



THE URGENCY OF ENFORCING THE TEACHER'S CODE OF ETHICS IN CREATING CHILD-FRIENDLY SCHOOLS IN THE PURWOREJO DISTRICT

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Abstract – Children are the nation's next generation with the right to receive a proper education. Educational services are provided by teachers to children as students based on the teacher's duties and responsibilities. Still, violations often occur by teachers and fellow students in the implementation of education in schools, such as bullying, discrimination, or intolerance. The problem in this article is the need to enforce a teacher code of ethics in assisting child-friendly schools in Purworejo Regency and efforts to encourage the optimization of child-friendly schools in Purworejo Regency. This article uses a juridical-empirical approach which utilizes primary data sources and secondary data which is then analyzed using a descriptive-analytical approach. The results and discussion in this article show that Purworejo Regency needs assistance with a teacher's code of ethics in implementing safe home-based schools because in several schools there are still violations by educators and students in terms of bullying and discriminatory acts so that the implementation of child-friendly based schools is not yet ideal. Efforts to create an ideal child-friendly school in Purworejo Regency are by integrating the roles of stakeholders namely teachers, Regional Apparatus Organizations (Education Service), and the Republic of Indonesia Teachers Association (PGRI) in Purworejo Regency so that child-friendly education in Purworejo can be realized optimally.

Keywords: Mentoring, Teachers, Child-Friendly Schools.

INTRODUCTION

Children have dimensions, especially in their lives, where apart from their growth and development which requires parental help, environmental factors also have an important influence in influencing children's personalities when they face the maturity phase [Hanafi, 2022].

Education is a human right of every citizen. As stated in Article 1 paragraph 1 of Law no. 20 of 2003 concerning the National Education System which explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, noble morals and the skills needed to support their own lives. , society, nation, and state [Sari et al, 2021].

Every human being needs education, wherever and whenever education will always be needed because through education humans can have the ability to regulate, control, and determine themselves. Educational institutions such as schools can provide human personality development. By directing students toward a better person. Providing education is a conscious effort to improve a person's quality. Educational objectives will determine the direction of student guidance by national educational objectives as stated in Law Number 20 of 2003 concerning the National Education System.

The number of child marriages in Purworejo Regency continues to show an increasing trend. This has attracted the attention of several parties because the marriage of underage children is vulnerable to hurting the child's continued growth and development.

Based on data in Purworejo Regency, it was recorded that in 2019 there were 137 cases of child marriage. This figure even increased to 360 in 2020 and in 2021 to 279. Meanwhile, in 2022, from 1 to 28 January, there were 23 cases of child marriage [Ali, 2022].

Efforts to protect children as students are also the duty and responsibility of teacher educators to provide education and learning services to children. As Article 31 paragraph (1) of the 1945 Constitution of the Republic of Indonesia explains that "Every citizen has the right to obtain basic education". This problem shows that education is the right of every citizen.

Legal protection for teachers is defined as efforts made by the government to protect teachers and other education personnel in carrying out their professional duties, including protection in legal, welfare, professional, and social aspects. The role of a teacher in the process of educational progress is very important. Therefore, the task carried out by teachers is not easy. The heavy burden borne by a teacher as mandated by Article 3 of Law Number 20 of 2003 concerning the National Education System is that national education functions to develop abilities and shape the character and civilization of a dignified nation to make the nation's life more intelligent. intelligent, aims to develop students into human beings who are dignified, have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The development of Indonesian national education received new strength and enthusiasm with the promulgation of the Law of the Republic of Indonesia Number

20 of 2003 concerning National Education Standards. The ratification of this Law also has consequences or implementation for the world of education, including that teachers and education personnel have the right to obtain legal protection in carrying out their duties and rights to intellectual property results.

