

Collaborative Supervision Strategy to Prevent Child Violence in Temporary Care Institutions

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ABSTRACT

Child abuse remains a serious issue in Child Care Centers, which serve as temporary care institutions for children of working parents—particularly mothers who are the main breadwinners. Several recent cases, including the death of an infant at Princess Childcare Bali, physical abuse in a Serpong daycare, and neglect at facilities such as Early Step in Pekan and Wensen School Indonesia in Depok, highlight the vulnerability of children in these settings. These incidents negatively affect children's growth and development and indicate systemic weaknesses in supervision and regulation. Data reveal that 44% of daycare centers operate without legal permits, 96% provide care services, yet only 33.3% of caregivers are certified. This reflects inadequate enforcement of care standards and fragmented oversight due to unclear inter-sectoral roles and responsibilities. This study uses a qualitative approach with a Systematic Literature Review (SLR) methodology to explore the current gaps in policy and institutional practice. The objective is to develop actionable policy recommendations that strengthen child protection in temporary care institutions. The findings point to a critical need for integrated, cross-sectoral supervision mechanisms and standardized caregiver certification requirements. The main policy recommendation is to revise and enhance the Child-Friendly District/City Evaluation Indicators to include clearer guidelines on childcare service regulation, oversight coordination, and caregiver competency standards. These measures are essential to improving institutional accountability and ensuring child safety and well-being in childcare facilities.

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Introduction

Children are an important investment in nation building. They must be protected and fulfilled their rights, including the right to education, health and proper care so that they can grow and develop optimally into prosperous, adaptive, noble human resources (HR), advanced culture, superiority, and competitiveness. Child-Friendly Parenting is an effort to meet the needs of affection, attachment, safety, and welfare that are persistent and sustainable for the best interests of children without discrimination in accordance with the conditions and stages of children's growth and development (Ministry of PPPA, 2024).

To ensure that children's rights are fulfilled and protected, Indonesia has ratified the Convention on the Rights of the Child (KHA) through Presidential Decree No. 36 of 1990. The KHA is an international treaty that binds countries that have ratified it to ensure the fulfillment of children's rights and special protection of children (Nurusshobah, 2019). This KHA is implemented through Law Number 35 of 2014 concerning amendments to Law Number 23 of 2002 concerning Child Protection.

The implementation of child protection in Indonesia is realized through the development of child-friendly districts/cities (KLA). KLA is a district/city with a development system that ensures the fulfillment of children's rights and special protection of children carried out in a planned, comprehensive and sustainable manner with the ultimate goal of Child-Friendly Indonesia (IDOLA) which is expected to be achieved in 2030 and a golden Indonesia in 2045.

In article 26 paragraph (1) of the Child Protection Law, it is explained that parents have the obligation and responsibility to nurture, maintain, educate and protect children; grow and develop children according to their abilities, talents and interests; preventing child marriage also provides character education and instilling ethical values in children (Ministry of State Secretariat of the Republic of Indonesia, 2014).

However, it becomes a dilemma, when parents, especially women as mothers or wives or women who play the role of the main breadwinner, must work to improve the economy and family welfare. While they have toddlers or early childhood. According to data from Sakernas, BPS, the participation rate of the female labor force has continued to increase since 2021 by 53.34% to 53.41% (2022) and 54.52% in 2023 (. Susenas data, 2024 also illustrates that there are around 11.86% of female heads of households as the main breadwinner in the family. SIGA Ministry of PPPA, 2024) (BPS, 2024).

Meanwhile, the number of early childhood children, namely 0-6 years old in Indonesia, is 10.82% of Indonesia's 281 million population. Which means that 1 in 10 Indonesians are early childhood. At this time, children have rapid growth and development both in terms of sensory, motor, intellectual, emotional, linguistic, social, and various other types of talents that can be explored and developed. Children need proper parenting while parents work to continue to get optimal growth and development according to the stages of their age development (BPS, 202). (Rizkita et al., 2022).

The consequence for parents, whether fathers, mothers or both work is that the child has no one to take care of and is vulnerable to experiencing inappropriate parenting. Parenting is not feasible if in the last week a child aged 0-4 years has been entrusted or cared for by a child who is < 10 years old who has not been supervised by an adult for > 1 hour or has been left alone for > 1 hour. Susenas MSBP data, 2023 recorded a national rate of inappropriate parenting in Indonesia of 2.85%. This figure has decreased from the previous year of 2.98% (2022). However, there are still 21 provinces whose numbers are above the national figure. With the highest areas in Central Kalimantan Province, Bangka Belitung Islands and North Kalimantan (Ministry Day, 2025).

The increasing number of working women has the potential to cause changes in childcare patterns, especially for those who have children under five. The 2015 KPAI survey explained that around 74% of families transfer temporary or permanent care to a substitute caregiver, one of which is through a Child Care Center (TPA) or daycare. The existence of landfills or daycare has been supported by the government by including the provision of accessible, comprehensive and quality childcare services and programs as 1 of the 7 directions of the care economy policy (Rita Pranawati et al., 2019) which is one of the priority agendas in the National Long-Term Development Plan (RPJPN) 2025-2045 (BPS, 2024).

