, increased creativity and cultural preservation proposed by children	27	100

Source : Data Processed 2025

Child participation was categorized as good in 26 of 27 schools (96.3%) and pretty good in 1 school (3.7%). All schools (100%) provided opportunities for students to form peer communities, select extracurricular activities according to their interests, help create enjoyable learning environments, submit proposals, provide input on SRA

implementation, make complaints without intimidation, and develop talents, creativity, and cultural activities. Student involvement in formulating school policies and rules and the inclusion of student representatives in the SRA implementation team were each reported by 26 schools (96.3%).

Table 5. Parental Participation Indicators

No	Question	Yes	
		n	%
1	Parents		
a.	Involved in drafting rules in educational units and mapping school potential (filling out potential checklist)	24	88,9
b.	Be proactive to ensure that SRA is included in the preparation, implementation, and accountability of RKAS	26	96,3
2	Committee: Ensure that education units use healthy internet and child-friendly social media.	27	100
3	Parent/guardians/committees		
a.	Actively participate in meetings in the context of organizing SRA (e.g.: parenting classes, inspirational classes, SRA program coordination, year-end events and others	24	88,9
b.	Active communication between parents and homeroom teachers, for example through groups on social media (Whatsapp/facebook/twitter/instagram, etc.)	27	100
c.	Actively collaborate with educational units and/or be directly involved in realizing SRA	26	96,3

No	Question	Yes	
		n	%
4	Alumni contribute to the implementation of SRA activities through:		
	a. Proposals related to the SRA program	12	44,4
	b. Meeting facilities within the framework of the SRA program	11	40,7
	c. Assistance with SRA Infrastructure	10	37
5	Community organizations		
	a. Facilitate activities related to the implementation of SRA	21	77,8
	b. Providing access to students and educators for work tourism, field work practices (PKL), art and cultural activities	24	88,9
6	The business world in the form of corporate social responsibility (CSR) programs		
	a. Facilitate activities related to the implementation of SRA	20	74,1
	b. Providing access to company facilities to students and educators in supporting teaching and learning activities	20	74,1
	c. Assistance with SRA Infrastructure	17	63

Source : Data Processed 2025

Parental participation was categorized as good in 15 of 27 schools (55.6%) and pretty good in 12 schools (44.4%). At the indicator level, 24 schools (88.9%) involved parents in drafting rules and mapping school potential, while 26 schools (96.3%) reported proactive parental involvement in ensuring SRA inclusion in the school work plan and budget. All schools (100%) reported committee support for healthy internet and child friendly social media and active parent teacher communication. Participation in SRA meetings was reported by 24 schools (88.9%), and direct collaboration with schools by 26 schools (96.3%). Alumni involvement was lower, ranging from 37.0% to 44.4%, while community organization participation ranged from 77.8% to 88.9% and business sector support ranged from 63.0% to 74.1%.

Discussion

The findings are discussed in relation to the roles of teachers, students, parents, and supporting stakeholders in implementing SRA, with emphasis on the strengths identified across schools and the components that remain less consistently implemented.

Overall, the findings indicate that implementation of the Child Friendly School (SRA) program at the senior high school and vocational school level in Boyolali Regency was generally favorable, particularly for

teacher and child participation. However, parental participation was comparatively weaker and requires greater attention. Several components, including disaster mitigation integration, student involvement in the formulation of school rules, and cooperation with alumni, the business sector, and community organizations, also showed room for improvement.

In the learning process, the learning materials provided are fair, there is no element of discrimination against all students, including inclusive²¹. Fun teaching and learning activities with several models and learning strategies by inserting several games and quizzes, carrying out some practices in learning materials such as making crafts and others. Learning activities are not only limited to the classroom, but also utilize open areas and other school facilities, such as fields, parks and libraries²².

One of the indicators of the implementation of a child friendly learning process is the integration of environmental protection and management in schools. The school has implemented learning that fosters concern for cleanliness and the environment, one of which is through mutual cooperation activities and scheduled community service. The activity aims to create a safe and comfortable learning environment for students. Through this effort, participants are encouraged to actively participate and foster a sense of care

and love for the school environment²³. The implication is that teachers can be actively involved in designing environmental protection and management in schools. Teachers also create a clean, healthy, safe and child friendly learning environment. And teachers help form clean living habits, care for the environment such as throwing garbage in its place, turning off unused faucets and using enough water²⁴.

Disaster mitigation education needs to be integrated into learning by utilizing local wisdom as an effort to introduce students to how to reduce disaster risk. This integration is carried out through the disaster safe education unit (SPAB) program which includes three pillars of utma, namely the provision of safe educational facilities, disaster management management in education units, as well as education, prevention and risk reduction²⁵. Schools that have not implemented disaster management can improve it by developing preparedness plans, forming disaster preparedness teams, and collaborating with relevant agencies. Meanwhile, schools that have not implemented disaster risk prevention, prevention and reduction can integrate disaster mitigation materials into school learning and activities.

Other indicators such as the application of learning, habituation and example in shaping students' positive behavior. The school implements the 3S culture (smile, greeting and greeting) as an effort to increase a positive attitude. In addition, schools also foster mutual respect, empathy through social activities, such as visiting sick friends. Character formation is also strengthened through religious training such as infaq activities, cults²⁶. Schools' efforts to foster positive interactions with students are an element of a comprehensive strategy to create an inclusive school culture²⁷.

