

# LEGAL PROTECTION FOR CHILDREN IN THE SCHOOL ENVIRONMENT: BETWEEN REGULATION AND IMPLEMENTATION

Bambang Sukamto<sup>1\*</sup>, Nino Agung Perdana<sup>2</sup>, Ratna Galuh Manika Trisista<sup>3</sup>,  
Mipasya Ratu Plasmesti<sup>4</sup>

<sup>1,2,3,4</sup> Universitas Islam Jakarta, Indonesia.

\*Corresponding author: bangseta668@gmail.com

---

**Abstract:** The phenomenon of violence against students is still a serious problem in Indonesia, even though various regulations regulate child protection. Data from the Ministry of PPPA, Komnas Anak, and KPAI show a significant number of cases, ranging from physical, psychological, to sexual violence. The difference in case numbers between institutions confirms that the problem of child protection is not only in the regulatory aspect, but also in the implementation and reporting mechanisms. This background is what prompted this study to examine the extent to which legal protection regulations for children in schools are implemented in real terms. (1) How are the legal regulations in safeguarding children's rights in schools according to the applicable regulations? (2) How is the legal protection implemented in practice? This study aims to analyse child protection regulations in educational units and examine their implementation and challenges. The research method uses a normative juridical approach supported by empirical data. Primary data was obtained through interviews with school principals, teachers, and parents, while secondary data came from laws and regulations, legal documents, and academic literature. The method used is qualitative descriptive analysis. Research data shows that the legal protection regulations for children in schools have been quite strong, including the 1945 Constitution, Law No. 35 of 2014, Law No. 20 of 2003, Permendikbud No. 82 of 2015, and the Convention on the Rights of the Child. However, its implementation still faces serious obstacles: the non-optimal functioning of the Violence Prevention and Handling Team (TPPK), the lack of socialisation of children's rights, a culture of violence that is still considered part of discipline, and the tendency to resolve cases in a familial manner that ignores the justice of the victim. In conclusion, there is a wide gap between the regulation and implementation of child protection in schools. It is necessary to strengthen child-friendly reporting mechanisms, increase legal awareness among educators, and ensure consistent law enforcement so that children truly feel legal protection.

**Keywords:** Child protection, School Violence, Regulations, Law Implementation, Children's Rights.

---

## 1 Introduction

As creatures created by Almighty God, children have the same rights as other human beings, in the life of the state and the nation of freedom. (Panggabean et al., 2024) Violence that occurs in any field of education is a punishment that students can feel, just as they feel pain. It can cause pain psychologically, whether it is physically painful. But in reality, a large number of children are actually victims of violence, abuse, and

neglect in the school environment. This phenomenon is a serious problem that reflects the weak implementation of legal protections for children in the world of education. (Nurfadilah, 2022)

Violence in schools can occur in many ways, physically, verbally, and mentally. In some schools, there is still physical violence, such as beats, heartbeats, and convulsions, against both teachers and fellow students. This behaviour is often justified as part of "discipline," but it legally involves the form of violence against chil-

dren. On the other hand, verbal abuse can be in the form of ridiculous, cursed, or insulting psychological injuries, which are profound and can have long-term effects on a child's beliefs and intellectual illness.

In 2024, KPAI will receive many reports and complaints regarding violations of children's rights. Based on the data we received, our attention is increasingly needed in various cases of complaints before the pandemic (Panggabean et al., 2024)

Violence, as violence or interference in education, is often defined as the systematic abuse of power by peers. It is recognised globally as a complex and serious problem (Menesini & Salmivalli, 2017 Such Sexual Harassment gets special attention because of its severe impact. (Nurfadilah, 2022)

This form of abuse can be carried out in the form of unwanted physical touch, sexual comments, and coercive behaviour that leads to sexual violence. The victims of abuse not only suffered physical injuries but also suffered deep and lasting psychological trauma. Ironically, perpetrators of sexual abuse at school are often the parents of children, such as teachers and school staff. Abuse is often systematic and takes a long time, as victims are afraid or embarrassed to report it. In addition, the lack of a child-friendly reporting mechanism and school culture still normalises the critical power of teachers. (Afifah, 2022)

Reports from the Legal Aid Institute and a number of children's advocacy organisations reveal that many victims of abuse do not receive adequate assistance, sometimes even being blamed by their own school environment or family. This shows that the aspects of protection and justice for victims are still far from expectations.