Economy care aims to increase women's participation in the workforce and improve the well-being of vulnerable groups, including children, the elderly, people with disabilities, and individuals with special needs. With the goal of increasing welfare, happiness, and family resilience with quality and gender equality. The government targets an increase in the Female Labor Force Participation Rate (TPAK) from 54% to 70% in 2045 (. (Ministry of State Secretariat of the Republic of Indonesia

Then in the 2025-2029 RPJMN, the availability of TPA/Daycare is one of the family support facilities to carry out the main functions of the family as part of policy interventions that support policy directions to increase family resilience in order to achieve the 4th national priority goal, namely strengthening the development of human resources, science, technology, education, health, sports achievements, gender equality, and strengthening the role of women. youth and people with disabilities.

The existence of landfills or daycare is a solution for parents, especially working women. But on the other hand, the fact is that in the field there were various cases of violence and death experienced by children while in daycare. Such as the case of abuse of a 1.3-year-old child in Medan carried out by a caregiver, the case of the death of a 3-month-old baby at the Princess Childcare Bali landfill, the case of physical violence in the form of scratches experienced by a 2-year-old child at a daycare in the BSD area, Serpong, South Tangerang, a case of violence and neglect of children by not being fed at the Early Step Landfill in Pekanbaru by a caregiver, and the latest in 2024 is the case of the abuse of 2 children under five at Daycare Wensen School Indonesia (WSI), Depok. The phenomenon of violence against children in landfills or daycares is often unreported or commonly referred to as the iceberg phenomenon.

Cases of violence and abuse experienced by children can have a negative impact on their growth and development. Physical violence, such as hitting, grabbing, kicking, tying can result in physical injuries and emotional trauma. Meanwhile, violence such as neglect and humiliation can damage children's self-esteem, high risk of depression, and behavioral disorders. Meanwhile, sexual violence can cause mental health problems to severe trauma, feelings of shame, and difficulty building trust in others (Firmansya, et al., 2025).

The lack of supervision of the implementation of landfills or daycare is one of the causes of violence against children under five in landfills or daycares. Local governments are still weak in carrying out supervision which includes supervision of institutions, human resources, and parenting services. Regular supervision must be carried out by the local government and the landfill must comply with the supervision implemented by the local government to ensure compliance with protection and standardization regulations (Nur Sholikah Putu Sunu & Mohammad Teja, 2024).

Based on data collected from the Ministry of Education and Education, the Ministry of Manpower and the Ministry of Social Affairs, there are 10,026 landfills throughout Indonesia. Landfills in Indonesia are dominated by private landfills, which is 98.79%. The weak supervision can be seen from the results of KPAI research in 9 provinces (DKI Jakarta, Aceh, Bali, Banten, DKI, West Java, West Kalimantan, Riau Islands, North Sumatra, and Yogyakarta) as well as 20 districts/cities which shows that as many as 44% do not have legality, 96% of childcare institutions provide parenting services, but only about 33.3% of caregivers in TPAs already have certificates. The certificate is only in the form of *baby sitter* training which is technical in childcare and does not have knowledge about child protection and child development (Pranawati et al., 2021).

Supervision of landfills or daycares that are still weak due to collaborative supervision systems has not been built at the central level because the division of roles and responsibilities of the sectors involved at the central and regional levels has not been specifically and clearly regulated in existing regulations/policies. Some Ministries/Institutions have programs for providing care in alternative/temporary care institutions. Ministry of Education and Culture, with the Child Care Center (TPA) program. The Ministry of Social Affairs through the Prosperous Foster Care Park (TAS) program, the Ministry of Women's Empowerment and Child Protection with the Child-Friendly Foster Care Park (TARA) program, and the Ministry of Population and Family Development which has the Foster Care Child (TAMASYA) program.

Each of these ministries has its own policies/regulations/guidelines that regulate supervision in care institutions under its authority such as TPA through Permendikbud Number 84 of 2014 concerning the Establishment of Early Childhood Education Units and Permendikbud Number 25 of 2018 concerning Electronically Integrated Business Licensing for the Education and Culture Sector. TAS through Permensos Number 2 of 2012 concerning Prosperous Children's Parks. Meanwhile, Sightseeing through the Decree of the Minister of Population and Family Development/Head of BKKBN Number 29/KEP/F1/2025 concerning Guidelines for the Implementation of Childcare Centers and the Ministry of PPPA through the Circular Letter (SE) of the Minister of PPPA Number 61 of 2020 concerning Guidelines for the Implementation of Childcare Centers Based on Children's Rights/Child-Friendly Daycare in the Regions also regulates the supervision system for existing TPA/Daycare.

The Indonesian Child Protection Commission (KPAI) and the Regional Indonesian Child Protection Commission (KPAID) are also institutions that supervise the implementation of childcare. In this aspect of supervision, KPAI and KPAID have a service program for receiving public complaints in violation of child custody rights, mediation of disputes in childcare as well as studies and studies in the implementation of child care. The Indonesian Child Protection Institute (LPAI) also plays a role in carrying out monitoring and evaluation of institutions that provide childcare services such as orphanages and daycares by conducting strict supervision (Pranawati et al., 2017).

Highlighting the above, then the problem (*problem statment*) namely weak supervision of the implementation of landfill or daycare services due to the lack of a collaborative supervision system built at the central and regional levels because the division of roles and responsibilities of the sectors involved at the central and regional levels has not been specifically and clearly regulated in existing regulations/policies so that it has an impact on the frequent occurrence of cases of violence at landfills or daycare (Rahaditya & Jolin, 2024).

Seeing that violence still often occurs in landfills or daycares due to weak supervision of the implementation of landfills or daycares, it should be a momentum to transform to create a more effective supervision system so that violence in landfills/daycares does not occur again.