Based on Article 4 of Law no. 14 of 2005 concerning Teachers and Lecturers states that the position of teachers as professionals functions to increase their honor and dignity. Teachers as learning agents function to improve the quality of national education. Therefore, teachers play an important role in creating a sense of security and comfort for students, including children who are often vulnerable to bullying by their friends or even by educators. The concept of child-friendly schools is an effort to protect children as students at school. The legal basis that supports child protection in the learning process is Article 9 paragraphs (1 and 1a) of Law no. 35 of 2014 concerning Amendments to Law no. 23 of 2002 concerning Child Protection explains that "(1) Every child has the right to receive education and teaching in the context of personal development and level of intelligence according to interests and talents; (1a) Every child has the right to receive protection in an educational unit from crime and sexual violence committed by educators, educational staff, fellow students, and/or other parties.

A child-friendly school is a school program that upholds the psychological development of students [Krisitianto & Karmila, 2012]. The implementation of child-friendly schools has been carried out in many educational programs in various countries, and Indonesia is no

exception. The main aim of holding a friendly school program is as a government legal policy, namely the protection of children [Cholily & Kusgjaromah]. This is of course to prevent children from acts of violence, deviant treatment, and child neglect [Artadiani & Subowo, 2019].

Child-friendly schools were formed to make schools a safe and comfortable place, but the facts are inversely proportional to data regarding acts of violence in the school environment which continues to increase every year. To maximize the goal of establishing Child-Friendly Schools, peace education is needed to maximize the implementation of the government program. Peace education consists of twelve basic values that are used as material for peace generation [Annisa & Habiby, 2024].

Apart from that, the aim of implementing child-friendly school programs, especially in Indonesia, is so that all children have the right to learn even though they have disabilities. So with this program, all children feel that there is no discrimination between themselves and other normal children because they have the same rights. With this child-friendly program, it is hoped that it can improve the welfare of all students because the protection of children's rights is emphasized in this program so that no child feels differentiated from other children.

They can express everything they want to develop according to their growth without feeling inferior because everyone will be given good and equal service, based on the background explained previously, thus encouraging the implementation of a partnership-based community service program regarding "Assistance in the Enforcement of the

Teacher's Code of Ethics in Carrying Out the Duties of the Teaching Profession." To create a child-friendly school for teachers in Purworejo Regency"

MAIN PROBLEM

Based on the background described above, the main problems in this research consist of:

1. Why is it necessary to assist with a code of ethics for teachers as professional teaching staff in implementing child-friendly schools in Purworejo Regency?
2. What are the Government's efforts to integrate teacher professionalism with the implementation of child-friendly schools in Purworejo Regency?

METHOD OF RESEARCH

This research uses a juridical-empirical approach method using primary data sources and secondary data sources.

The juridical-empirical research approach focuses more on reality or facts which are the main issues in the research, so that the object of legal study here is seen as a sequence of social behavior that needs to be studied.

Primary data sources are obtained from observations and interviews with several sources, while secondary data sources consist of primary, secondary, and tertiary legal materials.

Primary and secondary data were then analyzed using a descriptive-analytical approach to conclude.

RESEARCH RESULT AND DISCUSSION

1. The Urgency of Supporting Teacher Codes of Ethics in Implementing Child-Friendly Schools in Purworejo Regency

Teachers in their position as professional educators can carry out their duties, obligations, and responsibilities optimally to create quality human resources for the development of society, nation, and state, so to realize this teachers must be able to carry out their professional duties, one of which is by implementing the School concept. Child Friendly.

Child-friendly schools were born from two big things, namely the mandate that the state must carry out to fulfill children's rights as stated in the Convention on the Rights of the Child which Indonesia ratified in 1990, as well as the demands of Law no. 23 of 2003 concerning Child Protection and Law no. 35 of 2014 concerning Amendments to Law Number 23 of 2003 concerning Child Protection which is clear in article 54 which reads: "(1) Children in and within the educational unit are obliged to receive protection from acts of physical, psychological violence, sexual crimes, and other crimes committed by educators, education staff, fellow students, and/or other parties." In paragraph two it is stated as follows: "(2) Protection as referred to in paragraph (1) is carried out by educators, educational staff, government officials, and/or the community." [Widodo, Sugiyanto, and Budoyo, 2022]