Neglect of children at school not only means not paying attention, but can also include the failure of schools to meet children's fundamental rights, such as a sense of security, psychosocial services, and access to inclusive learning. For example, when a child with special needs does not receive appropriate educational services or is even neglected in teaching and learning activities, it can be categorized as a form of institutional neglect. Neglect can also occur when teachers or educators do not take preventive or responsive steps to bullying cases at school. Indifference, neglect, or even blaming the victim is another form of neglect that often occurs and has a harmful impact on the psychological condition of children. (Darmawan & Saadi, 2025)

The impact of violence, harassment, and neglect is widespread. Psychologically, children can experi-

ence trauma, depression, anxiety, and, in some extreme cases, children become suicidal. Academically, children can lose interest in learning, experience a decrease in achievement, or even drop out of school. (Mufidah et al., 2023)

Legally, acts of violence against children clearly violate Law Number 35 of 2014 concerning Child Protection, which states that every child has the right to be protected from violence, discrimination, including in the educational environment. Articles 76A and 76C mention the prohibition of all forms of violence and sexual harassment, with criminal sanctions for the perpetrators. However, in practice, law enforcement against cases of violence in schools is still weak. Many cases end in mediation or "family resolution", with no substantial justice for the victim. This creates impunity and allows the perpetrator to repeat his actions.

In society, schools are social institutions that function to educate and shape children's character. When children experience violence at school, the impact is not only on the victim but also on public trust in the education system. One of the legal protections for children is to create a school culture that is safe, inclusive, and respects human rights. The protection of children is part of a moral and humanitarian responsibility. Children do not yet have the strength and capacity to defend themselves. Therefore, the state must be present as the primary protector to guarantee that every child grows up in a healthy and safe environment, including the school environment. (Dina & Lilif, 2024)

Children are the wealth of the country and future generations who have the right to grow, develop, and maintain proper education and protection. Schools as formal educational institutions are primarily responsible for the safety and comfort of children. However, the reality in this area shows that children do not always receive the protection that they should receive in an educational environment. There are still many cases of violence, harassment, and sexual harassment that are ignored in schools. Therefore, the legal protection of children in educational settings is a very urgent need and cannot be delayed.

The existence of strict legal rules that have not been effectively implemented shows the need to strengthen the implementation of legal protection. Many cases are not processed legally due to cultural, familial, or stigma reasons against the victim. This shows that regulation alone is not enough without a commitment to law enforcement and a child-friendly reporting system.

Based on a report by the Online Information System for the Protection of Women and Children (SIMFONI-PPA), from January to February 2024, 1,993 cases of [idana against students] were recorded. This figure has the potential to continue to increase when compared to the previous year's data. In 2023, the National Commission for Child Protection (Komnas PA) received 3,547 complaints related to violence against children. KPAI noted that throughout months 1-8 of 2023, there were 2,355 violations of children's rights, of which 861 occurred in education units. In detail, there were 487 cases of sexual violence, 236 cases of physical and psychological violence, 87 cases of bullying, 27 cases related to a lack of educational facilities, and 24 cases due to implementation that was not child-friendly. In addition, data from the Ministry of PPPA throughout 2023 recorded 2,325 child physical violence in various regions of Indonesia (Fahham, 2024)

The rise of cases of violence against children in the world of education must be a serious concern for all elements, ranging from students, teachers, education staff, to the school community. The school environment is actually a second space for children after the family, the place where they spend most of their time. Therefore, schools should be safe, friendly, and supportive spaces for children's growth and development. All forms of violence in educational units are prevented and handled appropriately, because the impact not only hinders children in obtaining the right to study properly, but can also damage their psychological condition. (Fahham, 2024)

This reinforces the urgency of having strong and implementable laws to protect children from various forms of violence and rights violations in the educational environment. Based on the above explanation, this study focuses on two main problem formulations:

1. How is the legal protection of children in schools according to applicable regulations?
2. How is such protection implemented?