The golden Indonesia Vision 2045, among others, sets the goal of becoming a country with superior human resources. Development transformation is needed to improve the quality of human life. Development is centered on humans as a whole so that they can become prosperous, adaptive, noble, cultured, advanced, superior and competitive human resources. One of the pillars is socio-cultural capital that can encourage quality human resources who can contribute to development through families and quality nurturing, both within the family and in temporary care institutions such as TPA or daycare. To support the improvement of the quality of human resources, it is necessary to realize the fulfillment of children's rights universally, one of which is through quality parenting and protection from acts of violence, exploitation, neglect, child marriage, and other mistreatment.

Previous studies have highlighted the lack of effective supervision in child care institutions in Indonesia but have yet to explore a comprehensive, inter-sectoral collaborative oversight strategy. For instance, Pranawati et al. (2021) found that a significant proportion of Child Care Centers (TPAs) operate without legal permits, and only a small percentage of caregivers are certified. However, their study did not address the need for an integrated national oversight policy framework. Similarly, research by Putu Sunu and Teja (2024) emphasized the role of local governments in supervision but fell short of clearly outlining the division of responsibilities between central and regional authorities. The objective of this research is to formulate evidence-based policy recommendations for strengthening the supervision of temporary childcare

institutions in Indonesia. The intended contribution is to support child protection more effectively and prevent abuse by providing a strategic framework that can be used by ministries, local governments, and child protection institutions to develop a unified, cross-sectoral supervisory system that ensures safe, quality, and child-friendly care environments.

Research Methods

The study method uses a qualitative approach through the systematic literature review (SLR) analysis technique, which is to conduct a systematic literature review by using a website or website as a reference source to obtain articles both in national and international publications (The data taken are secondary from the results of research that have been researched by previous researchers, books, laws and regulations and websites. The stages in data analysis are through inventory of the necessary data, data reduction, combining and presenting the data that has been collected, ensuring that the data is complete and well structured to conduct analysis based on the data submitted (Dwiyanti et al., 2024) .

The technique of determining informants uses Purposive Sampling, namely experts in the field of Child Protection or working in the field of Children for more than 10 years. There are 4 respondents, namely: (1). Deputy for the Fulfillment of Children's Rights, Pribudiarta Nur Sitepu; (2). Assistant Deputy for Coordination of the Implementation of the Implementation of the Implementation of Children's Rights Fulfillment Policy Region 2, Eko Novi Ariyanti; (3) Expert of the Ministry of PPPA (Former Asdep for the Fulfillment of Children's Rights to Care and Environment of the Ministry of PPPA), Rohika Kurniadi Sari; (6) Lecturer and Expert on the Protection and Fulfillment of Children's Rights, Harla Octarra.

Furthermore, make alternative policy recommendations using a theoretical approach and conduct evaluations based on criteria. The selection of alternative policy priorities uses scoring assessments by keypersons from expert stakeholders based on the Bardach theory approach through 4 criteria, namely: (1) Technical Feasibility, which measures whether the proposed policy alternatives can technically achieve the goals that have been set; (2) Economic and financial possibility, which measures how much costs are incurred for the implementation of policies and how much profit is generated; (3) Political viability, which measures whether each policy alternative will have a political impact on a particular group, meaning it has support from relevant stakeholders; (4) Administrative operability, which measures the possibility of implementing alternative policies from the administrative aspect, meaning that it can be implemented systematically and organized (Mochammad Fajar Nur, 2024).

RESULTS AND DISCUSSION

The Government of Indonesia has stipulated Law No. 59 of 2024 concerning the National Long-Term Development Plan (RPJPN) for 2025-2045 which explicitly regulates development planning to realize the Golden Indonesia Vision 2045. In 2045, children will be at a productive age of 28-45 years who will continue to build the nation. For this reason, they must be protected and receive great attention so that they can become qualified human resources so that they can play a role in increasing productivity, innovation, creativity and competitiveness of the nation.

The protection of children from violence, including violence that occurs in temporary care institutions such as childcare centers (TPAs) or daycares, has become a global concern because it has a serious impact on child development. Indonesia as one of the countries that has ratified the Convention on the Rights of the Child (KHA) is obliged to fulfill, respect and protect children.

Indonesia's commitment to the agreement can be seen in the stipulation of Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection,

which mandates child protection, namely all activities to guarantee and protect children's rights so that they can grow, develop and participate optimally in accordance with human dignity and receive protection from violence and discrimination. In Article 23 paragraph 2, it mandates that the state and the government supervise the implementation of child protection. There are still cases of violence and abuse of children or toddlers in landfills/daycares that cause severe trauma that cannot be separated from the government's supervisory function that has not gone well.

