

Implementation of the child-friendly school program as a manifestation of a culture of peace at SMP Negeri 15 Yogyakarta

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ABSTRACT

This study aims to: (1) Describe the implementation process of the Child-Friendly School programs as a manifestation of a culture of peace at SMP Negeri 15 Yogyakarta; (2) Obtain results on the supporting and inhibiting factors in the implementation of Child-Friendly School programs as a manifestation of a culture of peace at SMP Negeri 15 Yogyakarta and alternative solutions. This study uses a qualitative method. In this study, subjects were obtained through the Snowball Sampling technique. The subjects of this study were the Principal, Vice Principal for Curriculum, Social Studies Teacher, and Guidance Counselor. The data collection techniques used observation, interviews, and documentation. As for the validity of the data in this study, it used triangulation techniques. The results indicate that: (1) The implementation of the Child-Friendly School (SRA) program as an embodiment of a culture of peace at SMP Negeri 15 Yogyakarta has been carried out through the stages of planning and implementation, and has generally run optimally in terms of communication, resources, disposition, and bureaucratic structure; (2) The supporting factors include the presence of legal and formal policy frameworks, strong commitment and coordination among teachers, support from parents and the school committee, as well as ongoing teacher professional development through workshops and MGMP. However, several obstacles remain, particularly limited parental understanding and challenges related to student behavior dynamics and peer conflicts. The researcher proposes strengthening the implementation of the SRA program through student integrity pacts, integration of child-friendly values into school rules, student involvement as peer mediators, and digital-based parental education.

Keywords: Child-Friendly School Program, Culture of Peace , Implementation

INTRODUCTION

Humans are essentially social beings who cannot fulfill their needs without the help of others. In everyday life, humans always interact and have reciprocal relationships with other individuals. This shows that humans cannot live separately from the social environment. Therefore, the concept of social interaction was formed Fajrussalam et al. (2023). Humans play a vital role in the development of social life

in society. Each individual contributes as an agent of change in shared life. Naturally, humans tend to interact and collaborate with one another. These interactions create a harmonious and mutually supportive life Hapsah et al. (2024). The term social being comes from the Latin word *socius*, which means friend or society. This concept emphasizes that humans live by prioritizing common interests. Humans as social beings always live side by side with others. Thus, humans cannot live completely independently Fajriah et al. (2024). According to Sari in Hapsah et al. (2024), humans have a natural tendency to live in groups. Interaction in groups is not only for social needs but also shapes society and culture. Society is bound by shared systems, norms, and rules. This influences individual behavior in social life. Within the family, interactions require healthy and effective communication. Good communication helps parents understand their children's needs and provide support. Children can also be more open in expressing their feelings and thoughts. This is crucial for supporting children's development in society Wijayanti et al. (2024).

However, violations such as violence still frequently occur in social life. Violence indicates an individual's failure to adapt socially. It can take the form of verbal, physical, or sexual violence. Violence can happen to anyone regardless of age, time, or place Hidayat (2021). Violence also occurs in various spheres of life, including educational settings. Schools serve as a space for interaction between teachers and students as social beings. However, cases of violence are not uncommon in these environments. This indicates that social problems can also occur in the world of education Pramono & Hanandini (2022). Data from JPPI (2026) recorded a significant upward trend in violence cases. From 91 cases recorded in 2020, this figure jumped dramatically to 614 cases in 2025.

This more than sixfold increase in five years indicates that current prevention mechanisms are ineffective in curbing aggression in school environments. This data indicates that violence in education remains a serious problem. Violence can occur in both public and private schools based on Royanto and Djuwita, Rizal (2021). It includes verbal abuse such as teasing and threats, as well as physical abuse such as hitting and kicking. Bullying, discrimination, and a lack of attention to student needs hinder student well-being Aulia et al. (2025). This indicates that aggressive social interactions still occur in schools. This situation demonstrates that efforts to create a culture of peace in educational settings still face various challenges. A culture of peace is crucial because it can shape harmonious attitudes, values, and behaviors between individuals. Schools should be places where empathy, tolerance, and positive conflict resolution grow. Therefore, instilling the values of a culture of peace needs to be carried out comprehensively and involve all school components Sudrajat et al. (2024).

