

---

# Jurnal Dinamika Hukum

Vol. 24 Issue 1, 2024

E-ISSN [2407-6562](#) P-ISSN [1410-0797](#)

National Accredited Journal, Decree No. 21/E/KPT/2018

DOI: [10.20884/1.jdh.2024.24.1.4283](#)

This work is licensed under a Creative Commons Attribution 4.0 International License (cc-by)

---

## Regional Government Policy in the Implementation of Child-Friendly City: An Analysis of Way Kanan District

Suryati Endang Prasetyawati<sup>1</sup>, Muhammad Fauzan<sup>2</sup>, Syarafina Dyah Amalia<sup>2</sup>

Universitas Bandar Lampung<sup>1</sup>, Universitas Jenderal Soedirman<sup>2</sup>

✉ [s.endang@ubl.ac.id](mailto:s.endang@ubl.ac.id)

Submitted: 29/02/2024

Revised: 31/03/2024; 22/04/2024; 26/04/2024

Accepted: 27/04/2024

### Abstract

The child-friendly city concept implementation in Way Kanan City is intended to fulfill the needs of children's rights there. This paper aims to contribute to policymakers' implementation of child-friendly cities, especially in developing countries, by analyzing how child-friendly cities are implemented and the challenges faced. This article was created using socio-legal research methods. The results of this study show that the implementation is carried out by the Office of Women's Empowerment and Child Protection through several stages, namely, KLA development planning in the form of preparing Regional Action Plans, then implementing KLA development in the form of KLA programs' implementation by involving all resources and implementing childfriendly school programs as well as monitoring and evaluating KLA development regularly. Implementation constraints come from internal factors. Challenges include limited human resources and an inability to understand women's empowerment and child protection issues, which affect socialization. Public facilities also need improvement to meet child-friendly standards. Meanwhile, technical coordination issues and misunderstandings about the KLA program's purpose arise due to external factors. Societal attitudes towards violence as education hinder program implementation. The suggestion for this research is to improve coordination between stakeholders or increase cooperation with partners to overcome problems regarding the lack of human resources, increase the budget and optimize the implementation of child-friendly city efforts.

**Keywords:** Child-friendly City, Children Rights, Violence, Way Kanan

Copyright©2024 Jurnal Dinamika Hukum.

## INTRODUCTION

A Child-Friendly City (KLA) is a city, community, or local government system committed to improving the lives of children within its jurisdiction by realizing their rights as enshrined in the United Nations Convention on the Rights of the Child (UNICEF, n.d.). The purpose of KLA development is to build district/city government initiatives that lead to efforts to transform the Convention on the Rights of the Child from a legal framework into definitions, strategies, and development interventions in the form of policies, programs, and development activities aimed at the fulfillment of children's rights, in a district/city area.

Affirmation that the government and local governments (Province and Regency / City) are obliged and responsible to ensure the fulfillment of children's rights and implement policies in the field of Child Protection implementation is contained in Protection Child Law (Amendments 2014). The way to fulfill the rights and protect children in their respective regions is by realizing regional efforts to implement the development of Child-Worthy Districts/Cities, which are also juridically regulated in the Regulation of the Minister of Women's Empowerment and Child Protection Number 12 of 2022 concerning the Implementation of Child-Friendly Districts/Cities.

There are 19 cities/regencies in Indonesia listed as cities that have realized child-friendly cities and were awarded by the Ministry of Women's Empowerment and Child Protection. These cities include Yogyakarta City, Yogyakarta Special Region (DIY), Surabaya City (East Java), Surakarta City (Central Java), Denpasar City (Bali), East Jakarta City (DKI Jakarta), Probolinggo City (East Java), Sleman Regency (DIY), Siak Regency (Riau), Bantul Regency (DIY), Tulungagung Regency (East Java), Semarang City (Central Java), Madiun City (East Java), Sragen Regency (Central Java), South Jakarta City (DKI Jakarta), North Jakarta City (DKI Jakarta), Sawahlunto City (West Sumatra), Padang Panjang City (West Sumatra), and Padang City (West Sumatra). (CNBC Indonesia, 2023) The implementation of the Child-Friendly City continues to be evaluated and monitored by the Ministry of Women's Empowerment and Child Protection to ensure optimization of the implementation and obstacles that arise in implementing this KLA.

Based on previous research on the implementation of KLA in Indonesia, problems that often occur are still much violence against children, limited human resources, and limited budget in the implementation of child-friendly programs (Bisma Parneto & Tua Ricky Freddy Simanjuntak, 2022), the commitment of policy leaders and implementers, and lack of community support (Elizabeth et al., 2016) against this program. Meanwhile, the problem of high violence against children, the absence of inclusivity, and the weak fulfillment of children's rights are often present in countries that implement Child-Friendly Cities globally, such as the Philippines, Spain, Brazil, the Occupied Palestinian Territory, Colombia, Honduras, Nigeria, and Croatia (Riggio, 2002). At the same time, in other studies, Cordero Vinuesa et al (2023) the important thing that can optimize the implementation of a child-friendly city is the importance of the physical environment in child development, which proves the importance of child welfare for sustainable development. In addition, it is widely recognized that good governance is required for realizing children's rights in the physical environment.

In this study, Way Kanan Regency was chosen as the object of research because it represents a new region in organizing a Child-Friendly City. In Indonesia, the implementation of KLA is suspected to be still a program that is only a formality because many problems still arise in its implementation, and there is a lack of solutions. This research aims to contribute to policymakers' implementation of child-friendly cities, especially in developing countries.

