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# The Effectiveness of The Bandar Lampung Government's Strategy In Realizing A Child-Friendly City

Burhibani\*; Feni Rosalia

Master's Program in Government Science, Faculty of Social and Political Sciences, University of Lampung, Indonesia

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\* Corresponding author; :  
[burhibani@gmail.com](mailto:burhibani@gmail.com)

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## ABSTRACT

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Cases of violence against children are tending to increase, indicating a diminishing sense of safety for children. The issue of children as a vulnerable group to acts of violence requires attention and concerted efforts from all stakeholders. Cases of child abuse are difficult to detect because of the limited number of people reporting them, leading to a likelihood of underreported incidents. Every child has the right to develop according to their potential, receive education, rest and recreation, and participate in all cultural activities. Children also have the right to be protected from economic and sexual exploitation, discrimination, violence, and even mediation (including physical or mental disabilities, refugees, and orphans). To fulfill these rights and protect children, and specifically to build initiatives of district/city governments aimed at transforming the Convention on the Rights of the Child from a legal framework into the definition, strategies, and development interventions, in the form of policies, programs, and development activities aimed at fulfilling children's rights and protection in a specific district/city area. The type of research and the approach used in this study is a quantitative approach with Descriptive Analysis research methods, which aims to describe and analyze the subjects under investigation. It is then carefully analyzed to obtain results as conclusions of the study on the strategies of the Bandar Lampung city government in preventing acts of violence against middle school-aged children in realizing a child-friendly city. This research is conducted in the city of Bandar Lampung.

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## INTRODUCTION

Every child has the right to develop according to their potential, entitled to education, rest and recreation, and participation in all cultural activities. Children also have the right to be protected from economic and sexual exploitation, discrimination, violence, and even mediation (including physical or mental disabilities, refugees, orphans) (Dinas et al., n.d.). A child can spend their time learning and playing without serious disruptions.

Recently, cases of violence against children have been increasing (Dinas et al., n.d.), indicating a diminishing sense of safety for children. The issue of children as a vulnerable group to acts of violence requires attention and sincere efforts from all stakeholders. Cases of child abuse are difficult to detect due to the minimal number of people reporting them, potentially resulting in underreported incidents.

According to data from the Women's Empowerment and Child Protection Agency (WECPA) of Bandar Lampung City, there are currently 40 cases in 2021. Based on data from the Women's Empowerment and Child Protection Agency of Lampung Province as of June 2, 2021, there were 177 cases handled, placing Lampung among the top five provinces in Indonesia in terms of child violence. Child abuse can occur in schools, at home, in residential areas, and other public areas. Perpetrators can be close relatives (family), peers, teachers, or strangers.

Our country's constitution has regulated the rights of children, including Article 28 of the 1945 Constitution, stating that children are subjects and citizens entitled to protection from the attacks of others, ensuring legislation, including laws that are pro-children. Article 28B paragraph (2) of the 1945 Constitution stipulates that every child has the right to survival, growth, and development, as well as protection from violence and discrimination (Negara, 1945). Therefore, protecting children from all forms of violence is a constitutional mandate that must be realized by all parties.

Indonesia ratified the Convention on the Rights of the Child on September 5, 1990. This reflects Indonesia's commitment to respect and fulfill children's rights. To transform children's rights into the development process, the government has developed policies for Child-Friendly Cities (CFC) or often abbreviated as CFC. CFC is the effort of district/city governments to accelerate the implementation of the Convention on the Rights of the Child (CRC) from a legal framework into definitions, strategies, and development interventions such as policies, institutions, and child-friendly programs. Bandar Lampung City itself currently holds an INTERMEDIATE designation in the implementation of the Child-Friendly City (CFC).

## LITERATURE REVIEW

### Definition of Child Abuse

Child abuse is a phenomenon of violence often perpetrated by individuals closest to the child. This aligns with the definition of violence by close individuals, which involves the threat or use of violence against close associates (close people) that may result in death, deep trauma, and other factors that can endanger the child (Enik S et al., 2014).

According to the World Health Organization (WHO), violence against children is an act of abuse or mistreatment of a child in the forms of physical, emotional, sexual harm, neglect of care, and exploitation for commercial purposes that can significantly or potentially harm the child's health, survival, dignity, or development. Acts of violence are carried out by individuals responsible, trusted, or empowered in the child's protection.