The objectives of this research are to analyse child protection regulations in the school environment and to examine their implementation along with the challenges faced. Theoretically, this study contributes to the development of legal studies on child protection, particularly in the context of education, by enriching the literature on the relationship between regulation and implementation in schools. Practically, the research is expected to be useful for policymakers, educators, and education unit managers as a reference in designing more effective child protection strategies. The findings can also enhance legal awareness within

schools and encourage the establishment of supervision systems and reporting mechanisms that are more child-friendly and victim-oriented.

## 2 LITERATURE REVIEW

1. The basic concept of legal protection.

Legal protection is a fundamental concept in the state of law that guarantees that every individual obtains fair and equal rights and treatment before the law. In general, legal protection can be helpful in providing a sense of security to students, including in the form of prevention, prosecution, and recovery for violations of their rights. Legal protection not only aims to ensure justice, but also serves as a form of state recognition of the dignity and human rights of every citizen, including children. (Sukanto et al., 2023)

Juridically, the concept of legal protection has two main dimensions, namely preventive and repressive. Preventive aims to prevent violations of the law, for example, through regulations, supervision, legal education, and anticipatory policies. Meanwhile, repressive legal protection concerns actions taken after a violation occurs, such as law enforcement, sanctions against perpetrators, and the restoration of victims' rights through legal mechanisms.

In the context of children, legal protection is essential because children are still in a socially, physically, and mentally developmental stage, so they are vulnerable to exploitation, violence, neglect, and various other forms of violations. Therefore, legal protection for children cannot be equated with that of adults. Children need a comprehensive protection system, ranging from families, schools, communities, and the state. Children's legal protection includes the fulfilment of the right to education, protection from violence, discrimination, and access to justice and child-friendly legal aid services.

The legal foundation for child protection in Indonesia is embedded in several statutory regulations. The 1945 Constitution of the Republic of Indonesia, particularly Article 28B paragraph (2), affirms that all children are entitled to survival, growth, and development, along with protection from acts of violence and discrimination. In addition, Law No. 35 of 2014 on Child Protection serves as the primary legal framework governing children's rights, obligations, and mecha-

nisms of protection within the Indonesian legal system. (Sukamto et al., 2023)

Based on Article 1, number 2 of the Child Protection Law, child protection refers to a set of actions aimed at guaranteeing the realisation of children's rights, enabling them to live, grow, and develop in an optimal manner that respects human dignity. Such protection also encompasses ensuring children's safety from any acts of violence and discriminatory treatment. (Republik Indonesia, 2014)

Thus, the basic concept of legal protection is an essential pillar in ensuring justice and proper treatment for children as subjects of the law. The state, society, and all elements of education are obliged to provide protection that is not only formal, but also substantive, participatory, and oriented to the best interests of children.

## 2. Theory of children's rights and the right to a safe education.

Children's rights are an inseparable part of human rights, thereby obligating the state to respect, safeguard, and fulfil them. From a theoretical perspective, the concept of children's rights has shifted from the traditional view that treated children merely as objects of protection to a modern paradigm that acknowledges them as legal subjects with independent entitlements. This theory asserts that individuals with particular needs and interests must be guaranteed recognition and protection both legally and socially. Consequently, the realisation of children's rights goes beyond fulfilling necessities such as food, clothing, and housing, extending to the right to education, protection from violence, participation, and the full development of their potential.

One of the main foundations of the theory of children's rights is derived from the Convention on the Rights of the Child (CRC), adopted by the UN General Assembly in 1989 and ratified by Indonesia through Presidential Decree No. 36 of 1990. The CRC establishes four fundamental principles: (1) non-discrimination, (2) prioritising the best interests of the child, (3) the right to life and optimal development, and (4) recognition of the child's opinion. These principles serve as the normative foundation for implementing child protection, including within the realm of education. (Republik Indonesia, 1990)

Within the sphere of education, children are entitled to access quality learning that is fair, inclu-

sive, and free from discrimination. Beyond that, they also possess the right to safety in education, meaning an environment of learning that is protected from violence, harassment, unequal treatment, and any form of abuse. Such a safe educational setting is crucial for the optimal growth of children, as only in a secure and supportive atmosphere can they fully engage in learning, think critically, explore their potential, and develop into healthy individuals both physically and mentally.