Based on article 107, Government Regulation (PP) Number 17 of 2010 concerning the management and implementation of education, TPA is a form of PAUD service that implements educational programs in the form of play while learning for children aged zero to six years with an emphasis on the aspects of childcare and social welfare. To improve the quality of early childhood education services and ensure the fulfillment of the essential needs of early childhood, early childhood education is encouraged to implement the Integrative Holistic Early Childhood Development (PAUD HI) policy, which is to meet children's needs including health and nutrition, education, nurturing, protection, and welfare (Cabinet Secretariat of the Republic of Indonesia, 2013)

Several ministries/institutions have temporary care service programs whose implementation is adjusted to the peculiarities and diversity of the organizers, namely the TPA/Daycare program from the Ministry of Education and Education, the TAS program by the Ministry of Social Affairs. The Child-Friendly Foster Care Park (TARA) program by the Ministry of PPPA which standardizes TPA/Daycare according to the guidelines of TARA to TARA and the Kindergarten Sayang Anak (TAMASYA) by the Ministry of Agriculture which standardizes TPA/daycare according to the guidelines of SIGHTSEEING to become TAMASYA, whether established by the district/city government, village government, groups of people, non-profit legal entities in the form of foundations, associations or other similar bodies or individuals (. (Ministry of Education and Culture, 2014) (Ministry of Social Affairs, 2012); (Ministry of PPPA, 2024); (Kemendukngganga, 2025) (Ministry of Education and Culture, 2014)

The Ministry of Education already has National Education Standards as outlined in Permendikbud Number 137 of 2014 concerning National Standards for Early Childhood Education. This Permendikbud regulates the standards for the management and implementation of PAUD including TPA/daycare, which consists of: standards for the level of achievement of child development; content; process; assessment; education and education personnel; infrastructure; management, and costs. As a form of early childhood education services, TPA/daycare must meet the National Education Standards, the establishment of which is regulated in Permendikbud Number 84 of 2014 concerning the Establishment of Early Childhood Education Units.

In Government Regulation Number 4 of 2022 concerning amendments to Government Regulation Number 57 of 2021 concerning National Education Standards, accreditation of PAUD Units, including TPA/daycare, is carried out by the central government which is carried out by the Education Standardization, Guarantee, and Quality Control Agency.

Early childhood education accreditation is carried out by the government and/or independent institutions as a form of external quality assurance for early childhood education programs including TPA/daycare to determine the feasibility of programs and educational units on formal and non-formal channels (TPA/daycare). Accreditation is part of the government's supervision system, because in the process there is an evaluation and assessment process for TPA/daycare institutions to measure the extent to which the institution meets the standards that have been set. From the KPAI data above, the various conditions of landfills/daycare also show that there are still many landfills/daycares that have not been accredited.

The Ministry of Social Affairs has issued Permensos Number 2 of 2012 concerning Prosperous Children's Parks (TAS) which makes this regulation as a norm, standard, procedure and criteria (NSPK) that regulates the establishment and implementation of TAS as described in Article 30. TAS is one of the social services that provides care, nurturing and protection for children from the age of 3 months to eight years. TAS functions to temporarily replace the role of parents. In addition, it also functions as a Children's Social Welfare Institution (LKSA) social welfare program for children under five.

Meanwhile, the Ministry of PPPA has issued Ministerial Regulation of PPPA Number 4 of 2024 concerning the Implementation of Children's Rights Fulfillment Services, which emphasizes 4 aspects, namely service management, service facilities, products and services, as well as service providers in order to make child-friendly children's rights fulfillment service institutions in these various aspects to achieve the fulfillment of children's rights and special protection. The TARA standard guidelines initiated in 2020 continue to undergo changes, the last time the guidelines have been included in this candy.

The Ministry of PPPA together with BSN has also issued SNI 9255: 2024: Child-Friendly Foster Care which was later revised to SNI 9255:2025: Child-Friendly Foster Care Centers that are intended so that TARA services can run optimally and ensure the fulfillment of child-rights-based caregiving. However, this SNI cannot be implemented because BSN is still in the process of providing a professional certification institution (LsPro) and this SNI needs to be advocated to the regions as well as daycare managers.

Furthermore, the Guidelines for the Implementation of SIGHTSEEING contained in the Decree of the Minister of Tourism Number 29/KEP/F1/2025 are a reference for the management of the Sightseeing program. The Sightseeing Standard is made through a combination of references from existing TPA/daycare standards (Permendikbud, Permensos, Permen PPPA) as well as the development of data and information through information systems to support monitoring and supervision. This guideline is also still new so it needs to be advocated and socialized.

The diversity of TPA/daycare implementation from several of the above agencies needs to be balanced with coordination, cooperation and collaboration both in data collection, supervision and service standardization to improve the quality of TPA/daycare services in an effort to meet the needs of education, parenting, welfare and child protection in the temporary care institution in order to prevent violence. Each ministry has policies related to supervision of the implementation of the programs it initiates. The table below illustrates how the surveillance mechanism is built:

No.	Policy	Surveillance system
1	Permendikbud Number 84 of 2014 concerning the Establishment of Early Childhood Education Units	<ul style="list-style-type: none"> - The guidance and supervision of the establishment of PAUD nationally is carried out by the Minister or Director General, including: (1) the determination of guidelines for the establishment of PAUD units; (2) coordination of the implementation of the establishment of PAUD units; (3) Facilitation, guidance, monitoring, and evaluation. - At the regional level, the governor or head of the agency provides guidance and supervision over the establishment of PAUD at the provincial level; The regent/mayor or head of the agency provides guidance and supervision over the implementation of the establishment of PAUD at the district/city level. Which includes coordinating the implementation of the establishment of PAUD units and facilitation, guidance, monitoring, and evaluation. - Monitoring and evaluation are carried out at least once a year. - And then the regent/mayor of the head of the agency reports the establishment, change, and closure of the PAUD unit in his area to the governor of the head of the provincial office, which then reports to the minister of the director general.