The child protection system in Indonesia has been created within the

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legal framework and policies in Indonesia need to be strengthened to prevent and deal with violence, abuse, exploitation and faced by Indonesia to ensure the harmony of Regional Regulations (Perda) and child protection policies in each region, each with the authority to set its own rules. Therefore, the latest step taken by the central government to develop regional regulation guidelines that refer to a systems-based approach to child protection is a positive step [Artadianti, Subowo., 2017]

According to data from the Indonesian Child Protection Commission (KPAI) in 2013, there are several types of violence perpetrated against children in the school environment by teachers, classmates, and friends from other classes. The number of cases in the educational environment based on the type of violence experienced by children includes the following:

Table 1. Forms of Violence in School Environment

No	Jenis Kekerasan	Jumlah			Presentase (%)		
		Guru	Teman Sekelas	Teman Lain Kelas	Guru	Teman Sekelas	Teman Lain Kelas
1	Menjewer	326	226	134	31,8	22	13,1
2	Mencubit	379	504	316	36,9	49,1	30,8
3	Menendang	70	261	175	6,8	25,4	17,1
4	Memukul dengan tangan	118	297	191	11,5	28,9	18,6
5	Memukul dengan benda	107	208	112	10,4	20,3	10,9
6	Menghukum hingga jatuh sakit, pingsan	29	23	19	2,8	2,2	1,9
7	Melukai dengan benda berbahaya	11	36	23	1,1	3,5	2,2
8	Kekerasan fisik lain	32	49	32	3,1	4,8	3,1
9	Membandingkan dengan saudara/anak lain	176	172	130	17,2	16,8	12,7
10	Membentak dengan suara keras dan kasar	357	357	254	34,8	34,8	24,8
11	Menghina dihadapan teman/orang lain	133	298	212	13	29	20,7
12	Menyebut "bodoh", "pemalas"	226	264	183	22	25,7	17,8
13	Mencap dengan sebutan jelek	56	151	108	5,5	14,7	10,5
14	Kekerasan fisik lain	19	25	13	1,9	2,4	1,3

Sumber : Komisi Perlindungan Anak Indonesia (KPAI) tahun 2013

From the data above, it can be seen that violence in the school

environment is still often perpetrated, by teachers, classmates, and friends from different classes. Forms of violence are divided into two types, namely physical and psychological. However, this data is only based on cases reported to KPAI, while the number of unreported cases is estimated to be higher. Child-Friendly Schools are one of the Child-Friendly City development programs in the field of education, through Child-Friendly Schools it is hoped that children can have their rights fulfilled in getting an education [Artadianti, Subowo., 2017]

Data from Purworejo Regency also shows that the implementation of child-friendly schools in Purworejo Regency is not optimal. Head of the Criminal Investigation Unit (Kasat Reskrim) Purworejo Police, AKP Ryan Eka Cahya, revealed that a report regarding the actions of a sports teacher who committed abuse was submitted to him one month ago. The chronology is when the field was wet due to rain so the ADS victim's sports clothes were dirty and splashed with mud. Knowing that his clothes were dirty with mud, ADS took the initiative to clean his clothes in the river near the school. Knowing that the students had gone to the river, perpetrator D suddenly came and immediately threw the tuber of cassava at ADS until it hit the victim's head. ADS parents who knew their child was a victim of abuse chose to take legal action. [Jogja Tribun News.com, 2022]

2. Government Efforts to Integrate Teacher Professionalism with the Implementation of Child-Friendly Schools in Purworejo Regency

Cases of violence against children found in educational units involve giving uneducative

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punishments. The types of punishment include: pinching (504 cases), shouting (357 cases), and pinching (379 cases) (*Data Plan International and International Center for Research on Women*). This violence can have an impact on the child's unstable psychological/mental condition. Children tend to become rebellious and even more disrespectful. Bearing this in mind, educational units need to work hard in implementing various actions that are much more educational.