Teachers have a strategic role in realizing child friendly schools, because teachers interact directly with students in the learning process in

the classroom. Teachers are not only as the delivery of material, but also as facilitators and supervisors who create a safe and comfortable learning atmosphere. This role provides benefits for students, namely increasing their sense of security, confidence, motivation to learn and encouraging children to dare to express their opinions. In addition, the implementation of a child friendly teacher role is also beneficial for schools because it is able to create a conducive, harmonious learning environment and free from violence and discrimination, thereby supporting children's growth and development optimally²⁸.

The child participation referred to in this study is a form of child involvement when actively realizing child friendly schools (SRA). A reflection of child friendly learning can also be seen through group activities, such as team-building exercises and extracurricular activities²⁹, which have been shown to encourage interaction between new students and peers. Extracurricular activities are a series of non academic activities outside of class hours designed to broaden their horizons and hone the practical competencies of students. This activity can also increase students' enthusiasm to achieve better learning achievements³⁰. Schools that have not involved students in the formulation of policies and rules as well as mapping the school's potential can remind them by providing student participation through discussion forums, class deliberations.

In this case, involve children in SRA representatives to find out the form of child involvement where the child can be active according to the plan and minimize unwanted things. Engage students in a fun school and classroom environment³¹, Provide space for students to actively participate in the formulation of regulations, stop *bullying* rules and the preparation of internal school rules. Meanwhile, schools that have not included student representatives in the SRA

implementation team can improve their implementation by sending student representatives officially as team members.

Students participate as part of the peer community, in this case if at school it is called the Delinquency Juvenile Information Center (PIK-R). PIK Adolescents has many benefits such as expanding knowledge about reproductive health, mature marriage age and life skills. The program also helps youth make wise choices when facing life's challenges. In addition, PIK Adolescents improve their ability to communicate, solve problems and overcome stresses³². Sports extracurricular activities provide direct benefits to students' health, both physical and mental. Physically, the body becomes more fit and healthy, emotionally and mentally, students learn to manage stress, control emotions and build confidence. Through this activity, students learn to work together, help each other, and appreciate their friends³³.

The role of children is important in realizing child friendly schools because children are the main subjects in the learning process. Children's participation through the courage to express, ask questions and express opinions makes the learning atmosphere more active and democratic. This participation is beneficial to increase confidence, responsibility and critical thinking skills and help create a safe, comfortable, orderly and conducive school environment³⁴.

Parents participate as part of being proactive to ensure SRA is included in the school budget activity plan (RKAS). RKAS is useful for ensuring the availability of school health program budgets, such as UKS, sanitation, healthy canteens and counseling services, so that the physical and mental health of students can be maintained in a sustainable manner³⁶.

One of the support efforts that schools can do to implement the child friendly school

policy is to encourage parents to actively participate in SRA related meetings (e.g. parenting classes, SRA program coordination, end of year events and others). The role of parents, guardians and school committees is also important to play a role in mapping the school's potential to make a better school. However, according to the results of the research that has been carried out, it is known that as many as 24 schools (88.9%) are actively involved in participating in the meeting. Lack of support from parents and the community can cause the implementation of child friendly school policies to be suboptimal due to the proactive role in the preparation of the RKAS and the lack of communication and participation in SRA meetings²⁶.

This can indirectly reduce the effectiveness of the program and hinder the creation of a child friendly school environment. In addition, alumni contribute to the implementation of SRA by supporting and facilitating various activities. The community around the school also has an important role in creating an educational environment that is safe and free from threats. On the other hand, the business world also greatly helps the realization of SRA by participating in supporting the implementation of SRA through the provision of CSR assistance and opening access to information and job opportunities for students who have completed their education³⁷.

The school is committed to implementing the Child Friendly School program with full responsibility³⁸. This commitment is realized through concrete actions, such as meeting the needs of children. In the preparation of the School Work Plan and Budget (RKAS), input from students can be analyzed by the school to ensure that there is an appropriate allocation for protection programs and provide special rights for children. In addition, schools provide adequate facilities, a comfortable and safe atmosphere, and provide freedom for students

to express their opinions, develop talents, increase creativity, and preserve culture as proposed by children³¹.

Thus, although the implementation of SRA has shown good results, improvements are still needed in several aspects so that child-friendly school policies can run comprehensively and consistently across schools. A collaborative approach involving educators, students, parents, and elements is a determining factor for society in realizing a protective, inclusive educational environment that is able to encourage maximum child growth³⁹.

Conclusion

The implementation of the Child Friendly School (SRA) program at high schools/vocational schools in the Boyolali Regency area in general has gone well. This success is driven by the high contribution of teachers in creating a friendly, fun, and discrimination free learning atmosphere, as well as the active participation of students in peer community activities. However, this study found that support from external parties, especially parents, needs to be increased in order to achieve an educational environment that is truly safe, comfortable and supports the development of students' character and mental health optimally. It is recommended that schools continue to improve teacher competence and provide wider participation for students, both in the planning and implementation of the SRA program. On the other hand, more optimal measures are needed to encourage parental involvement through continuous communication, SRA socialization activities, and strengthening cooperation programs between schools and families, with support from education offices and stakeholders at the regional level. The Boyolali Education Office is advised to strengthen regulations, supervision, and budget support for the implementation of SRA, including

incentives for schools that successfully optimize the participation of teachers, children and parents.

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Conflict of Interest Statement

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