## RESEARCH PROBLEM

The problems of this research are:

1. What are the strategies and steps taken by the local government of Way Kanan Regency to realize a Child-Friendly City?
2. What are the obstacles faced by the local government of Way Kanan Regency in an effort to realize the Child-Friendly City program?

## RESEARCH METHODS

To answer these problems, this article was created using normative juridical and empirical juridical research methods. Juridically normatively, the KLA implementation in the right way will be reviewed based on Protection Child Law (Amendments 2014); regulations in the Regulation of the Minister of Women's Empowerment and Child Protection Number 12 of 2022 concerning the Implementation of Child-Friendly Districts/Municipalities and Regional Regulation of Way Kanan Regency Number 2 of 2022 concerning the Implementation of Child-Friendly Districts to obtain secondary data. Meanwhile, empirically and to obtain primary data, the study was conducted by interviewing the Head of the Special Child Protection Section of the Office of Women's Empowerment, Child Protection, Population Control and Family Planning (P3AP2KB) as the informant implementing the implementation of the Child-Friendly District in Way. Right. Then, the data obtained are analyzed qualitatively to obtain conclusions.

## DISCUSSION

### 1. Strategies and steps taken by the local government of Way Kanan Regency to realize a Child-Friendly City

A child-friendly city aims to integrate children's rights into urban decisionmaking and governance, provide them access to services, nature, and play, and ensure their safety and inclusion (Derr & Tarantini, 2016). To realize this, the Government of Indonesia adopted with reference Protection Child Law (Amendments 2014) and followed up by ratifying the Regulation of the Minister of Women's Empowerment and Child Protection Number 12 of 2022 concerning the Implementation of Child Appropriate Districts/Cities.

**Table. 1** Victims of female violence by age, 2017-2021 in Lampung Province.

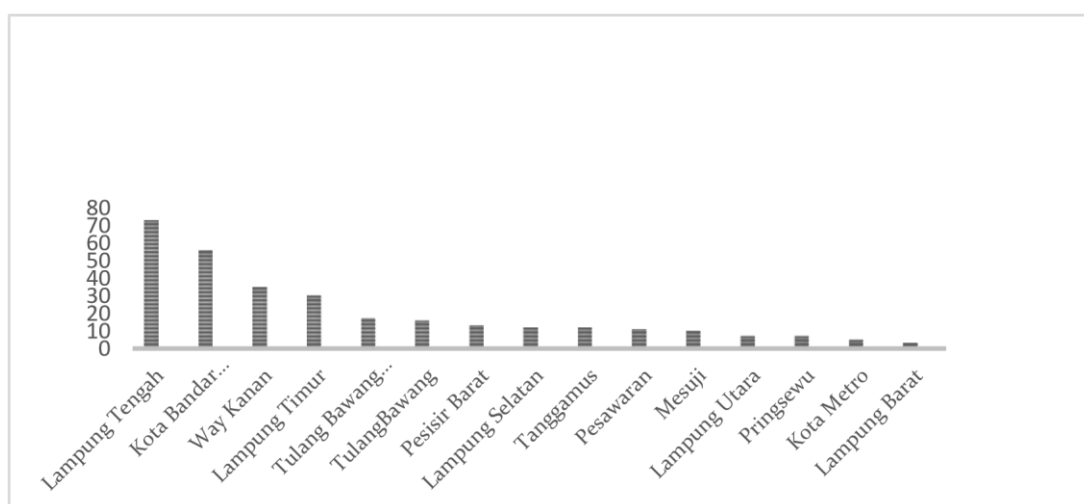
No.	Age	2017		2018		2019		2020		2021	
		M	F	M	F	M	F	M	F	M	F
1	0-5	3	7	11	14	11	31	8	14	10	26
2	6-12	3	31	17	63	26	78	64	90	39	160

3	13-17	14	65	23	93	52	137	49	159	33	282
4	18-24	3	19	10	27	5	27	6	32	3	66
5	25-44	4	43	3	28	3	59	8	45	13	104
6	45-59	0	4	3	7	1	8	1	7	2	14
7	60+	0	0	0	1	0	1	0	2	0	1

Source: Ministry of Women's Empowerment and Child Protection in 2021

Based on data released by the Ministry of Women's Empowerment and Child Protection, the number of violence against girls that occurred at the age of children 0-18 in the period 2017 to 2021 occupies the highest position compared to the age above. This data proves that the rate of violence against children in general in Lampung Province is relatively high.

**Figure 1** Number of Cases of Violence against Women and Children in Lampung Province According to Regency/City (Jan-Jul 2023)



Furthermore, data collection conducted by the Women's Empowerment and Child Protection Office (PPPA) of Lampung Province reported 307 cases of violence against women and children in the province throughout the first half of 2023. The data was collected through the Women and Children Protection Online Information System (Simfoni PPA version 2.0) from January to July 16, 2023 (Nabilah Muhamad, 2023).

Based on the city/regency area in Lampung Province, Way Kanan Regency ranks third highest for the level of violence experienced by children. This fact further emphasizes the need for the government to immediately provide wise solutions for how children can live in comfortable and well-grown settlements by organizing a Child-Friendly City. This idea is significant in light of children's independent mobility decline, linked to Child-Friendly City initiatives (Whitzman et al., 2010).

These initiatives also serve as a platform for children to develop and exercise citizenship and participation skills (Wilks, 2010). Ultimately, a child-friendly city should be where children can socialize, learn, play freely, and find refuge and caring adults (Malone, 2009).