The right to safe education is not merely normative but is guaranteed constitutionally. Article 28C paragraph (1) of the 1945 Constitution affirms that every individual has the right to develop themselves through the fulfilment of basic needs, one of which is education. Furthermore, Article 31 of the 1945 Constitution explicitly ensures the right of every citizen to receive education, while mandating the state to advance science and technology in accordance with human values. The recognition of children's educational rights is further reinforced in Law No. 20 of 2003 on the National Education System, which defines education as a conscious and systematic effort to foster a learning environment that is active, creative, enjoyable, and conducive to personal growth.

Nevertheless, in practice, many children still face violations of their right to safe education. Incidents of physical, psychological, and even sexual violence within schools are not uncommon, and these acts may be perpetrated by teachers, education personnel, or even peers. Bullying, in particular, remains one of the most prevalent forms of rights violations against children in educational settings. Reports from the Indonesian Child Protection Commission (KPAI) indicate that cases of school violence continue to rise, with many left inadequately addressed. When children experience fear, intimidation, or psychological distress, the learning process is inevitably disrupted. Over time, such conditions may lead to declining academic performance, prolonged trauma, and, in severe cases, school dropouts.

In the theory of children's rights, protection from violence is an integral part of the right to comfort in education. This right encompasses protection not only from physical and emotional violence but also from symbolic forms of violence such as discrimination, exclusion, or stigmatisa-

tion. Such protection must be ensured within the education system through comprehensive regulations, effective reporting mechanisms, and adequate recovery measures for victims. Consequently, every educational institution is required to uphold a principle of zero tolerance toward violence while simultaneously fostering a school culture that respects human dignity and the fundamental rights of every individual.

In Indonesia's positive law, Law No. 35 of 2014 concerning Child Protection, notably Article 54 stipulates that children within educational units must be protected from acts of physical and psychological violence, sexual crimes, and all forms of discrimination, regardless of the perpetrator. This provision reinforces the notion that schools are not merely institutions for delivering knowledge, but also bear a fundamental responsibility to safeguard children from treatment that may hinder their growth and development. The mandate is further strengthened by the Ministry of Education and Culture Regulation (Permendikbud) No. 82 of 2015 on the Prevention and Handling of Violence in Educational Units, which obliges schools to establish clear child protection policies and mechanisms of implementation.

Thus, the theory of children's rights and the right to safe education are intrinsically interconnected and serve as both the moral and legal foundations of educational implementation in Indonesia. The protection of children's rights cannot be separated from the obligation of the state and society to ensure a healthy, conducive, and supportive learning environment for the holistic development of children. Without adequate guarantees of safety within schools, the right to education becomes merely symbolic and devoid of substantive meaning. Therefore, the implementation of children's rights principles in the education sector must be continuously reinforced through child-oriented policies, the enhancement of teachers' professional capacity, and the active involvement of parents as well as the broader community.

### 3 METHODS

This study uses a normative juridical research approach, combining legislation, conceptual, and sociological perspectives. The primary data were obtained through interviews with school principals, teachers, and parents, while the secondary data were collected

from legal documents, academic literature, and other relevant sources. The analysis was conducted using a descriptive qualitative technique, aimed at systematically explaining existing conditions and legal phenomena as they relate to the research focus.