LITERATURE REVIEW

Schools require a positive culture reflected in the habits and values that develop within the school environment Purbonuswanto et al. (2023). Therefore, a program is needed that can integrate the values of a culture of peace into education. The government developed the Child-Friendly Schools (SRA) Program to create a safe, comfortable, and inclusive environment. This program also encourages student participation in protecting the right to education Fahmi (2021). SRA aims to improve the quality of positive social interactions in schools said Utami, Gani (2025). In addition, students become more comfortable and motivated in learning Hajaroh et al. (2021). Thus, SRA supports the formation of a positive learning environment. The government has established the Child-Related Resilience Program (SRA) since 2015 through the Ministry of Women's Empowerment and Child Protection (KemenPPPA) and the Ministry of

Education, Culture, Research, and Technology. This program is implemented in various schools across Indonesia as a response to violence and a weak culture of peace.

This program is the entire school community. One of the schools implementing the SRA is SMP Negeri 15 Yogyakarta. This school has a vision to integrate SRA, Adiwiyata, gender responsiveness, and population alert schools. Although there has been a lot of research on SRA, few have discussed the implementation aspects in depth. Previous studies have focused more on administrative indicators, not on communication, resources, disposition, and bureaucracy. Guidance and counseling teachers found that cases of verbal and physical violence persisted in schools. Fifteen verbal cases and seven physical cases were recorded in 2025/2026. Forms of violence included teasing, insults, pushing, and hitting. This indicates that student behavior is not fully aligned with peaceful values. These findings indicate that a culture of peace has not been fully realized in schools.

Although SRA has been implemented, there are still behaviors that do not align with the values of empathy and tolerance. Program implementation still depends on the consistency of the entire school community. Research by Amrina et al. (2022) emphasized that SRA requires support from policy implementers in addition to regulations. This study offers an analysis of SRA implementation through aspects of communication, resources, disposition, and bureaucratic structure. The focus is not only on the program's existence but also on its daily implementation.

Furthermore, this study examines the contribution of the Child-Friendly Education (SRA) to a culture of peace in schools. This is a novelty in studies of SRA implementation. Pre-research indicates that there are still problems in the implementation of the SRA at SMP Negeri 15 Yogyakarta. Obstacles stem from internal school factors and parental support. Student interactions also continue to give rise to conflicts and behaviors inconsistent with peaceful values. This indicates the need for more in-depth analysis. These challenges indicate that the implementation of the SRA is not yet optimal. There is a gap between policy and implementation in the field. Consistency in the application of child-friendly values remains a major issue. These findings serve as a basis for strengthening the implementation of the SRA going forward. Previous studies of the SRA have been limited to general aspects and program indicators. Research examining communication, resources, disposition, and bureaucracy is still limited. Studies on the culture of peace have also not been discussed in depth in junior high schools. Therefore, this study fills this gap. It examines the SRA more comprehensively and contextually.

It focuses on policy implementation and a culture of peace in schools. The research location at SMP Negeri 15 Yogyakarta provides a specific empirical context. The results are expected to contribute to the development of child-friendly education. Based on this background, SRA is crucial for creating a safe and violence-free educational environment. This study, entitled "Implementation of the Child-Friendly School (SRA) Program as an Effort to Realize a Culture of Peace at SMP Negeri 15 Yogyakarta," is expected to provide a reference for other schools. Furthermore, this research can support the development of child-friendly education policies.

METHODOLOGY

Type of Research

This study employed qualitative methods. This method was chosen to describe the program implementation process and the supporting and inhibiting factors of the child-friendly school program as a manifestation of a culture of peace at SMP Negeri 15 Yogyakarta. The data obtained consisted of descriptions from observations, interviews, and documentation, which were then analyzed to understand program implementation as a manifestation of a culture of peace.

Research Location

The research was conducted at SMP Negeri 15 Yogyakarta. The research period ran from December 2025 to January 2026. The relatively long timeframe was intended to ensure maximum and accountable results.

Data Sources

The data sources in this study consisted of primary and secondary data. Primary data were obtained from the Principal, Vice Principal for Curriculum, and several teachers at SMP Negeri 15 Yogyakarta, selected using a snowball sampling technique. Secondary data consisted of learning materials, records of cases of student violence, and school policies implementing the child-friendly school program at SMP Negeri 15 Yogyakarta.

Data Collection Techniques and Instruments

Data collection techniques included observation, interviews, and documentation. Observations were conducted to directly examine how the implementation of the Child-Friendly School (SRA) program supports the development of a culture of peace in the school environment. Interviews were conducted using interview guidelines as a reference for systematically asking questions to research subjects to obtain more in-depth data. Data obtained through observations and interviews were further strengthened by documentation, thereby enhancing the validity and accuracy of the research findings.

Data Validity

Data validity was maintained through triangulation techniques, which compare data from various sources and data collection techniques. This resulted in more valid and high-quality qualitative data.

