

RINGKASAN

Perlindungan anak di lingkungan pendidikan masih menjadi tantangan besar di Indonesia. Sebagai respon, pemerintah menerbitkan Permen PPPA Nomor 8 Tahun 2014 tentang Sekolah Ramah Anak (SRA) untuk menciptakan lingkungan belajar yang aman, sehat, inklusif, dan menjamin terpenuhinya hak anak. SD Negeri Kedondong di Kecamatan Sokaraja, Kabupaten Banyumas, menjadi objek penelitian karena telah melaksanakan seluruh tahapan SRA (*Mau, Mampu, dan Maju*) serta menunjukkan komitmen kuat terhadap pembentukan budaya sekolah yang ramah anak. Meski demikian, pelaksanaan program ini masih menghadapi kendala seperti koordinasi lintas instansi yang belum optimal, keterbatasan sarana prasarana, dan pemahaman guru yang belum merata.

Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif untuk memahami dinamika pelaksanaan Program Sekolah Ramah Anak di SD Negeri Kedondong. Analisis mengacu pada Model Implementasi Kebijakan Ripley dan Franklin yang menyoroti keterlibatan aktor, kejelasan tujuan, kerumitan program, partisipasi lintas unit pemerintahan, serta faktor eksternal. Informan dipilih melalui purposive dan snowball sampling, dengan data diperoleh melalui observasi, wawancara, dan dokumentasi. Analisis dilakukan secara interaktif menggunakan model Miles, Huberman, dan Saldana, sedangkan keabsahan data diuji melalui triangulasi sumber.

Hasil penelitian menunjukkan bahwa implementasi Program Sekolah Ramah Anak di SD Negeri Kedondong pada dasarnya telah berjalan cukup baik melalui keterlibatan aktor internal sekolah serta dukungan insidental dari OPD terkait. Penerapan nilai-nilai ramah anak dan integrasi program seperti PJAS mencerminkan adanya upaya nyata untuk menciptakan lingkungan belajar yang aman dan sehat. Namun, implementasi belum optimal karena masih terdapat hambatan seperti koordinasi lintas OPD yang belum terstruktur, keterbatasan SDM dan anggaran, belum meratanya pemahaman guru terhadap tujuan SRA, tidak tersedianya pendamping bagi siswa berkebutuhan khusus, serta fasilitas ramah disabilitas yang belum memadai. Selain itu, faktor eksternal seperti budaya disiplin konvensional, anggapan bahwa SRA hanyalah formalitas, dan rendahnya dukungan sistemik turut memengaruhi efektivitas program. Secara keseluruhan, pelaksanaan Program SRA menunjukkan komitmen menuju sekolah yang aman, inklusif, dan berkarakter, namun masih memerlukan penguatan kelembagaan, dukungan pendanaan, peningkatan kapasitas guru, serta pendampingan berkelanjutan agar tujuan Program Sekolah Ramah Anak tercapai secara optimal.

Kata Kunci : Sekolah Ramah Anak, Implementasi Kebijakan, Perlindungan Anak

SUMMARY

Child protection within educational environments remains a major challenge in Indonesia. In response, the government issued Regulation of the Minister of Women's Empowerment and Child Protection (Permen PPPA) Number 8 of 2014 concerning *Child-Friendly Schools* (Sekolah Ramah Anak/SRA) to create a learning environment that is safe, healthy, inclusive, and ensures the fulfillment of children's rights. SD Negeri Kedondong, located in Sokaraja Subdistrict, Banyumas Regency, was chosen as the research site because it has implemented all stages of the SRA program (Willing, Able, and Advanced) and demonstrated a strong commitment to fostering a child-friendly school culture. Nevertheless, the implementation still faces several challenges, including suboptimal inter-agency coordination, limited facilities and infrastructure, and unequal understanding among teachers.

This study employs a qualitative descriptive method to explore the dynamics of implementing the Child-Friendly School Program at SD Negeri Kedondong. The analysis is based on Ripley and Franklin's Policy Implementation Model, which highlights actor involvement, clarity of goals, program complexity, intergovernmental participation, and external factors. Informants were selected through purposive and snowball sampling, and data were collected through observation, interviews, and documentation. The data were analyzed interactively using the Miles, Huberman, and Saldana model, while source triangulation was used to ensure validity.

The research findings show that the implementation of the Child-Friendly School (SRA) Program at SD Negeri Kedondong has generally been carried out well through the involvement of internal school actors and incidental support from related local government agencies (OPD). The application of child-friendly values and the integration of programs such as PJAS demonstrate concrete efforts to create a safe and healthy learning environment. However, the implementation is not yet optimal due to various obstacles, such as unstructured cross-sector coordination, limited human resources and budget, uneven teacher understanding of SRA objectives, the absence of support personnel for students with special needs, and inadequate disability-friendly facilities. In addition, external factors such as conventional disciplinary culture, the perception that SRA is merely a formality, and the lack of systemic support also influence the program's effectiveness. Overall, the implementation of the SRA Program reflects a commitment to building a safe, inclusive, and character-oriented school environment, but still requires strengthened institutional arrangements, increased financial support, improved teacher capacity, and continuous assistance in order to achieve its goals optimally and sustainably.

Keywords: Child-Friendly School, Policy Implementation, Child Protection