Regional Regulation of Way Kanan Regency Number 2 of 2022 concerning the Implementation of a Child-Friendly City was issued, which became the formal basis for implementing a Child-Friendly City in Way Kanan. This Regional Regulation affirms that the accountability of parents, families, communities, and local governments is a series of activities carried out continuously to protect children's rights. The series of activities must be sustainable and directed to ensure the growth and development of children, both physical, mental, spiritual, and social. This action is intended to realize the best life for children who are expected to be potential successors of the nation, who have nationalism imbued with noble morals and Pancasila values, and a strong will to maintain the nation and state's unity.

The planning and development of a child-friendly city, as outlined in the step framework, require a comprehensive approach that involves various stakeholders. This part includes the role of assistance in regional development (Aristora, 2019). Policy stakeholders involved in this planning include the Office of Women's Empowerment and Child Protection (DPPA) of Way Kanan Regency and the Office of Women's Empowerment, Child Protection, Population Control and Family Planning (P2AP2KB) of Way Kanan Regency.

The first step to realize this implementation is to create a Regional Action Plan (RAD) for the development of a Child-Friendly City prepared by the Office of Women's Empowerment and Child Protection (DPPA) of Way Kanan Regency. Several studies underscore the importance of a Local Action Plan (LAP) for the development of a Child-Friendly City (Jody et al., 2021) and emphasizes the need for an LAP in construction projects to ensure safety while highlighting its role in local government planning. Lestari Dewi & Alimuddin (2022) and Mulyani et al (2019) both stress the significance of a LAP in addressing specific issues, such as child sexual abuse, and the promotion of diversity and unity. These studies collectively underscore the crucial role of a LAP in various aspects of city development, particularly in ensuring the safety and well-being of children.

The Head of the Special Child Protection Section said that the objectives of the Regional Action Plan for KLA development serve as a reference for the development of KLA in a systematic, directed, and directed manner. Then, the Task Force Creation considers and adjusts to the Regional Medium-Term Development Plan, Regional Strategic Plan, and Regional Vision, Mission, Policies, Programs, and Activities. As for the preparation of RAD-KLA, it does not have to create a new program because RAD-KLA can be integrated with the work plan of the related Regional Apparatus Organization (OPD).

The preparation of RAD-KLA pays attention to efforts to fulfill children's rights, which include institutional strengthening and 5 (five) child rights clusters.

The concept of child rights can be categorized into five clusters: survival, development, protection, participation, and non-discrimination (Britto & Ulkuer, 2012). These clusters are essential for ensuring the well-being and rights of children, and they are often addressed in various contexts, including the law, social policies, and education (Redmond & Martin, 2023). Efforts to achieve these clusters by considering and utilizing all local, social, cultural, and economic potentials as well as various local superior products in accordance with the principle of children's participation in KLA, then in the process of preparing the RAD-KLA, children's groups including the Children's Forum need to be involved.

The role of other stakeholders in this section, namely the P3AP2KB Office, is to broadcast the implementation of this plan in the district, namely the subdistrict. In implementing the Child-Friendly District, the Office coordinates with related parties, including schools and village/district governments. In addition, socialization was carried out to schools and communities about the Friendly Child District. If in a particular smallest group of regions, called RT / RW, there are cases of violence that need to be handled by the P3AP2KB Office, then the RT / RW can inform the Way Kanan Regency P3AP2KB Office.

Informing the child-friendly district socialization program, starting from planning, has a goal. A child-friendly district socialization program with a focus on active citizenship and participation can be informed by a range of strategies. Derr et al (2013) and Saridar Masri (2018) both emphasize the importance of engaging children and youth in the planning and design of urban spaces, with a particular focus on underrepresented populations. This outcome can be achieved through participatory tools and workshops that enable children to contribute to decisionmaking processes (Navarra, 2019) and (Krishnakumar & Geeta, 2011) highlight the need for a supportive psychosocial environment in schools, which can be achieved through the appointment of counselors and the implementation of child-friendly school initiatives. These approaches help to create a program that not only meets the needs of children but also empowers them to actively participate in their communities.

Furthermore, technically, the Special Child Protection Section has the task of policy preparation and implementation materials, providing technical guidance, and monitoring and evaluation in the field of special child protection. The Fulfillment of Children's Rights Section has the task of carrying out the preparation of materials for the preparation and implementation of policies, providing technical guidance, and monitoring and evaluation in the field of fulfilling children's rights (interviews, Special Child Protection Section 2023).

The implementation of Child-Friendly District Development is an essential stage in realizing a friendly, safe, and conducive environment for children's growth and development. Local governments play a crucial role in fulfilling children's rights, particularly in the areas of health and social care, child protection, and child-friendly initiatives (Asiri & Sugirman, 2020; Bartlett et al., 2005). At this stage, all programs and activities planned in the Regional Action Plan (RAD) of Friendly

Child Districts are carried out systematically and coordinated. Implementation involves various stakeholders, such as related Regional Apparatus Organizations (OPD), community institutions, and non-governmental organizations, as well as active participation from children and communities (Kasapa & Gyan, 2023).

The formation of the KLA Task Force (SATGAS) is derived from the mandate of RAD directly supervised by the Way Kanan District P3AP2KB Office. Each Task Force consists of representatives from sub-districts to villages, from every region, districts, sub-districts to villages. Implementing the KLA program involves all resources, in government, society, and the business world in a planned, comprehensive, and sustainable manner. These resources include human resources, finance, and existing infrastructure in the area that can be utilized for the development of KLA (interviews, Special Child Protection Section 2023).

The implementation of the Way Kanan Regency Child-Friendly City program began with the initiation of several activities, namely social assistance and legal assistance and assistance, social assistance, and health services. In this case, the implementation of assistance is coordinated with related agencies. The assistance and legal assistance provided is through advocacy programs for families and children victims of violence (Bagus et al., 2012). This assistance is carried out both outside and inside the court when cases of violence against children are then submitted to the court for legal processing.