## 4 RESULTS AND DISCUSSION

### 4.1 Legal Protection of Children in Schools according to Regulations

Child protection in the educational environment has a firm legal foundation in the Indonesian legal system. Some of the rules that are the primary reference include:

1. The 1945 Constitution of the Republic of Indonesia Article. 28B paragraph (2) states: Children have the right to live, grow, develop, and be protected from violence and discrimination."
2. Law No. 35 of 2014 concerning Child Protection. This law is a revision of Law No. 23 of 2002 and becomes an umbrella law in child protection. Some important articles related to security in the educational environment include:
  - Article. 54 "Children in educational units are obliged to be protected from acts of physical violence, psychological violence, sexual crimes in any form and by anyone."
  - Article 9, paragraph (1), letter c provides guarantees for children to get protection in educational units from all forms of physical abuse and other forms of abuse.
3. Permendikbud No. 82/2015. This Regulation regulates procedures for the prevention and handling of violence in schools. Article. 3 emphasises that every educational unit is obliged to establish a policy to protect children from violence and establish a Violence Prevention Team.
4. Convention on the Rights of the Child (CRC) – The Convention that Indonesia has ratified affirms that every child has the right to live, grow, develop, and be protected from violence, exploitation, and abuse. (Republik Indonesia, 1990)

Legal protection of children in the school environment is a fundamental aspect in creating a safe, inclusive, and equitable education system. Schools are not only a place to transfer knowledge, but also a social environment where children learn to socialise, form character, and develop their personalities. However, in practice, not a few schools are actually places where various forms of violations of children's rights, such

as physical, psychological, sexual, and discrimination, occur.

This situation demands strong legal protection, not only from the normative side, but also from the implementation and supervision side. For this reason, it is essential to analyse the regulations that regulate child protection in schools in order to provide a comprehensive picture of the extent to which the law is present and functions to ensure the safety and welfare of children in the education unit environment.

1. Constitution of the Republic of Indonesia of 1945 (1945 Constitution). The following provisions provide a constitutional basis:

- Article. 28B paragraph (2): "Every child has the right to live, grow, develop, and be protected from violence and discrimination."
- Article. 28C paragraph (1): "Everyone has the right to develop themselves through the fulfilment of basic needs and education"
- Article 31, verse (1): "Education is the right of every citizen."
- Constitutional guarantees show that child protection is part of human rights that the state must fulfil. In the context of schools, this protection includes guarantees that children do not experience violence or discrimination during their education.

2. Law No. 35/2014 related to Child Protection. This law is the central regulation in the Indonesian legal system that regulates children's rights as a whole. Some articles that are specifically relevant in the context of schools include:

- Article 2 states that child protection is all efforts to ensure that children can live, grow, develop, participate optimally, and are protected from violence and discrimination."
- Article 9, paragraph (1) letter c states: "Every child has the right to education and teaching in the context of his personal development..."
- Article. 54 "Children in and in educational units must be protected from acts of physical, psychological, sexual crime, and discrimination in any form and by anyone."
- Article. 76C: "Everyone is prohibited from placing, permitting, doing, ordering to do, or participating in violence against children."
- Article 80: "Any person who violates Article 76C shall be sentenced to imprison-

ment for a maximum of 3 (three) years and 6 (six) months and/or a maximum fine of IDR 72,000,000."

These articles provide a strong legal basis to prevent criminal acts against children. This includes those who allow violence to occur, which could mean principals, teachers, or other school employees who do not act on reports of violence.

3. Law Number 20/2003 concerning the National Education System This regulation emphasises that the education system in Indonesia is obliged to uphold human values and human rights.

- Article 3 states: "National education functions to develop abilities and shape the character and civilisation of the nation... and aims to develop the potential of students to become human beings who believe and are pious..."
- Article 4 paragraph (1): "Education is carried out democratically and fairly and non-discriminatory..."
- Article 12, paragraph (1) letter c states: "Students have the right to receive treatment in accordance with their talents, interests, and abilities."

This shows that there is no place for violence and discrimination in the education system. Every student has the right to a safe, comfortable, and human rights learning experience.

4. Permendikbud No.82/2015 is related to pre-emptive and preventive measures against Violence in Education. This Permendikbud is a technical regulation that strengthens the implementation of legal protection of children in schools. The content includes the definition of violence, preventive measures, and handling mechanisms.