The definition of a child, according to the WHO, includes individuals from conception to the age of 19. According to the Republic of Indonesia Law number 35 of 2014 amending Law number 23 of 2002 article 1 paragraph 1 on child protection, a child is someone who is under 18 years old, including those still in the womb.



### Forms of Violence Against Children

According to Levianti (Anjasuma, 2018), there are several forms of violence as follows:

- a. Direct Physical Contact  
Perpetrated by the offender directly to the victim involving physical contact. This action can include hitting, pushing, kicking, pinching, and others that constitute acts of violence.
- b. Direct Verbal Contact  
Involves verbal attacks expressed directly from the perpetrator to the victim. This action can include threats, insults, humiliation, intimidation, spreading gossip, negative attitudes towards teachers, and verbal abuse. There are differences between boys and girls in terms of bullying actions.
- c. Direct Non-Verbal Behavior  
This behavior is demonstrated through the perpetrator's body language, commonly known as non-verbal communication, shown directly to the target or victim. Children often engage in actions such as giving cynical looks, showing demeaning facial expressions, glaring, ignoring the speaker, diverting gaze, and body movements that insult others.
- d. Indirect Non-Verbal Behavior  
This behavior is intended to make the opponent, namely their own friend, feel uncomfortable, restless, threatened, or fearful.
- e. Sexual Abuse  
Physically, sexual abuse can be intentionally touching the sexual areas of the opposite sex. In cases of sexual violence, it can also occur in the form of insults towards the opposite or same sex.

### Definition of Regional Government

Based on Article 18 of the 1945 Constitution of the Republic of Indonesia, it emphasizes that the Unitary State of the Republic of Indonesia is divided into provinces, and each province is divided into regencies and cities. Each province, regency, and city has its own regional government regulated by law. The Republic of Indonesia, as a Unitary State in the governance, adheres to the principles of decentralization, deconcentration, and tasks of assistance.

The regional government system in Indonesia clearly regulates the division of regions with autonomous government structures established by law. The term "autonomous" grants regions the freedom to regulate, manage, and administer their own government affairs based on the principles of decentralization, deconcentration, and assistance or medebewind. This emphasizes the acceleration of achieving the welfare of the community through improved services, empowerment, and participation, considering the principles of democracy, equal distribution, justice, privilege, and specificity, as well as the potential and diversity of regions within the framework of the Unitary State of the Republic of Indonesia (Hasrul, 2017).

The term "regional government" encompasses both deconcentration and decentralization. Regional autonomy efforts are no longer viewed merely as fulfilling the political aspirations of regional communities to manage and take care of their own affairs. Instead, it is associated with a broader framework, namely the state administrative system, as regulated in the 1945 Constitution of the Republic of Indonesia, various laws, People's Consultative Assembly Decrees, and Presidential Decisions. One of the tasks of regional leaders as central government officials is to coordinate all central agencies in the region, in addition to their duties as regional officials leading regional offices and their branches in the context of decentralization, along with the assistance principle, where regions implement various central government affairs in the region (Yusmilarso, 1997).



### Definition of Child-Friendly City/Regency

A Child-Friendly City/Regency is a city/regency that has a child-rights-based development system through the integration of commitments and resources from the government, society, and the business sector. It is planned comprehensively and sustainably in policies, programs, and activities to ensure the fulfillment of children's rights and protection (Duadji & Tresiana, 2018).

### Objectives of Child-Friendly City/Regency

In General: To fulfill the rights and protect children. Specifically: To build initiatives of city/regency governments aimed at the transformation of 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 for the fulfillment of children's rights and protection in a specific city/regency area (Lampung, n.d.).

### Prevention Strategies for Child Violence

According to (Soetjningsih, 2004) and (Lee, 2019), the primary preventive action is to strive to meet the emotional needs of children as best as possible and understand the risk factors for child violence. Prevention strategies are implemented through a self-protection program for children, consisting of two main parts:

- a. General child protection education involves steps such as instilling a sense of security, providing information to children about violence, understanding the child's surrounding environment, evaluating safe and unsafe places, being cautious of unfamiliar adults, recognizing and being aware of early danger signs, and seeking self-rescue measures.
- b. Protection education against sexual violence includes teaching children about private body parts, recognizing different types of touches, teaching children to say no to unwanted touches, understanding that such touches can come from known individuals, practicing safe behaviors when dealing with strangers, and seeking self-rescue measures.