In assisting and advocating legal in handling cases of violence against children, the Way Kanan District P3AP2KB Office assists and provides legal assistance to follow up on the violence they experience. Legal assistance includes legal assistance, consultation, and follow-up handling of victims if the case is deemed necessary to follow up on the criminal case process in Court. Furthermore, coordination carried out by the P3AP2KB Office includes, among others, the police and the Regional Hospital (RSUD) in handling health for physical and psychological examinations.

The coordination of legal aid and health in handling child abuse cases is crucial for effective intervention and support. Zellman (1990) highlights the need for consistent policies and collaboration between school staff and child protective services (Cleek et al., 2019) emphasizing the community's responsibility to promote child safety and well-being, underscores the barriers to obtaining high-quality medical information in child abuse investigations, including the need for interdisciplinary collaboration (Jeffrey M. Jenson Ph.D., Maxine Jacobson M.S.W, 1996). Further supports this, suggesting that interagency coordination can reduce trauma for child victims of abuse. These studies collectively underscore the importance of a coordinated approach in addressing child abuse, with a focus on collaboration between legal and health professionals.

In addition to coordinating legal aid and health services, the most essential thing in implementing child-friendly cities is a comprehensive approach that prioritizes the needs and rights of children (Mizrak et al., 2014). This fulfillment includes creating safe, green, and accessible spaces integrated into the community.

Pathway design, particularly in urban areas, is also crucial for creating childfriendly cities (Shadkam & Moos, 2021). These elements should be incorporated into urban planning and design strategies to ensure the highest level of sustainability and inclusivity for children. Unfortunately, this matter does not include priority activities organized by Way Kanan Regency, so it needs to be improved again to make the implementation more comprehensive.

Monitoring and evaluation are important components in the development of a Child-Friendly City. This process aims to ensure that all programs and activities planned in the Regional Action Plan (RAD) of Child-Friendly Cities can be implemented effectively and on target. Through monitoring and evaluation, local governments can identify the challenges and obstacles faced and formulate appropriate solutions to overcome these problems (XU et al., 2020).

Monitoring is carried out regularly to supervise the progress of implementing the Child-Friendly City program. Monitoring activities include data collection, field observation, and verification of predetermined performance indicators. The performance indicators follow five clusters of children's rights in the implementation of child-friendly cities, namely civil rights and freedoms; the right to a family environment and alternative parenting; the right to basic health and welfare; and the right to education. The monitoring results can be used as material for the evaluation and improvement of future programs.

Monitoring is carried out at the sub-district to village level in the implementation of the Child-Friendly City in Way Kanan Regency. It is carried out every month or every three months. The monitoring schedule may be conducted through task force meetings and/or site visits, or by other means. The periodic monitoring of the "Child-Friendly City" program aims to ensure the well-being and development of children (Dwi Puspitasari et al., 2021).

According to the Head of the Child Rights Fulfillment Section explained that in the evaluation process of the implementation of the Child-Friendly City in Way Kanan Regency, the Task Force team under the Supervision of the Way Kanan Regency P3AP2KB Office made service procedures to handle cases of violence experienced by children, these procedures were carried out in stages from the reporting process then counseling and continued on coordination and cooperation of related parties as a follow-up following the results of counseling.

The mechanism in the reporting process is that victims and companions (parents/guardians/relatives) come to the P3AP2KB Office if possible. Then, the victim conveys the chronology of events, and the officer records the chronology of events submitted by the victim and analyzes the report for further processing. Reporting actions are generally appropriate but technically procedural. There is still a lack of hotline service or contact person provided to contact the relevant agency when conveying violence when the victim is unable to come to the agency. The researcher regrets that this causes a lack of coverage for reporting, and it is possible for the agency to pave the way when the victim is not able to come to the agency.



The importance of accessibility and responsiveness in complaint reporting services, including the use of hotlines, is underscored by several studies (Latifah et al., 2010). They emphasize the need for easily accessible and well-publicized mechanisms for resolving complaints, while (Pastin, 1999) highlight the practical considerations in implementing a hotline, such as in-house vs. outsourced management (K. Alzayer, 2019). Thereafter, it also underscores the role of technology in improving the reporting, follow-up, and resolution of complaints. Lastly, Hastuti et al (2022) underscores the importance of providing complaint reporting platforms, such as suggestion boxes.

The following process after reporting is counseling. The counseling process is a complex and multifaceted endeavor, involving the clarification of situations and the identification of a way forward. It can be broken down into three stages: disclosure, exploration, and action planning, with the counselor's skills, attitudes, and knowledge playing a crucial role. In the process, officers provide the necessary counseling and referrals for post-mortem and health services at Abdoel Moeloek Hospital, in this case, the Hospital in collaboration with Way Kanan District.

Further coordination is carried out by the hospital with the police. This mechanism is intended so that victims of violence can get services, handling, and protection in the field of law. Specifically related to legal services, it is provided by the Women and Children Protection Unit (PPA) at the Regional Police and Resort police levels where there are incidents of violence against women and children. Its function is to provide services to the community by protecting women and children who are victims of crime and law enforcement against perpetrators. Services provided by the PPA Unit will be carried out in a Special Service Room (RPK) specially prepared for this purpose. With the existence of this PPA Unit, criminal handling can be quickly carried out by considering psychological conditions and the fulfillment of children's rights in legal protection (interviews, Special Child Protection Section 2023). The importance of closed examinations in the police for child victims of violence is underscored by the prevalence of sexual violence against children, both within and outside the family (Wulandari & Suteja, 2019).