- Article. 1 paragraph (1): " Violence is any act committed intentionally by a person or group that results in physical, psychological, sexual injury, or causes suffering to students..."
- Article 3: "Every educational unit is obliged to develop and implement policies for the prevention and control of violence."
- Article. 5: "The education unit is responsible for forming the Violence Prevention and Countermeasures Team (TPPK)." In other words, each school is obliged to establish an internal protection system, including SOPs (Standard Operating Procedures) for reporting and handling violence. This Permendik-

but also emphasises the importance of a child-friendly approach and not blaming the victim.

The legal framework regarding the protection of children in schools in Indonesia has a firm foundation, both at the level of the constitution, laws, and technical regulations of its implementation. However, the existence of this comprehensive regulation does not automatically guarantee the creation of a safe educational environment if a real commitment from all stakeholders, including the government, schools, educators, and the community, does not follow it. Consistent implementation, strict supervision, and a school culture that upholds children's rights are the keys to making schools truly a space free from violence, discrimination, and other forms of violations of children's rights. Thus, existing regulations must continue to be encouraged to be internalised in daily educational practices so that the goal of child protection in schools can be optimally realised.

## 4.2 Implementation of Legal Protections

According to data from the Ministry of Women's Empowerment and Child Protection (PPPA), in 2023 there were 2,325 reported cases of physical violence against children. Meanwhile, the National Commission for Child Protection (Komnas Anak) reported 3,547 cases during the same year. Furthermore, data from the Indonesian Child Protection Commission (KPAI) recorded additional cases of child violence from January to August 2023, as presented in the following data. (Fahham, 2024). There were 2,355 cases of violations of children's rights recorded. Of these, 861 cases took place in the educational environment, with details: 487 cases of sexual violence against children, 236 cases of physical and psychological violence, 87 cases of bullying, 27 cases related to limited access to or educational facilities, and 24 cases due to policies that are detrimental to children.

The difference in data between the Ministry of PPPA, Komnas Anak, and KPAI:

### 1. Ministry of PPPA

- The data recorded were more specific to physical violence only.
- The number (2,325 cases) is relatively minor because it does not include other forms of violence, such as sexual, psychological, or neglect.

### 2. Komnas Anak

- The data is more general and comprehensive, covering different types of violence

against children.

- Therefore, the number is the highest (3,547 cases) compared to other institutions.

### 3. KPAI

- Focus on child protection violations in various fields, including education.
- The report is more detailed because it is broken down by type of case (sexual, physical/psychological, bullying, facilities, policies).
- The data (2,355 cases) is only up to August 2023, so the number may be larger if calculated for a full year.

Most of the victims were students aged 10–16 years. Ironically, most perpetrators actually come from within the school: teachers, seniors, or support staff. The report also mentions that more than 50% of cases are not followed up with a precise legal mechanism, and only a slight percentage lead to criminal or administrative punishment.

Implementation of Legal Protection of Children in Schools in Practice. Legal protection of children in the educational environment is an integral part of fulfilling human rights, especially children's right to a sense of security and comfort in the learning process. Although various national and international regulations have regulated normative child protection in schools, their implementation still faces complex and multidimensional challenges. Legal protection for children, especially in the context of the educational environment, has a strong legal basis in Indonesia's laws and regulations system.

In practice, the implementation of child protection in schools in Indonesia still faces various serious obstacles, even though it has a firm legal foundation. The difference in data between the Ministry of PPPA, Komnas Anak, and KPAI not only reflects the complexity of the monitoring mechanism but also shows the absence of an integrated database system to record cases of violence against children. The fact that most of the perpetrators actually come from the school environment, both teachers, seniors, and education personnel, shows that schools that are supposed to be safe spaces for growth and learning are often the locations where violations occur. In addition, the high percentage of cases that are not followed up through formal legal mechanisms reveals weaknesses in aspects of enforcement, accountability, and institutional commitment. Therefore, strengthening coordination between institutions, strict law enforcement, and establishing a child-friendly school culture are urgent steps so that

the normative protection regulated in the law can really be realised in daily educational practices.