No.	Policy	Surveillance system
2	Permendikbud Number 25 of 2018 concerning Electronically Integrated Business Licensing for the Education and Culture Sector	<ul style="list-style-type: none"> - Supervision is carried out by the ministry and/local government on the implementation of (1) Commitments; (2) compliance with standards, certification, licensing and/or registration; (3) business and/or activities in accordance with laws and regulations. - The Ministry can partner with professional institutions/local governments in carrying out supervision. - Actions of the Ministry and/or local government if during supervision a non-conformity is found: warning; temporary suspension of business activities; and/or revocation of Business License. - Stages of taking action (1) Warning: given to business actors who carry out business activities that are not in accordance with the Business License; (2) Temporary dismissal, given if the business actor has been warned 2 times but does not pay attention to the warning. (3) Revocation of business license, carried out if the business activity has been temporarily stopped within one month and does not care about it. - Actions in the form of warnings, temporary suspension of business activities, and/or revocation of Business Licenses are submitted through the OSS system (<i>online Single Submission</i>) by the Ministry and/or local government to the OSS Institution. Furthermore, the OSS Institution based on the report of the Ministry and/or local government temporarily suspends or revokes business licenses.

Table 1 illustrates how the TPA/Daycare supervision mechanism was built by the Ministry of Education and Culture. Permendikbud Number 84 of 2014 regulates supervision in stages starting from the central to the regional level, namely at the central level carried out by the Ministry of Primary and Secondary Education and at the regional level by the Education Office at the provincial and district/city levels to ensure the establishment of PAUD units in accordance with existing regulations. The multi-elements involved in the implementation of supervision only involve the government responsible for the implementation of landfills at the central and regional levels.

Supervision is regulated as follows: (1) Permendikbud Number 84 of 2014 regulates supervision in stages starting from the central to the regional level, namely at the central level carried out by the Ministry of Primary and Secondary Education and at the regional level by the Education Office at the provincial and district/city levels to ensure the establishment of PAUD units in accordance with existing provisions. The multi-elements involved in the implementation of supervision only involve the government responsible for the implementation of landfills at the central and regional levels.

Then, Permendikbud Number 25 of 2018 stipulates that supervision is carried out by ministries and/or local governments can partner with professional institutions/partners. The elements of multi-actor cooperation are fulfilled, namely with local governments according to their authority, professional institutions such as national accreditation bodies and OSS institutions in terms of licensing to accelerate licensing in the education and cultural sectors including Daycare.

In addition, this regulation explains that if there is a deviation after supervision, the OSS institution through a report from the ministry or local government can take action for a warning, temporary suspension of business activities, and/or revocation of License. Licensing through OSS in the regions through the One-Stop Investment and Integrated Services Office (DPMPSTP) or education offices in the regions.

In Article 6, it is mandated that business actors who provide non-formal education, both individual and non-individual, in the form of limited liability companies, business entities established by foundations, non-profit business entities established by other legal entities are required to register for business activities by accessing the OSS website. TPA/daycare needs to understand the requirements for feasibility studies, educational content, number and qualifications of educators and education personnel, facilities and infrastructure, education financing, evaluation

and certification systems as well as management of educational services and processes to obtain business licenses in accordance with the regulations of the Minister of Education and Culture Number 25 of 2018.

TPA/daycare that meets these requirements means that they have passed the business license/legality. Thus, this is part of the supervision system for daycare providers. But unfortunately, not all existing landfills are registered through this system. Regarding this OSS system, there are obstacles in its implementation, one of which is that this policy has not been massively socialized to business actors, including daycare managers owned by individuals and non-individuals, as well as to local governments. They do not know and understand the existence of this system and how to use it ((zinkilat, 2025). So that it is not possible to supervise temporary service institutions that have not been registered in this system.

Table 2. Ministry/Institution Supervision System for Temporary Foster Care Institutions: TAS

No.	Policy	Surveillance system
1	Permensos Number 2 of 2012 concerning Prosperous Children's Gardens	<ul style="list-style-type: none"> - The Supervision System in the implementation of TAS policies is carried out in stages from the Minister of Social Affairs to the provincial government, then the governor supervises the implementation of TAS policies in districts/cities. Then the Regent/mayor supervises the implementation of the TAS program in their area. - The supervision is carried out through periodic monitoring and evaluation activities in partnership with relevant agencies within their territory. Then the report is also carried out in stages from the regent/mayor to the governor and governor to the Minister of Social Affairs and the Minister of Home Affairs.

Table 2 illustrates how the TAS supervision mechanism was built by the Ministry of Social Affairs. Permensos No. 2 of 2012 regulates supervision carried out in stages from the central government to the provincial level local government, the provincial level local government to the district/city level local government, and the regency/city local government supervises the implementation of these institutions in their areas, this regulation also fulfills the multi-actor element because it involves the central and regional governments, but nevertheless it is not optimal to involve other parties.

Table 3. Ministry/Institution Supervision System for Temporary Foster Care Institutions: TARA

Policy	Surveillance system
Circular Letter of the Minister of PPPA Number 61 of 2020 concerning Guidelines for the Implementation of Children's Rights-Based Daycare Parks for Workers in the Regions	<ul style="list-style-type: none"> - Supervision is carried out by the PPPA Office in the regions (provinces and districts/cities) through the instructions of the governor/regent/mayor on the implementation of child-friendly daycare/child-friendly foster care according to the standards applied in companies and community institutions. - Monitoring and Supervision is carried out 2 times a year. Furthermore, the PPPA Office receives a report from the daycare operator and reports it to the Ministry of PPPA.