Data Analysis Techniques

Data analysis in this study was conducted through several interrelated steps. The initial stage began with data collection from various sources relevant to the research focus. The collected data was then sorted and simplified through a reduction process, focusing on information that aligns with the study's objectives. The data was then presented in a structured, descriptive format for ease of understanding. The final stage involved drawing conclusions based on all the findings. Through this series of processes, the research is expected to provide a clear and comprehensive picture of the program implementation as well as the supporting and inhibiting factors of the Child-Friendly School Program as a manifestation of a culture of peace at SMP Negeri 15 Yogyakarta.

RESULT AND DISCUSSION

Implementation of the Child-Friendly School Program as a Manifestation of a Culture of Peace at SMP Negeri 15 Yogyakarta

Communication

In terms of communication, the implementation of the Child-Friendly School (SRA) Program at SMP Negeri 15 Yogyakarta demonstrates that policies are communicated in a hierarchical and continuous manner. This communication is not only formalized through curriculum documents and school meetings, but also through a cultural approach in daily activities such as learning, co-curricular programs, and Character Fridays. Child-friendly values such as non-discrimination, positive discipline, student

participation, and tolerance are not only communicated through written rules but also internalized through direct interactions between teachers and students, thus ensuring that policy communication is both structural and interpersonal, fostering a culture of peace in the school.

Resources

From a resource perspective, the implementation of the Child-Friendly School (SRA) Program at SMP Negeri 15 Yogyakarta is supported by adequate human resources, infrastructure, and external support. Teachers, as the primary implementers, receive support through various professional development activities, such as workshops, Subject Teacher Meetings (MGMP), and competency improvement forums, which are held regularly and continuously. These efforts are crucial in supporting the paradigm shift in learning toward a more child-friendly, humanistic approach, and one oriented toward fulfilling student rights.

Furthermore, the availability of facilities and a relatively supportive school environment contribute to strengthening program implementation at the operational level. Furthermore, parental involvement through the Parents Teaching Day program and collaboration with various external parties, such as universities, community health centers, and psychologists, in the Character Friday activity, demonstrate the optimization of the school's social and institutional resources. This collaboration not only enriches students' learning experiences but also expands support for character development and psychosocial well-being. The availability of these resources generally supports the effective implementation of the program without significant obstacles in terms of implementer capacity, allowing for optimal and sustainable implementation of the SRA.

Disposition

Regarding disposition, a relatively strong commitment was found from school principals and teachers to implementing positive discipline and avoiding repressive approaches in dealing with students. The shift from a punishment-based approach to a more educational, dialogical, and coaching approach indicates that the implementers' attitudes align with the primary objectives of the Child-Friendly School Program. This reflects that program implementers have a fairly good understanding of the importance of child protection and creating a safe and comfortable learning environment. Furthermore, the school's openness in involving parents and providing space for student participation are also important indicators of a positive disposition in policy implementation. However, inconsistencies were still found among some teachers in comprehensively implementing child-friendly principles in daily practice. Therefore, strengthening commitment, mentoring, and ongoing reflection are needed to ensure more consistent and sustainable program implementation across the school.

Bureaucratic Structure

From a bureaucratic perspective, the implementation of the Child-Friendly School Program at SMP Negeri 15 Yogyakarta is supported by the program's integration into the School Unit Curriculum (KSP), school regulations, and a systematic, clear, and hierarchical mechanism for handling student issues. This structure allows for a focused division of tasks between homeroom teachers, Guidance and Counseling (BK) teachers, the student affairs department, and the principal in addressing various issues that arise within the school environment.

With this clear structure, program implementation can be more coordinated and effective in supporting the protection and fulfillment of children's rights. Furthermore, the involvement of the school committee and parent associations in various school activities strengthens the participatory bureaucratic structure. This involvement not only increases transparency and accountability in program implementation but also strengthens synergy between the school and the community in supporting the sustainability of

the Child-Friendly School Program. Thus, the existing bureaucratic structure has been sufficiently institutionalized to support more stable, focused, and sustainable program implementation.

Supporting Factors for the Implementation of the Child-Friendly School Program as a Manifestation of a Culture of Peace at SMP Negeri 15 Yogyakarta

The existence of a legal basis and formal policies

The successful implementation of the Child-Friendly Schools (SRA) Program at SMP Negeri 15 Yogyakarta is inseparable from the existence of a legal basis and formal policies that serve as the primary basis for program implementation. Regulations originating from laws, gubernatorial regulations, mayoral regulations, and school decisions provide clear direction and legitimacy for the implementation of SRA within the school environment. With this legal basis, the SRA program is not only understood as an internal school initiative, but also as part of a binding and mandatory educational policy. This ensures that every step taken by the school has a strong normative foundation in realizing child protection and a safe learning environment.