### 4.3 Form of Implementation in Child Protection in Education Unit

The implementation of child protection in educational units is a crucial stage in assessing the extent to which established legal norms can effectively function in practice. Therefore, this section outlines the concrete forms of child protection measures in schools as a reflection of the prevailing regulatory framework.

#### 1. Establishment of the Violence Prevention and Handling Team (TPPK)

Permendikbud No. 82 of 2015 requires every educational unit to form a TPPK as a preventive and responsive measure against violence. This team consists of school principals, BK teachers, parent representatives, and students. The primary function of TPPK is to carry out early detection, design Child-friendly school policies, and be at the forefront of handling reports of violence. The problem is that many schools have not formed TPPK; if any, their function is often just a formality without training or a precise work mechanism.

- Socialisation of Children's Rights and Prevention of Violence

Some schools have conducted counselling to students, teachers, and parents regarding the dangers of violence in schools and children's rights. This socialisation is essential to building legal awareness and a culture of nonviolence. The problem is that socialisation is sporadic and not integrated into the curriculum. And there is no periodic assessment or monitoring system for its effectiveness.

- Implementation of Child-Friendly Schools (SRA)

The Child-Friendly School Program launched by the Ministry of Women's Empowerment and Child Protection (KPPPA) aims to create an inclusive, participatory, and free learning environment free from discrimination and violence.

- Legal Handling of Violence Cases

If a violation occurs, the victim can report to the principal, the education office, or institutions such as KPAI, Komnas HAM, or the police. This mechanism is provided in Permendikbud No. 82 of 2015 and the Child Protection Law. However, the real-

ity is that many victims are reluctant to report because: (a) Fear of retaliation from the perpetrator or social stigma, (b) not believing that their case will be followed up fairly. Sometimes, schools choose "family peace" instead of bringing cases to the legal realm, so justice for victims is usually ignored.

#### 2. Critical Analysis of Implementation and Regulation

Although the regulations governing legal protection for children in schools are very complete, their implementation is still not optimal. Some of the main issues that arise in the field include:

- Lack of legal awareness among educators: Many teachers still use physical or verbal violence as a disciplinary tool, without understanding that it is a violation of the law.
- Not all schools have active TPPK: Some schools only form teams administratively with no real function.
- Culture of silence and fear of reporting: Many children and parents are reluctant to report violence for fear of stigma, intimidation, or perceived defamation of the school.
- Lack of external oversight: Education agencies and law enforcement officials are sometimes slow to respond to reports of violence against children

Overall, the form of implementation of child protection in education units has a clear regulatory framework and programs, ranging from the establishment of TPPK, socialisation of children's rights, the implementation of Child-Friendly Schools (SRA), to reporting and case handling mechanisms. However, the reality on the ground shows that the implementation is still far from optimal. Many schools have not carried out the obligation to establish TPPK substantially, and there is an unsustainable socialisation and a strong culture of violence that is considered reasonable in educational practices. On the other hand, the reluctance to report from victims and parents, as well as the weak response of academic institutions and law enforcement officials, further worsens the condition of child protection in schools. Therefore, it is necessary to strengthen implementation through continuous training for educators, the establishment of a strict external supervision system, and the development of a child-friendly and violence-free school culture. With this step, the protection of children in educational units does not only stop at the normative level. Still, it is really present in

real practice to guarantee children's right to a sense of security and comfort in learning.

## 5 CLOSING

### 5.1 Conclusion

1. Legal protection of children in schools according to applicable regulations. Regulations in Indonesia are strong enough to ensure the safety of children at school. The basis includes the 1945 Constitution, Law No. 35 of 2014 concerning Child Protection, Law No. 20 of 2003 concerning the National Education System, Permendikbud No. 82 of 2015, and the Convention on the Rights of the Child (CRC), which Indonesia has ratified. The regulation emphasises that every child has the right to be protected from physical, psychological, sexual, and discrimination in the educational environment.
2. Implementation of legal protection of children in schools in practice. Although the legal rules are complete, the implementation still faces various obstacles. Many schools have not yet established Violence Prevention and Handling Teams (TPPK), the socialisation of children's rights is still sporadic, and the culture of violence is often still considered part of discipline. Cases of violence or harassment are usually resolved familiarly without legal process, so that the victim does not get justice. This shows that there is a wide gap between the regulation and implementation of legal protection of children in schools.