Table 3 illustrates how the TARA supervision mechanism carried out by the Ministry of PPPA through the Circular Letter of the Minister of PPPA Number 61 of 2020, supervision is carried out by the PPPA Office in the regions. In this regulation, multi-actor cooperation is also fulfilled even though it only involves the PPPA Office and TPA/Daycare operators to obtain reports, which are then reported to the Ministry of PPPA. The implementation of this SE has not been optimally carried out, including in terms of supervision. This can be seen from data from the Ministry of PPA, in 2021-2024 there will only be 42 landfills/daycares in areas spread across 35 districts/cities in 10 provinces that are standardized to become TARA, which means that they have sent a report on their implementation because it is one aspect in the standardization process (Ministry of PPPA, 2024a) The lack of cooperation built causes this SE to be less effective in its

implementation. This SE does not involve other sectors such as professional institutions, as well as community participation.

In its development, at the central government level through the Ministry of PPPA has collaborated with the National Standardization Agency, to encourage landfills/daycare to have SNI, which is carried out by professional certification bodies (Lspro) which will carry out the certification process. The goal of SNI TARA is to ensure that TARA services can run optimally and ensure the fulfillment of the right to child-centered parenting. In the process, human resources at Lspro will be trained to be able to implement (BSN, 2025) SNI 9255:2025 Child-Friendly Foster Care Centers (TARA).

Table 4. Ministry/Institution Supervision System for Temporary Foster Care Institutions: EXCURSION

Policy	Surveillance system
Decree of the Minister of Ministry of Agriculture Number 29/KEP/FI/2025 concerning Guidelines for the Implementation of Child Care Centers (TAMASYA)	<ul style="list-style-type: none"> - Supervision is carried out together with ministries/institutions, local governments and the community as well as the involvement of parents/families. - Supervision involves the PAUD HI Task Force.

Table 4 illustrates how the SIGHTSEEING supervision mechanism through the Decree of the Minister of Ministry of Tourism Number 29/KEP/FI/2025 which says that supervision is carried out with ministries/institutions, local governments and the community as well as the involvement of parents/families. Although the supervision system built in Tamasya has seen a more comprehensive multi-element cooperation, the implementation has not been seen because these guidelines will only be issued at the end of 2024.

Ministries/institutions at the central level have not established cooperation in terms of supervising the current temporary care institutions, and cooperation involving the community, including community institutions, the business world and the media as well as parents/families as regulated in the TAMASYA Guidelines has not been implemented. collaboration has not been said to be maximum if it has not involved all stakeholders such as the mass world, mass media, NGOs (Sukmawati et al., 2022b).

Based on the description above, it can be seen that ministries/institutions have regulated and have their own supervision system for the implementation of temporary care service programs that they have initiated. The supervisory framework to ensure compliance with the implementation of standards includes licensing carried out by the government, both by ministries and local governments, for the implementation and management of temporary care institutions such as TPA/Daycare/TAS, TARA, and TAMASYA. However, the cooperation regulated in the existing regulations in each ministry/institution has not run optimally because it is generally regulated vertically and has not been regulated across sectors and involves other parties.

The temporary parenting service program in 4 ministries/institutions basically has the same goal, which is as a solution to improve the quality of the family and ensure the fulfillment of children's rights and special protection of children through quality parenting when parents or mothers/women work or due to other conditions that cause parents to be unable to provide proper care for children, according to the standards that have been set by each through the program of the temporary care institution that has been initiated. Its existence is very important to be able to ensure that the rights to education, parenting, health and welfare of children are fulfilled. In Koorongocho, 22% of children who were not enrolled in daycare showed signs of cognitive retardation (Clark et al., 2017).

The problem is that these parties have not carried out cooperation in supervision, in policies related to supervision over the supervision of the implementation of TPA/Daycare, TAS, TARA

and TAMASYA carried out through their respective agencies so that the supervision process carried out is based on the duties and responsibilities of each element of government. This illustrates that a common understanding to carry out supervision has not been established. There should be an understanding regarding supervision in temporary care institutions, namely: (1). how supervision will be carried out; (2). what are the performance indicators set, and (3). How the evaluation will be carried out on the results of supervision.

The above rules have not regulated the form of joint supervision across ministries/institutions at the central level, so that intertwined efforts in carrying out supervision have not been carried out between ministries/institutions at the central level, thus there has been no cooperation in the supervision process that is carried out productively and continuously between ministries/institutions. Therefore, there have been no results of supervision carried out on TPA/Daycare/TRA/TAS because joint supervision has not been carried out.

Multi-element or multi-actor equality in the supervision of the implementation of the temporary care institution program has not been achieved. This multi-actor equality can only be seen if there are rules that bind various supervisory elements to jointly carry out supervision that each of these elements has the same rights and obligations. Meanwhile, the absence of joint supervision or collaborative supervision carried out across ministries/institutions shows that there are no results of joint supervision across ministries/institutions. Thus, the results of the existing supervision are the results of the supervision of each ministry, not a common consensus.