Furthermore, the existence of this formal policy also creates harmony between school management and the entire school community in understanding the goals and direction of program implementation. Consistency of policies from the decision-making level to the implementers in the field makes the implementation of SRA more structured, systematic, and directed. This condition strengthens the school's position in implementing the principles of nonviolence and creating a culture of peace, which is the main goal of the program. Thus, the legal basis functions not only as a written rule, but also as a reinforcement of policy direction that ensures the sustainability of the SRA implementation on an ongoing basis.

Teacher Commitment and Internal Coordination

Teacher commitment and internal coordination are key factors in the successful implementation of the Child-Friendly School Program at SMP Negeri 15 Yogyakarta. Teachers, as the primary implementers, play a strategic role in translating policies into learning practices and daily interactions with students. A shared perception, collective commitment, and consistency in implementing child-friendly principles are important indicators in supporting the creation of a safe, comfortable, and inclusive school environment. Good coordination between teachers also reflects a collaborative work culture that strengthens program implementation at the operational level. Furthermore, the internalization of child-friendly values in teachers' professional practice contributes to the formation of a more positive and humanistic school organizational culture.

The relationship between teachers and students becomes more communicative, empathetic, and respectful, thus supporting the creation of harmonious relationships within the school environment. This is in line with the results of research conducted by Usmi (2024) on peace education as conflict resolution education and efforts to build a culture of peace, which emphasizes that peace education is based on the values of nonviolence, compassion, trust, justice, and cooperation implemented within the school environment. These findings reinforce the conditions at SMP Negeri 15 Yogyakarta that the implementation of the Child-Friendly School Program does not only focus on policy aspects, but also on internalizing peaceful values in daily practices, such as the application of positive discipline, appreciation for student participation, and strengthening harmonious relationships between teachers and students.

Allign with Wuryandani et al. (2018) Learning planning (SRA) is carried out by developing a lesson plan by teacher that takes children's rights into account, including paying attention to playtime and rest

periods, and planning teaching materials that are appropriate to the child's condition. Different from that, Azizah et al. (2024) state that schools need to increase their role in implementing the Child-Friendly School program (SRA), expand their network of cooperation with various parties, including parents, and periodically update the Child-Friendly School program according to circumstances and needs. Beside form that habituation need to be applied in school, as Putri et al. (2025) state, schools also have several routine activities that are carried out routinely every week to shape children's character.

Support from Parents and School Committee

Support from parents and the school committee is a crucial factor in strengthening the implementation of the Child-Friendly School Program at SMP Negeri 15 Yogyakarta. Parental participation is not only moral but also manifests in the form of material and financial support, as well as direct involvement in various school activities. Through the school association and committee, parents play a role in the planning and implementation of educational programs, both inside and outside the classroom. This synergy strengthens the relationship between schools and families as two primary environments in shaping students' character. Active parental involvement also creates a more collaborative and participatory educational ecosystem, allowing the SRA program to run more optimally despite certain limitations in funding and resources. This support demonstrates that SRA implementation is not solely the responsibility of the school, but rather a joint effort between the school, families, and the community. This harmonious collaboration creates a more stable and inclusive educational environment and supports the establishment of a culture of peace in schools.

Teacher Professional Development (Workshops and MGMP)

Teacher professional development through workshops and the Subject Teachers' Consultative Meeting (MGMP) forum is a crucial factor in supporting the implementation of the Child-Friendly School Program at SMP Negeri 15 Yogyakarta. These activities provide a platform for teachers to improve their pedagogical, social, and professional competencies in understanding and applying child-friendly principles in learning. Through ongoing training, teachers are equipped with the knowledge and skills to create a more humanistic, inclusive learning process that is oriented toward fulfilling student rights. Furthermore, the MGMP forum serves as a forum for reflection and exchange of experiences among teachers in implementing SRA in their respective classrooms. This helps strengthen the consistency of positive discipline and increases teachers' sensitivity to students' needs and conditions. Through ongoing professional development, teachers are better equipped to build empathetic communication and create a learning environment that supports a culture of peace in schools.

Inhibiting Factors in the Implementation of the Child-Friendly School Program as a Manifestation of a Culture of Peace at SMP Negeri 15 Yogyakarta

Lack of Parental Understanding

The lack of understanding among some parents regarding the Child-Friendly School (SRA) policy is a significant obstacle to the program's implementation at SMP Negeri 15 Yogyakarta. Although the school has established various internal regulations, including rules of conduct, positive discipline mechanisms, and a coaching approach that protects and respects children's rights, in practice, not all parents align their perceptions with these principles. This indicates a gap in understanding between the school, as the policy implementer, and parents, as a vital part of the child's educational ecosystem.