The violence prevention strategy (Lipkins, 2006) outlines four ways to prevent violence in schools, including the following:

- a. Gather as much knowledge as possible about the phenomenon of violence at the local, national, and international levels.
- b. Investigate the causes of violence.
- c. Find ways to prevent violence by designing, implementing, monitoring, and evaluating interventions.
- d. Implement promising interventions from various parties, determine the cost-effectiveness of these interventions, and disseminate information about them.

### RESEARCH METHOD

The type of research and the approach used in this study is quantitative research with a field research approach, which means the research will be conducted in the actual field (Kartono, 1998). This research involves gathering data from the field and literature related to the issue that the author will investigate regarding the strategies of the Bandar Lampung city government in preventing violence against middle school-aged children in realizing a child-friendly city.

This study falls under Descriptive Analysis research, which aims to describe and analyze the subjects under investigation (Cholid Narbuko and Abu Ahmad, 2007). It is then carefully analyzed to obtain conclusions and insights into the strategies of the Bandar Lampung city government in preventing violence against middle school-aged children to make the city child-friendly.

The research is conducted in the city of Bandar Lampung. The population is the generalization area consisting of subjects or objects with specific qualities and characteristics determined by the researcher to be collected and examined, and then summarized. The population includes not only people but also objects and



other natural entities. The population in this study comprises teenagers in middle school in Bandar Lampung, limited by specific criteria.

Data collection techniques involve methods used to provide documents using accurate data from specific sources of information such as essays, books, journals, laws, and so on. Data analysis techniques involve activities such as breaking down, distinguishing, sorting, and regrouping something according to certain criteria and then finding its relevance and interpreting its meaning (J.W. Creswell, 2010). Quantitative data analysis procedures are used to analyze descriptive data in the form of written or spoken words from people and literature that can be observed. In this case, the thinking method used is:

Inductive: An analysis that moves from empirical field data or facts. The inductive approach emphasizes initial observation of an object and then draws conclusions based on those observations. This method is often referred to as an approach to drawing conclusions from specific to general. Using this method, the author analyzes specific data, which is then developed into a discussion with a general nature.

## RESULT AND DISCUSSION

### Regulations and Procedures Supporting the City Government of Bandar Lampung in Preventing Violence against Middle School-Aged Children

- a. Constitution of the Republic of Indonesia Number 4 of 1979 concerning Child Welfare;
- b. Constitution of the Republic of Indonesia Number 3 of 1997 concerning Juvenile Courts;
- c. Republic of Indonesia Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection;
- d. Minister of Women's Empowerment and Child Protection Regulation Number 2 of 2009 concerning the Child-Friendly City Policy for Regencies/Cities;
- e. Government Regulation Number 2 of 1988 concerning Welfare Efforts for Children with Problems;
- f. Regional Regulation of Bandar Lampung City Number 02 of 2016 concerning the Implementation of Child Protection;
- g. Mayor's Decree of Bandar Lampung City Number 415/III.08/HK/2017 concerning the Formation of the Child-Friendly City (CFC) Task Force Team of Bandar Lampung City for the Period 2017-2019;
- h. Mayor's Commitment of Bandar Lampung City dated July 23, 2017, regarding Bandar Lampung as a Child-Friendly City.

In addition to constructing child-friendly infrastructure, the Bandar Lampung city government has undertaken several activities, as reported in 2019:

- a. Training on the Convention on the Rights of the Child (CRC) for the Child-Friendly City Task Force Team, Educators, Healthcare Workers, Children's Forums, Community Institutions, Mass Media, Business World, KUA Officials, and Mosque Officials.
- b. Socialization of alternative parenting.
- c. Socialization of parenting skills for parents.
- d. Socialization and Evaluation of Child-Friendly Village/Urban Village.
- e. Socialization, monitoring, and Evaluation of Child-Friendly Community Health Centers.
- f. Socialization, monitoring, and Evaluation of Child-Friendly Schools (CFS).
- g. Socialization for children facing the law, Socialization for Children with Special Needs.
- h. Socialization to create child-friendly places of worship.
- i. Establishment of a Memorandum of Understanding (MOU) with several institutions.
- j. Formation of the Association of Child-Friendly Company Friends (ACFCF) that brings together several businesses in Bandar Lampung, which are concerned about children's rights.