There are many programs for child-friendly schools. Several ministries, such as Education and Culture, environment, and Health, have their programs to support child-friendly school programs in Indonesia. Classic cases still occur among students, for example, brawls. In 2015, KPAI reported in a press conference published on an online news page, that cases of brawls between students reached 32.35% of the total cases. Considering that the cases that occur are still very large, schools as the front guard in providing educational services to children, should make data about cases that occur against children a concern in improving the quality of education. This is nothing but to create students who have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills.

The Child-Friendly School Program is an excellent program implemented to protect the rights of the country's children so that they feel fair and non-discriminatory. Moreover, with the help of this program, children's character will improve and they will become competent and

reliable followers of the nation. If character is formed by the nation's goals, then this nation will be better in the future. Therefore, the government and all people in the country must pay more attention to improving the character of the nation's children. [Fatimah, 2023].

The government's efforts to encourage teacher professionalism in Purworejo in encouraging Child-Friendly Schools include:

- a) Socialization regarding children's rights is aimed at all educational staff, not only teachers but also administrative employees, security guards, and school cleaners so that all residents have the same understanding of the importance of appreciating, respecting, and fulfilling children's rights.
- b) The government, in this case the Education Department, should provide an understanding of child-friendly schools for children with special needs. The principal believes that this policy is burdensome for the school without preparation in the form of supporting infrastructure, and human resources who have the qualifications to handle children with special needs.
- c) Implementing a child-friendly school system is not only the responsibility of the school but also requires cooperation from parents, the community as well as the government. [Tedja & Chotim, 2023].

The implementation of Child-Friendly Schools in Indonesia from a legal perspective is deeply rooted in the country's national policies and

regulations, which aim to safeguard children's rights, particularly in the field of education. According to Law No. 35 of 2014 concerning Child Protection, every child has the right to receive education and protection from violence and discrimination. This legal foundation mandates schools to create an environment that ensures the physical and psychological well-being of children, emphasizing the importance of forming a Child-Friendly School (CFS) team. The formation of such a team is legally necessary to ensure that all school members, including teachers, administrative staff, and students, collaborate effectively to maintain a system that prioritizes child safety and rights.

One of the primary legal frameworks supporting Child-Friendly Schools is Government Regulation No. 55 of 2007 concerning Education Management and Administration. This regulation outlines the obligation of schools to create an inclusive and safe environment for all students. By involving school stakeholders in forming a Child-Friendly School team, schools align with these regulations to ensure they actively participate in establishing and maintaining child-friendly environments. The legal obligation extends beyond merely forming the team but also to regularly evaluating its effectiveness to meet the criteria of child protection.

From a legal standpoint, the Minister of Women's Empowerment and Child Protection Regulation No. 8 of 2014 provides detailed guidelines on how Child-Friendly Schools should operate. The regulation mandates that schools not only integrate child-friendly principles into their curriculum

but also establish clear protocols for reporting and addressing any forms of violence, abuse, or discrimination. The Child-Friendly School team is crucial in enforcing these guidelines by ensuring that all school members understand and comply with the policies outlined in the regulation.

The Ministerial Regulation of Education and Culture No. 82 of 2015 concerning the Prevention and Handling of Violence in Educational Units also plays a vital role in strengthening the legal framework for Child-Friendly Schools. This regulation requires schools to have mechanisms in place for reporting and handling cases of violence or abuse within the school environment. The Child-Friendly School team, as required by law, must be equipped to handle such cases effectively, ensuring that any incident involving a child's rights violation is immediately addressed and reported to the relevant authorities, including child protection agencies.

In addition to these regulations, the Constitution of Indonesia (UUD 1945), especially Article 28B(2), enshrines the rights of every child to protection from violence, neglect, and exploitation. This constitutional guarantee underscores the importance of forming a Child-Friendly School team, as it directly supports the implementation of these rights within the educational system. By doing so, schools are not only fulfilling their legal obligations but also contributing to the national commitment to child protection.