This gap often leads to differing interpretations of the coaching actions taken by teachers at the school. In some cases, actions that are actually educational and corrective in accordance with the SRA principles are viewed differently by parents, potentially giving rise to disagreements and even objections to the school. This situation indicates that the success of SRA implementation is determined not only by the strength of the school's internal policies, but also by the extent to which communication, outreach, and alignment of perceptions with parents can be carried out continuously so that the goals of education oriented toward a culture of peace can be optimally achieved.

Dynamics of Student Behavior and Peer Conflict

The dynamics of student behavior are a significant challenge in implementing the Child-Friendly School Program in the school environment. Junior high school students are in the early adolescent development phase, characterized by a search for identity, unstable emotional development, and a strong need for recognition from their social environment and peer groups. These psychological and social conditions often give rise to various forms of complex interactions, including the potential for conflict between students in the school environment. These conflicts can manifest in various forms, ranging from simple misunderstandings and disputes between peers to behaviors that lead to bullying, both directly and through digital media. This demonstrates that implementing a culture of peace in schools is not sufficient through formal rules alone; it also requires a preventative, educational, and sustainable approach. Therefore, schools need to strengthen the internalization of values such as empathy, tolerance, self-control, and mutual respect through habituation, teacher role models, and character-building programs integrated into learning and other school activities.

School Efforts to Overcome Obstacles

Efforts to overcome the various obstacles in implementing Child-Friendly Schools (SRA) need to be carried out in an innovative, participatory, and sustainable manner. Various challenges that arise, such as the persistence of violent behavior, a lack of student awareness of the importance of empathy, and suboptimal synergy between schools and parents, demonstrate that the approach used cannot be merely administrative or formal. Strategies are needed that can address aspects of awareness, habits, and culture, so that child-friendly values are truly embedded in everyday life in the school environment. Furthermore, obstacles in implementing SRA are often related to the unequal understanding of the child-friendly concept throughout the school community. This results in inconsistencies in the application of rules and in interactions between individuals at school.

Therefore, efforts are needed that focus not only on students but also involve teachers and parents as part of the educational ecosystem. With the involvement of all parties, the process of internalizing values can be stronger and more sustainable. One concrete effort that can be made is through the implementation of an integrity pact for new students based on child-friendly values, such as anti-violence, empathy, and mutual respect. This integrity pact serves not only as a commitment document but also as an initial educational tool for students to understand the norms and values upheld at school. This activity can be packaged interactively, for example through discussions or simulations, so that students not only sign but also understand the meaning of each agreed-upon value. Furthermore, the integration of child-friendly values into school regulations needs to be carried out with a more constructive approach. Regulations should not only contain prohibitions and sanctions, but also outline expected positive behaviors, such as

practicing polite language, respecting differences, and resolving conflicts peacefully. Thus, regulations are no longer viewed solely as a control tool, but rather as a guide for building a healthy and inclusive school culture. Involving students as agents of change is also an important strategy in addressing various emerging issues. Programs such as child-friendly ambassadors or peer mediators can provide space for students to play an active role in creating a conducive environment.

Through these roles, students are trained in social sensitivity, communication skills, and skills in peaceful conflict resolution. This not only helps reduce the potential for conflict but also strengthens leadership and responsibility among students. On the other hand, strengthening the role of parents is equally important in supporting the successful implementation of SRA. Regular digital-based education, such as through WhatsApp, can be an effective medium for conveying information, fostering understanding, and fostering communication between schools and parents. With active parental involvement, child-friendly values implemented in schools can be reinforced within the family environment, thereby creating consistency in children's character development.

CONCLUSION

The implementation of the Child-Friendly School (PJK) program as a manifestation of a culture of peace at SMP Negeri 15 Yogyakarta has been carried out through the planning and implementation stages, and has generally run optimally in terms of communication, resources, disposition, and bureaucratic structure. Supporting factors include the existence of a formal legal and policy framework, strong commitment and coordination between teachers, support from parents and the school committee, and ongoing teacher professional development through workshops and MGMP. However, several obstacles remain, particularly limited parental understanding and challenges related to student behavior dynamics and peer conflict. The researcher proposes strengthening the implementation of the PJK program through student integrity pacts, integration of child-friendly values into school regulations, student involvement as peer mediators, and digital-based parent education.

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