The coordination of the Way Kanan District P3AP2KB Office with related agencies in the implementation of the Child-Friendly District continues to be optimized to increase capacity in handling cases of violence against children and realize Way Kanan Regency as a Child-Friendly Regency. This problem is not only the responsibility of these institutions but cases involving children who urgently need public awareness at various levels and the surrounding environment so that prevention can be carried out early and efforts to handle it quickly and appropriately procedures.

Exposure to violence can have a significant impact on children, leading to trauma and potential long-term mental health issues (Malti, 2020; Osofsky, 2004). The state plays a crucial role in addressing this issue, with a need for community outreach, prevention, and early intervention programs (Osofsky, 2004). Protective factors such as social-emotional development and parental support are also

important in helping children cope with trauma (Malti, 2020). However, there is a gap in the provision of treatment for trauma-exposed children, highlighting the need for cross-system collaboration and continuity of care (Kramer et al., 2015).

Protecting and preserving children is crucial for nation's future (Stoltenberg, 2006). This method ensures their physical safety and the safety of their families, as family preservation and child protection are complementary values. The responsibility to safeguard children extends beyond national borders, as it is a global imperative.

The Way Kanan Regency Government upholds children's rights by striving to organize a Child-Friendly City and issuing Way Kanan Regency Regional Regulation Number 2 of 2022 concerning the Implementation of a Child-Friendly City as its legal basis by Thomas R. Dye's public policy theory (Deliza Eryani, 2020). Public policy includes whatever the government chooses or does not do (public policy is whatever the government chooses or does not do). Public policy, in this case, is the development of a child-friendly city, which is carried out through several stages, namely planning the development of the child-friendly city with the preparation of regional action plans (RAD), implementing child-friendly city development, namely the implementation of the KLA program, and monitoring and evaluating the development of child-friendly city periodically and following previously established plans.

## **2. Identify Obstacles in realizing the Child-Friendly City program in Way Kanan City**

Realizing a Child-Friendly City is challenging for the local government of Way Kanan Regency. The implementation of the rights of children, which has been initiated since 2022, has encountered several obstacles in its implementation, including obstacles coming from the organizers or internal obstacles.

The Office of Women's Empowerment and Child Protection (P3AP2KB) of Way Kanan Regency, as the organizer, said that internal constraints came from the limited ability of Human Resources (HR) to implement the Child-Friendly City. Based on the data, 43 employees of the Way Kanan District P3AP2KB Office consist of 17 men and 26 women with different educational qualifications, ranks/groups. Judging from the level of education in general, employees have taken the undergraduate education level. The obstacle faced is that not all employees have the same understanding and ability with the issue of women's empowerment and child protection, especially those related to legal issues. It causes the implementation to fail to occur optimally, especially in the socialization process. Meanwhile, judging from the number of human resources available, it is minimal to carry out the socialization process, especially in schools and village halls. While the Way Kanan Regency has 14 (fourteen) sub-districts.

The next obstacle is the lack of public facilities to create a friendly environment for children, such as playgrounds, safe public spaces, quality education and health facilities, and public transportation that can be accessed easily. So far, the public facilities owned by Way Kanan district are not all by childfriendly feasibility

standards. There are still many facilities and infrastructure that must be improved (interviews, Special Child Protection Section, 2023)

Research on child-friendly public facilities highlights the importance of creating safe, accessible, and engaging spaces for children (Zomerplaag, Jaap and Mooijman, 2005). It emphasizes the need for hygienic and comfortable school facilities. At the same time, (Ager et al., 2013) it underscores the positive impact of child-friendly spaces on children's psychosocial well-being. Jansson et al (2022) and Schoeppich et al (2021) both stress the importance of children's participation in the design and development of these spaces, with specifically highlighting the need for safe, fair, and green environments (Jansson et al., 2022). These studies collectively suggest that child-friendly public facilities should prioritize safety, hygiene, and children's active involvement in their creation and maintenance.

The implementation of programs involving cross-sectors requires good and mature coordination to realize programs that are following planning. In this childfriendly city on the right way, the Women's Empowerment and Child Protection Office (P3AP2KB) of Way Kanan Regency, in collaboration with various stakeholders such as all sub-district offices, village and village halls and schools in Way Kanan, there are still obstacles in the form of lack of technical coordination that often occurs, differences in perception and there are still many parties who do not understand the meaning of Child-Friendly City itself, many still consider that this program is just a mere formality program originating from the center so that in the implementation of the relay activities are still perfunctory (Interview of the Head of the Special Child Protection Section, 2023).

The other External factors are obstacles that come from outside the Women's Empowerment and Child Protection Office (P3AP2KB) of Way Kanan Regency, namely from community factors that still consider violence as a way of educating children. The policy of the Regent of Way Kanan to realize the Child-Friendly City is faced with obstacles, namely the existence of some people who still consider violence as a way of educating children to be an obstacle to the implementation of the Friendly Child District because even though the Way Kanan Regency P3AP2KB Office has tried to implement the Friendly Child District, unfortunately, violence against children still occurs.

Violence that occurs in children is generally motivated by wrong education and religious understanding in parents or families. There is an assumption that violence against children usually only occurs in lower-middle families or due to economic difficulties (Maknun, 2017). There is an assumption that violence against children is only casuistic and is considered to only occur in certain families that are considered problematic, both genetically and by environmental factors (Bariah & Marlina, 2019).