The Convention on the Rights of the Child (CRC), which Indonesia ratified through Presidential Decree

No. 36 of 1990, also influences the formation and implementation of Child-Friendly School initiatives. The CRC emphasizes the role of education in fostering the development of the child's personality, talents, and mental and physical abilities. Forming a Child-Friendly School team aligns with Indonesia's commitment to the CRC, as it ensures that schools adhere to international standards of child protection, promoting the well-being of every child within the educational environment.

Moreover, local governments in Indonesia have been encouraged to pass regional regulations (Perda) supporting child-friendly initiatives in schools. These Perda often include provisions for the formation of Child-Friendly School teams and provide guidelines on how schools should implement policies that protect children from all forms of harm. The legal approach at the regional level complements national laws, creating a cohesive framework that ensures child-friendly policies are effectively implemented at the grassroots level.

The role of the Child-Friendly School team is also closely linked to Law No. 20 of 2003 concerning the National Education System. This law highlights the importance of education as a means of fostering the character development of children. The formation of a Child-Friendly School team, as mandated by the law, ensures that education is delivered in a manner that is supportive of the child's holistic development, respecting their rights and dignity as individuals.

Finally, the legal approach to Child-Friendly Schools in Indonesia

also involves collaboration with other agencies, such as the National Commission on Child Protection (Komnas PA) and the Ministry of Women's Empowerment and Child Protection (KPPPA). These institutions play a vital role in overseeing the implementation of child-friendly policies within schools, providing guidance, monitoring, and ensuring that schools remain compliant with national laws and international conventions..

School principals, teachers, parents, and outside parties all have a role in implementing child-friendly school programs. The role of the school principal is to secure facilities, make improvements to facilities and infrastructure, and monitor and evaluate child-friendly school programs. Teachers have a role in the Learning Implementation Plan which includes child-friendly school indicators, directing children, securing the area and controlling the existing school environment, as a guide and motivator, supporting and encouraging the implementation of child-friendly schools. Parents are involved by participating in program outreach and supporting all child-friendly activities of the school program. The role of external parties, in this case the Department of Women's Empowerment and Child Protection, Family Planning, in empowering women and protecting children is by providing outreach to child-friendly schools. Child-friendly schools focus on activities that support children's various needs, especially comfort and safety at school.

A child-friendly school is an educational unit in every planning,

learning activity, and policy that ensures that children are protected from violence through a friendly, safe, clean, and healthy environment (Regulation of the Minister of Women's Empowerment and Child Protection Number 8 of 2014 concerning Child-Friendly School Policies). Goals of Friendly Schools Children are First, ensuring that every child is protected from violence through Child-Friendly Schools. Second, the education unit prepares children to grow and develop into responsible individuals [Sutami, Setyawan, & Fithriana, 2020].

CONCLUSION

Based on the discussion explained previously, it can be concluded that:

1. The urgency of assisting with teachers' code of ethics as professional teaching staff in implementing child-friendly schools in Purworejo Regency is the need for collaboration between teachers in carrying out their profession in implementing a child-friendly school system in Purworejo Regency. Child-Friendly Schools were born from two big things, namely the mandate that the state must carry out to fulfill children's rights as stated in the Convention on the Rights of the Child which Indonesia ratified in 1990, as well as the demands of Law no. 23 of 2003 concerning Child Protection and Law no. 35 of 2014 concerning Amendments to Law Number 23 of 2003 concerning Child Protection.
2. The government's efforts to encourage the professionalism of teachers in Purworejo in encouraging child-friendly schools include:

Socialization regarding children's rights aimed at all teaching staff, the government, in this case the Education Department and also the Republic of Indonesia Teachers' Association Organization, should provide an understanding of child-friendly schools for children with needs. specifically, and Collaboration between schools and parents in supporting child-friendly school implementation systems.

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