### 5.2 Suggestion

1. Strengthening Regulation Implementation  
The government, education offices, and schools need to strengthen the implementation of regulations by ensuring that each education unit has an active, trained, and functional TPPK in the prevention and handling of violence.
2. A Child-Friendly School Culture  
It is necessary to build a school culture that respects children's rights through character education, anti-violent socialisation, and the integration of child protection values in school curricula and activities.
3. Child-Friendly Reporting Mechanism  
A reporting system that is easily accessible, confidential, and safe for children is needed, as well as a guarantee that reports are followed up on fairly

without blaming the victim.

4. Supervision and Law Enforcement  
The education office, KPAI, and law enforcement officials must be more active in supervising and taking firm action against violent perpetrators so that there is a deterrent effect. Case settlement should not only prioritise "family peace" but also prioritise justice for the victim.
5. The Role of Parents and Society  
The protection of children in schools is not only the responsibility of the government and teachers, but also of parents and the community. Collaboration is needed so that children are truly protected in the learning process.

## References

- Afifah, N. (2022). *Upaya Pembelajaran Sex Education Melalui Media Gambar Di Tk Al-Ulhaq Sukabumi Bandar Lampung*. 51–54.
- Awaliyah Nurfadilah, M. (2022). Kekerasan Dalam Pendidikan Sekolah. *Jurnal Pendidikan*, 7(2), 19–27.
- Darmawan, D., & Saadi, N. I. (2025). *Juridical Analysis of Criminal Liability for Perpetrators of Child Neglect in Indonesia*. 5.
- Dina, M. K., & Lilif, M. K. F. (2024). Penerapan Sekolah Ramah Anak untuk Pencegahan Kekerasan Seksual. 7(2). <https://doi.org/10.31004/aulad.v7i2.674>
- Fahham, A. M. (2024). Kekerasan Pada Anak di Satuan Pendidikan. In *Dpr Ri* (p. 1). Pusat Analisis Keparlemen Badan Keahlian Setjen DPR RI. [https://doi.org/https://berkas.dpr.go.id/pusaka/files/isu\\_sepekan/Isu%20Sepekan---I-PUSLIT-Februari-2024-190.pdf](https://doi.org/https://berkas.dpr.go.id/pusaka/files/isu_sepekan/Isu%20Sepekan---I-PUSLIT-Februari-2024-190.pdf)
- Mufidah, Hana., , Insani, Nurul Qolbi., Kamillah, Khairunnisa., Salsabila Ramadhani Nur, Safina., & Hamidah, Siti. (2023). Keterlibatan Peran Orang Tua, Masyarakat, Dan Pemerintah Terhadap Penelantaran Anak Berkebutuhan Khusus. *Sinar Dunia: Jurnal Riset Sosial Humaniora Dan Ilmu Pendidikan*, 2(2), 153–166. <https://doi.org/10.58192/sidu.v2i2.821>
- Panggabean, L., Eddy, T., & Sahari, A. (2024). Perlindungan Hukum Terhadap Anak Sebagai Korban Kekerasan Seksual (Analisis Undang-Undang Perlindungan Saksi Dan Korban). *Iuris Studia: Jur-*

- nal Kajian Hukum*, 5(1), 20–28. <https://doi.org/10.55357/IS.V5I1.476>
- Republik Indonesia. (1990). *Keppres nomor 36 tahun 1990 tentang Konvensi Hak Anak (Convention on the Rights of the Child/CRC)*.
- Republik Indonesia. (2014). Undang - Undang Nomor 35 Tahun 2014. *UU Perlindungan Anak*, 48.
- Sukamto, B., Aida, N., & Ritawati, R. (2023). Special protection for children in conflict with the law in Indonesia. *AMCA Journal of Community Development*, 3(2), 53–57. <https://doi.org/10.51773/ajcd.v3i2.207>