The description above is from Lawrence Friedman's theory of the Legal System Theory as quoted by Mardjono Reksodiputro. The legal system consists of legal structure, legal substance, and legal culture (Reksodiputro, 2010). The obstacles faced include the process of analyzing cases. Often, victims are not open to telling

the problems that befall them, but they are covered up. This problem results in a lack of data that can be extracted from victims, so case analysis becomes hampered.

Through this research, several efforts can be made to reduce the obstacles that occur. First, regarding the problem of Human Resources (HR), which is lacking and incompetent in providing information on child-friendly cities in the socialization process, the Way Kanan district government can provide training for human resources in charge of implementing child-friendly cities.

Human resource training for socializing child-friendly programs can refer to various programs and trainings carried out by local governments and related institutions. Some examples of training that other cities have conducted include the Convention on the Rights of the Child (CRC) Training for Regional Apparatus Organizations supporting these affairs, conducted by the Madiun Regency Government (Madiun, 2023); Basic Training on the Convention on the Rights of the Child (CRC) for the Child-Friendly City Task Force (KLA), conducted by the Pontianak City P2KBP3A Office. Training on the Convention on the Rights of the Child organized by the Office of Women's Empowerment, Child Protection, Population Control, and Family Planning (DP3AP2KB) Batam City.

Furthermore, facilities in public spaces that are suitable for children can be prioritized in urban planning development. The budget must also be adjusted if the implementation of this child-friendly city becomes a priority program for Way Kanan Regency because the provision of facilities that are comfortable for children is not only beneficial for the children themselves but also for the entire community. Children who feel safe and comfortable will grow into physically and mentally healthy individuals. They will be more confident, creative, and open to interacting with their surroundings (Derr & Tarantini, 2016). Therefore, to realize a childfriendly city, local governments, and all stakeholders must work together to ensure that existing facilities truly meet the needs and comfort of children. Thus, the future of the younger generation will be guaranteed, and the city will become a better place for all its citizens to live in.

Coordination between agencies is crucial to ensure synergy and effectiveness of child-friendly city development efforts. A forum or coordinating body involving all stakeholders can be a solution to overcome sectoral egos and ensure the sustainability of the program. Through strong commitment and solid coordination between agencies, the vision to realize a child-friendly city can become a reality. Children will grow and develop in an environment that is safe, comfortable, and fully supports their potential.

A truly child-friendly city will only be realized with awareness and active participation from the community. Developing a safe, friendly, and conducive environment for children's growth and development is not only the responsibility of the government or certain institutions but also requires involvement from all levels of society. As public awareness increases, their participation in realizing child-friendly cities will also increase. They will be more involved in monitoring and

reporting cases of violence or exploitation against children, as well as actively participating in programs that support child development.

Raising public awareness about the existence of child-friendly cities is not only an effort to achieve a goal but also an ongoing process. This awareness must continue to be fostered and disseminated so that it becomes a culture and values that are deeply embedded in society. Thus, a child-friendly city is no longer just a dream, but a reality realized by all components of society for a better future for children.

## CONCLUSION

The implementation of Child-Friendly Cities (KLA) in Way Kanan Regency, Indonesia, is a crucial aspect of child protection and development. The Office of Women's Empowerment and Child Protection (P3AP2KB) is responsible for the implementation of KLA through various stages, including planning, implementing programs, and monitoring and evaluating the progress. However, implementation constraints arise from internal factors such as limited human resources, understanding of women's empowerment and child protection issues, and societal attitudes towards violence. Other challenges faced by KLA implementation include violence against children, limited human resources, and budget constraints. The commitment of policy leaders and implementers and the lack of community support are also significant issues. Therefore, to overcome this problem, coordination and cooperation between stakeholders and external partners are needed to help overcome the problem of lack of human resources, especially in the planning process, implementation, and lack of coordination between sectors, as well as partnerships that can invite investors in terms of budget. It is hoped that with more optimal efforts to overcome existing obstacles, the violence that occurs on the right side and the neglect of children's rights that still frequently occurs can be reduced, and a child-friendly city can be realized in accordance with its goals.

As an effort to improve the implementation of Child Friendly, the Way Kanan Regency Government should be able to strengthen Human Resources by conducting training and development for P3AP2KB officers related to their roles and responsibilities in organizing Child Decent Districts, as well as increasing the number of staff involved in implementation to ensure optimal implementation stages, including the preparation of RAD and implementation of KLA programs, intensification of socialization, strengthening KLA programs, increasing reporting and parental involvement by holding campaigns to increase parental awareness of the importance of reporting cases of child violence, Forming an independent team to conduct regular monitoring and evaluation of the implementation of Regional Regulations, involving external parties and the community, exploring potential financial and technical support from external parties to expand the scope and effectiveness of the program. By taking these steps, it is hoped that the implementation of local regulations can be more effective, involve the community at large, and create a safer and more conducive environment for the development of children in Way Kanan District.