To enhance Bandar Lampung as a Child-Friendly City at the intermediate or advanced stage, one of the indicators that must be fulfilled is a Child-Friendly School. In realizing a Child-Friendly City, there is an essential role played by children. Through the Department of Women's Empowerment and Child Protection of Bandar



Lampung City, a forum called the Children's Forum is provided. This forum is not only a platform for expressing opinions but also serves as an information medium on various matters and a platform for the development of children in Bandar Lampung.

### **Prevention of Violence against Children through Comprehensive Reproductive Health Education (CRHE)**

Comprehensive Reproductive Health Education (CRHE) not only provides information about the development of the human body and reproductive system but also builds self-confidence, life skills (critical thinking, communication, planning, and making responsible decisions), and understanding of the family, community, and culture. CRHE is crucial in achieving the vision of the Bandar Lampung city government to fulfill children's rights and create a Child-Friendly City. The challenges of globalization and information technology also increase the need for accurate and reliable information for the younger generation during the transition from childhood to adulthood.

CRHE is a curriculum-based learning process that addresses cognitive, emotional, physical, and social aspects. CRHE aims to equip children and adolescents with knowledge, skills, attitudes, and values that empower them to achieve health, well-being, and dignity; develop personal and social relationships that respect each other; consider how their choices can affect their own and others' well-being; and understand and ensure the protection of their rights throughout their lives.

### **Collaborative Strategy to Realize a Child-Friendly City**

Involving and optimizing all elements of society in the plan to create a child-friendly city collaboratively, the formulation of policies for developing a child-friendly city/municipality is conducted through face-to-face dialogue. Essentially, the collaborative model has the main characteristic of cooperation. This cooperative process will work well if there is dialogue, as emphasized by Jeklin (2016) as authentic dialogue. In this context, every stakeholder sitting together shows mutual respect, empathy, reciprocal relationships, and mutual benefits. Thus, dialogue will only occur if stakeholders participate and collaborate in solving children's issues. The development of a child-friendly city/municipality, from the collaborative model perspective according to Patilima (2017), involves processes starting from identifying issues, identifying stakeholders, building trust, building shared understanding, generating joint problem-solving efforts, and building shared commitments.

This aligns with the definition of the collaborative process, which is a process that brings public stakeholders into a joint forum with public institutions to engage in consensus-oriented decision-making. The collaborative process is an effort to build communication with multi-stakeholders. Multi-stakeholders are part of a social community in the issue that requires recognition of their existence. The end result of face-to-face dialogue will reveal a significant amount of important information, as stated by Fithriyyah (2018), emphasizing the importance of institutional and community organization positions as owners of governance capable of acting together for greater good; seeking shared values and common interests through widespread dialog and community involvement. Face-to-face dialogue becomes a medium and process where stakeholders and the community speak based on the thematic issues derived from their knowledge and capacities.

On the other hand, the attention and responsiveness of the local government provide a space for listening. Therefore, this process proves that no power is perfect, always requiring daily interaction with citizens, listening to their voices, and considering their opinions in decision-making, or even making decisions together. The occurrence of face-to-face dialogue proves that no power is perfect, always requiring daily interaction with the mandate givers to listen to their voices and consider their opinions in decision-making, or even making decisions together.



## CONCLUSION

So far, the effectiveness of the Bandar Lampung City government's strategy in realizing a Child-Friendly City has been quite good. However, for more optimal results, mapping of various child-related issues and problems in Bandar Lampung City needs to be conducted, covering various development areas, ranging from health, legal, social, to violence. To address child-related issues, there is a need for strengthened education and protection for adolescents, especially to achieve the Child-Friendly City (CFC). The institutional potentials possessed are social capital to solve child-related problems. For the strengthening of Child-Friendly City development, a collaborative model based on face-to-face dialogue needs to be developed. This model then contributes to the formulation of plans/policies for Child-Friendly City development. It is recommended that the collaborative strategy for realizing a child-friendly city produced can be followed up by the Bandar Lampung City Government in the form of strengthening dialogue spaces, forming a collaborative dialogue forum involving all child institutions and organizations in Bandar Lampung City, strengthening policies, and raising awareness of the importance of child issues as an integral part of development.

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