From this explanation, it can be explained that collaborative supervision has not been built in the implementation of supervision over the implementation of temporary care institutions in Indonesia, both TPA/Daycare, TAS, and TAMASYA. In the future, it is hoped that collaborative supervision can be carried out because the benefits are very great in supervising the implementation of temporary care institutions. Herdiana, D, 2020 revealed the benefits of collaborative supervision, namely: (1) The effectiveness of human resource utilization because it allows various supervisory organizational units to synergize with each other; (2) Process and budget efficiency. Joint supervision is able to save time that each supervisory organization works according to its duties and responsibilities. This will have an impact on budget savings as the cost of implementing supervision; (3) The realization of strong synergy between elements of the supervisory organization will be able to create a conducive climate in the implementation of a professional supervisory process; (4) Produce comprehensive and reliable supervision reports. Supervision carried out by various supervisory units can reduce errors because one supervisory organizational unit can make corrections to other organizational units.

In 2025, the government has launched a Circular Letter with the Minister of Population and Family Development/Head of the National Population and Family Planning Agency, Minister of Home Affairs, Minister of Women's Empowerment and Child Protection, Minister of Primary and Secondary Education, Minister of Social Affairs and Manpower number: 2/SEB/F1/2025, number; 400.7/2637/SJ, number 002/Setmen.Birohh/KL.01/01/2025, number 8/2025, number 96/MS/PI.001/4/2025, number; M/1/HI.00.02/II/2025 concerning the Establishment and Implementation of Child Care Centers within Ministries/Institutions, Regional Governments, State/Regional Owned Enterprises, and the Private. This SE, among others, aims to strengthen regulations and coordination between parties as a legal and technical basis for coordination between government agencies, organizations, and other stakeholders in the implementation of landfills.

The content of this SEB includes building a data and information system as well as implementing data and information interoperability regarding caregiver capacity, and monitoring child growth and development with the aim of increasing synergy in monitoring and reporting of

landfills. In addition, related to the implementation of monitoring, evaluation and reporting of the implementation of education and parenting at TPA, including the completeness of TPA data, data on caregivers and their competencies, data on foster children to ensure the completeness of the data.

The government does not yet have an integrated data system, especially to carry out joint supervision of the implementation of existing landfills/daycares. It is hoped that through this regulation, it can bind its members to cooperate, build understanding in supervision, strive for interconnectedness, realize equality and synergy in conducting collaborative supervision and produce a consensus on the results of constructive and sustainable supervision.

Furthermore, in the supervision system described in the table above, it can also be seen that there is no clear and specific division of roles and duties in supervising the implementation of TPA/Daycare, TARA and TAMASYA. And there is still a lack of direction for cross-sectoral involvement in supervising as instructed in the Child Protection Law that child protection is the obligation of all elements of the nation, namely the state, government, local government, community, family, and parents or guardians in carrying out child protection. There is a need to strengthen the role of the *tupoksi* that must be carried out in the implementation of the program (Pujianti, F., Muhtar, E.A., Setiawan, T., 2023), including the supervision program.

Managerial supervision to improve the quality of continuing education in PAUD including TPA emphasizes the need for stakeholder involvement. Improving the quality of education in PAUD requires a strong commitment from management to implement effective and sustainable supervision practices. (Neneg, 2024t). The current condition is when there is a case of violence in a temporary care institution, only then do we find out what the position, legal status, and background of the caregiver are. This shows that the supervision system has not been running properly.

Policy Alternatives/Options

The collaborative supervision approach, its characteristics are: (1) Multi-element/multi-actor cooperation; (2) it is done based on mutual understanding; (3) intertwined efforts in conducting supervision; (4) equality and synergy between actors; (5) The results of supervision are mutual consensus. Based on this approach, the formulation of alternative policies is carried out using the Four Conceptual Frameworks of technical feasibility, economic and financial possibility, political viability and administrative operability (Bardach, 2012). In analyzing the priorities of alternative policies, a scoring assessment of 1-5 was carried out by *keypersons*, namely echelon 1 and 2 officials within the Ministry of PPPA, lecturers and policy experts on the Protection and Fulfillment of Children's Rights.

Formulation of alternative policies using The Conceptual Framework of the Four Bardach Criteria are: (1). Technical eligibility criteria that Measure whether a policy or program will achieve the set goals. (2) Economic and Financial Possibility, measuring how much costs are incurred for the implementation of policies and how much profit is generated (3). *Political Viability* (Political Life) measures whether policies have support from relevant stakeholders (4). *Administrative Operability* (Administrative Operational Ability), Measure the ability to implement policies in a systematic, organized, and accountable manner.

The proposed policy alternatives; as follows: the first policy alternative, through the Revision of Presidential Regulation Number 60 of 2013 concerning Integrative Holistic Early Childhood Development (PAUD HI) to encourage joint supervision efforts. The implementation of PAUD HI in the implementation of PAUD, including TPA/daycare, is carried out by integrating aspects of education, health and nutrition, nurturing, protection, and welfare holistically to ensure

that all aspects of early childhood growth and development are fulfilled in an integrated manner. Revisions can be made in the implementation chapter by adding a new point that explicitly emphasizes the implementation of coordination and facilitation of joint supervision between ministries/institutions and the community as well as the media in the implementation of PAUD HI at all levels.

Then in the task force that has been determined, an emphasis is added on supervision along with revising the task section and the composition of the membership in it. The supervisory coordination function can be carried out by facilitating regular supervisory coordination forums. Through the revision with the emphasis on joint supervision, it is hoped that it can ensure the quality and accountability of services in temporary care institutions, increase coordination, cooperation and synergy between relevant stakeholders, optimize resources, and the existence of joint financing, as well as strengthen efforts to prevent and handle problems in landfills/daycares such as violence, neglect and other mistreatment because they will be detected earlier and dealt with more effective. In addition, the involvement of multi-sectors in the supervisory function is expected to create a sense of concern and responsibility for the optimal development of children's growth and development.