## REFERENCES

- Ager, A., Metzler, J., Vojta, M., & Savage, K. (2013). Child friendly spaces: a systematic review of the current evidence base on outcomes and impact. In *War Trauma Foundation*.
- Aristora, I. (2019). MENGANALISIS PERAN ASISTENSI DALAM PEMBANGUNAN DAERAH DI KABUPATEN ACEH BARAT. *Ius Civile: Refleksi Penegakan Hukum Dan Keadilan*. <https://doi.org/10.35308/jic.v3i1.1433>
- Asiri, H., & Sugirman, A. (2020). CHILDREN'S RIGHTS BEFORE THE LAW: A ROLE OF LOCAL GOVERNMENT IN THE CHILD PROTECTION SYSTEM. *Al-Bayyinah*. <https://doi.org/10.35673/al-bayyinah.v4i2.957>
- Bagus, D., Satrio, H., Taftazani, B. M., Wibowo, H., Anak, P., & Nomor, U. (2012). *16 Pendampingan Anak Berhadapan Dengan Hukum*. 11, 84–89.
- Bariah, O., & Marlina, R. (2019). Tinjauan Psikologi dan Agama Terhadap Tindak Kekerasan pada Anak. *Jurnal Studia Insania*. <https://doi.org/10.18592/jsi.v7i2.2646>
- Bartlett, S., Bartlett, S., Bartlett, S., Bartlett, S., Bartlett, S., Bartlett, S., & Bartlett, S. (2005). Integrating Children's Rights into Municipal Action: A Review of Progress and Lessons Learned. *Children, Youth and Environments*. <https://doi.org/10.1353/cye.2005.0020>
- Bisma Parneto, A., & Tua Ricky Freddy Simanjuntak, H. (2022). Implementasi Kebijakan Kota Layak Anak (Kla) Di Kabupaten Kampar. *Cross-Border*, 5(1), 766–781.
- BKKP Batam. (2023). *PELATIHAN KONVENSİ HAK ANAK BAGI SELURUH GUGUS TUGAS KLA BATAM*. 15 Mei 2023.
- Britto, P. R., & Ulkuer, N. (2012). Child development in developing countries: Child rights and policy implications. *Child Development*. <https://doi.org/10.1111/j.1467-8624.2011.01672.x>
- Cleek, E. A., Johnson, N. L., & Sheets, L. K. (2019). Interdisciplinary collaboration needed in obtaining high-quality medical information in child abuse investigations. *Child Abuse and Neglect*. <https://doi.org/10.1016/j.chiabu.2019.02.012>
- CNBC Indonesia. (2023). *19 Kota Layak Anak 2023 menurut KemenPPPA*.
- Cordero Vinueza, V. A., Niekerk, F. (Femke), & van Dijk, T. (Terry). (2023). Making child-friendly cities: A socio-spatial literature review. *Cities*, 137(February), 104248. <https://doi.org/10.1016/j.cities.2023.104248>
- Deliza Eryani, N. (2020). Kebijakan Pemerintahan Daerah dalam Pengelolaan Kerusakan Lingkungan Hidup di Kabupaten Sijunjung dan Kabupaten Dharmasraya. *Jurnal Demokrasi Dan Politik Lokal*.
- Derr, V., Chawla, L., Mintzer, M., Cushing, D. F., & Van Vliet, W. (2013). A city for all citizens: Integrating children and youth from marginalized populations into city planning. *Buildings*. <https://doi.org/10.3390/buildings3030482>
- Derr, V., & Tarantini, E. (2016). "Because we are all people": outcomes and reflections from young people's participation in the planning and design of child-friendly public spaces. *Local Environment*. <https://doi.org/10.1080/13549839.2016.1145643>



- Dwi Puspitasari, Mamluatul Hani'ah, Candra Bella Vista, Ika Kusumaning Putri, & Wilda Imama Sabila. (2021). Workshop Pemanfaatan Teknologi untuk Memantau Tumbuh Kembang dan Kesehatan Balita. *Jurnal Pengabdian Polinema Kepada Masyarakat*. <https://doi.org/10.33795/jppkm.v8i2.49>
- Elizabeth, A., Hidayat, Z., & Publik, J. A. (2016). Implementasi Program Kota Layak Anak Dalam Upaya Pemenuhan Hak-Hak Anak Di Kota Bekasi. *Journal of Public Policy and Management Review*, 5(2), 55-70.
- Hastuti, S. K. W., Baginda, N. C., & Aprianda, S. (2022). A QUALITATIVE STUDY: HOSPITAL PATIENT COMPLAINT MANAGEMENT. *Indonesian Journal of Health Administration*. <https://doi.org/10.20473/jaki.v10i1.2022.31-40>
- Jansson, M., Herbert, E., Zalar, A., & Johansson, M. (2022). Child-Friendly Environments—What, How and by Whom? In *Sustainability (Switzerland)*. <https://doi.org/10.3390/su14084852>
- Jeffrey M. Jenson Ph.D., Maxine Jacobson M.S.W, Y. U. P. D. & R. L. R. M. S. . (1996). Interevention for victims of child sexual abuse: An evaluation of the Children's Advocacy Model. *Child and Adolenscent Social Work Journal*, 12, 139-156. <https://doi.org/https://doi.org/10.1007/BF01876643>
- Jody, I. N. S., Armaeni, N. K., & Triswandana, I. W. G. E. (2021). RENCANA KESELAMATAN KONSTRUKSI PROYEK PEMBANGUNAN SMAN 9 DENPASAR PADA TAHAP STRUKTUR. *Jurnal Teknik Gradien*. <https://doi.org/10.47329/teknikgradien.v13i2.755>
- K. Alzayer, A. A. et al. A. A. (2019). Analyzing and Implementing a System For Reporting, Follow Up and Resolving of Complaints. *International Research Journal of Engineering and Technology (IRJET)*.
- Kasapa, A., & Gyan, C. (2023). Community Participation in Planning Social Infrastructure Delivery in Ghana's Local Government: A Case Study of Shai Osudoku District. *Journal of Development Policy and Practice*. <https://doi.org/10.1177/24551333231165831>
- Kramer, T., Sigel, B., Connors-Burrow, N., Worley, K., Church, J., & Helpenstill, K. (2015). It Takes a State: Best Practices for Children Exposed to Trauma. *Best Practices in Mental Health*.
- Krishnakumar, P., & Geeta, M. G. (2011). Child friendly school initiative program. In *Indian pediatrics*.
- Latifah, A. L., Ramli, B., & Fard, P. Y. (2010). Improving accessibility and responsiveness in a complaints management system. *E-Leader Singapore*.
- LESTARI DEWI, A., & Alimuddin. (2022). Penegakan Hukum terhadap Tindak Kejahatan Asusila Anak di Kota Kendari. *Arus Jurnal Sosial Dan Humaniora*. <https://doi.org/10.57250/ajsh.v2i2.86>
- Madiun, D. (2023). *WUJUDKAN KABUPATEN LAYAK ANAK, TONTRO BUKA PELATIHAN KONVENSI HAK ANAK*.
- Maknun, L. (2017). Kekerasan terhadap anak yang dilakukan oleh orang tua (child abuse). *Jurnal Muallimuna Madrasah Ibtidaiyah*.
- Malone, K. (2009). Designs for a child-friendly city. *Curriculum Leadership*.

- Malti, T. (2020). Children and Violence: Nurturing Social-Emotional Development to Promote Mental Health. *Social Policy Report*. <https://doi.org/10.1002/sop2.8>
- Mizrak, B., Mattia, S., & Pandolfi, A. (2014). Where We Grow up does Really Matter: Best Practices for Child-Friendly Cities Applied in Tarlabaşı (Istanbul). *Environment and Ecology Research*. <https://doi.org/10.13189/eer.2014.020501>
- Mulyani, T., Muryati, D. T., & Kridasaksana, D. (2019). PENINGKATAN PEMAHAMAN SISWA SMK PANDANARAN SEMARANG MENGENAI PENTINGNYA MENANAMKAN NILAI KEBHINNEKAAN DALAM RANGKA MENJAGA KEUTUHAN NKRI. *Jurnal Dinamika Sosial Budaya*. <https://doi.org/10.26623/jdsb.v20i2.1245>
- Nabilah Muhamad, databoks. (2023). *Kekerasan Terhadap Perempuan dan Anak di Lampung Capai 307 Kasus hingga Pertengahan 2023*.
- NAVARRA, E. M. (2019). The Goals of a Child-Friendly School and the PsychoSocial Environment of the Learners in Public Secondary Schools in the Division of Butuan City, Philippines. *SMCC Higher Education Research Journal*. <https://doi.org/10.18868/sherjte.01.060119.13>
- Osofsky, J. D. (2004). Community outreach for children exposed to violence. In *Infant Mental Health Journal*. <https://doi.org/10.1002/imhj.20020>
- Pastin, M. J. (1999). Compliance hotlines: practical advice for implementing a reporting mechanism. *Radiology Management*.
- Redmond, M., & Martin, B. (2023). All in the (Definition of) Family: Transnational Parent-Child Relationships, Rights to Family Life, and Canadian Immigration Law. *Journal of Family Issues*. <https://doi.org/10.1177/0192513X211054461>
- Reksodiputro, M. (2010). Rekonstruksi Sistem Peradilan Pidana Indonesia. *Jurnal Lex Specialis*.
- Riggio, E. (2002). Child friendly cities: Good governance in the best interests of the child. *Environment and Urbanization*, 14(2), 45-58. <https://doi.org/10.1177/095624780201400204>
- Saridar Masri, S. (2018). Integrating youth in city planning: Developing a participatory tool toward a child-friendly vision of Eastern Wastani – Saida. *Alexandria Engineering Journal*. <https://doi.org/10.1016/j.aej.2017.01.023>
- Schoeppich, Koller, & McLaren. (2021). Children's Right to Participate in Playground Development: A Critical Review. *Children, Youth and Environments*. <https://doi.org/10.7721/chilyoutenvi.31.3.0001>
- Shadkam, A., & Moos, M. (2021). Keeping young families in the centre: a pathways approach to child-friendly urban design. *Journal of Urban Design*. <https://doi.org/10.1080/13574809.2021.1917984>
- Stoltenberg, J. (2006). Our children: the key to our common future. In *Lancet*. [https://doi.org/10.1016/S0140-6736\(06\)69332-X](https://doi.org/10.1016/S0140-6736(06)69332-X) UNICEF.
- (n.d.). *What is a child friendly city?*
- Whitzman, C., Worthington, M., & Mizrachi, D. (2010). The journey and the destination matter: Child-Friendly Cities and children's right to the City. *Built Environment*. <https://doi.org/10.2148/benv.36.4.474>



- Wilks, J. (2010). Child-Friendly cities: A place for active citizenship in geographical and environmental education. *International Research in Geographical and Environmental Education*. <https://doi.org/10.1080/10382040903545484>
- Wulandari, R., & Suteja, J. (2019). Konseling Pendidikan Seks dalam Pencegahan Kekerasan Seksual Anak (KSA). *Prophetic : Professional, Empathy and Islamic Counseling Journal*. <https://doi.org/10.24235/prophetic.v2i1.4751>
- XU, M., SHEN, Y., LIAO, Y., & Helen, W. (2020). EVALUATION INDICATORS OF CHILDREN'S MOBILITY SAFETY IN THE COMMUNITY ENVIRONMENT BASED ON ENGLISH LITERATURE REVIEW. *Landscape Architecture Frontiers*. <https://doi.org/10.15302/j-laf-1-020026>
- Zellman, G. L. (1990). Linking Schools and Social Services: The Case of Child Abuse Reporting. *Educational Evaluation and Policy Analysis*. <https://doi.org/10.2307/1163586>
- Zomerplaag, Jaap and Mooijman, A. (2005). *Child-Friendly Hygiene and Sanitation*. IRC International Water and Sanitation Centre.