The second policy alternative is to provide an integrated data system through a digital platform in the form of a collaborative supervision dashboard containing a digitally integrated data system containing elements that are mutually agreed upon to be supervised elements such as legality, child-friendly facilities and services provided by Daycare/TPA, competency and qualification data, as well as caregiver capacity, data on the number of children and data on child growth and development monitoring data which supports supervision in improving the quality and accountability of service institutions in order to protect children. Data input can be done by all relevant ministries and local governments.

This policy will provide convenience, effectiveness and efficiency in conducting collaborative supervision, as well as accelerate data collection through the involvement of multi-stakeholder collaboration, both the government, elements of society such as the business world, community institutions, the media, parents, and professional institutions. The supervision process will be minimal in the future, because it is carried out through this digital platform, even though the initial process requires budget investment in its development.

This dashboard can be developed integrated with OSS to improve the supervision system and enable efficient data and information exchange so as to increase transparency, accountability and effectiveness of supervision. An online-based public complaint system if there are complaints from the public about the implementation of landfills/daycare can also be a menu in this platform. To minimize costs in the process of providing this dashboard, it can be integrated into the Ministry of PPPA's Gender and Child Information System (SIGA) platform, which is a one-time portal of data from the Ministry of PPPA.

The implementation of this dashboard management requires good coordination between the parties involved as well as advocacy, socialization, and technical guidance to local governments and temporary care institution operators such as TPA/Daycare, TARA, TAMASYA, and TAS to understand and use this dashboard. In addition, internally for dashboard management human resources, it is necessary to provide training and technical guidance. Investment is needed in the creation of this dashboard and technical coordination meetings in the process of creating and improving it. In the long term, the implementation of the use of this dashboard can improve the supervision system, and tighten supervision of temporary care institutions.

Third policy alternative, Review and Revision of Child-Friendly Regency/City Evaluation Indicators by adding specific questions to the KLA Evaluation instrument related to the

implementation of collaborative supervision, mechanisms, and parties involved in collaborative supervision of the implementation of alternative childcare institutions and temporary childcare institutions. Currently, the Ministry of PPPA is discussing revisions for all indicators, so this is the right time to propose it. This discussion involves relevant ministries/institutions.

The addition of this indicator can strengthen the development system in the region, especially related to the supervision of temporary care institutions because it is expected that there will be an integration of commitments from various parties, both the government, the community, the business world, and the media that plan and sustainably supervise the implementation of temporary care institutions.

Fourth Policy Alternative: Preparation of Guidelines and SOPs or collaborative monitoring mechanisms. This policy is to follow up on SEB 6 ministries/institutions. The guidelines are prepared by the relevant ministries and agencies that initiate the implementation of temporary care institutions by integrating the diversity of standard policies across ministries and agencies so that there is a common reference to carry out joint supervision. In its preparation, it is hoped that it can involve other stakeholders besides relevant ministries/institutions such as academics, community institutions in the field of child protection, landfill/daycare managers, and professional personnel such as psychologists to compile comprehensive instruments.

Furthermore, with the existence of SOPs or joint supervision mechanisms that become a unit in the guidelines, it is hoped that communication flows and coordination mechanisms can be built in joint supervision. For example, with SOPs, it can regulate the schedule of coordination meetings, the format of joint reports, and the process of utilizing information from supervision. Then, through SOPs, the role and responsibilities of each agency involved can be clarified so that it can prevent confusion, duplication of efforts, and speed up the supervision process. The SOP will outline specifically who is responsible for each stage of supervision, reporting and follow-up, making it easier to identify if there are any irregularities. Supervision can also be carried out uniformly at various levels and by various parties so that it is more effective and efficient.

Alternative fifth policy: Human resource competency development regarding standardization and online licensing system through OSS in Ministries/institutions, local governments, professional institutions, and organizers as well as all human resources of temporary care institutions through socialization activities, technical guidance, as well as mentoring and coaching. Internal support from the organization and the existence of budget allocation in this human resource investment are needed. This policy can have a big impact on improving organizational performance, especially related to the implementation of joint supervision.

Table 5. Assessment Scale

No.	Criterion	1 (Very Low)	5 (Very High)
1.	Technical Feasibility	Strongly does not support the achievement of goals	Strongly supports the achievement of goals
2.	Economic and Financial Possibility	Very ineffective cost and burdens the financial budget	The costs incurred are very effective and efficient and do not burden the financial budget
3.	Political Viability	Strongly not supported by relevant stakeholders	Strongly supported by relevant stakeholders
4.	Administrative Operability	Implemented in a very unsystematic, organized and unaccountable manner	Implemented in a highly systematic, organized, and accountable manner

Table 6. Alternative Policy Assessment

Alternative	Criterion				Total
	Technical Feasibility	Economic and	Political Viability	Administrative Operability	

Alternative	Criterion				Total
		Financial Possibility			
Revision of Presidential Regulation Number 60 of 2013 concerning Integrative Holistic Early Childhood Development (PAUD HI) to encourage joint supervision efforts	19	16	19	15	69
Providing an integrated data system through a digital platform in the form of a collaborative monitoring dashboard	20	17	17	14	68
Review and Revision of Child-Friendly Regency/City Evaluation Indicators by adding specific questions in the KLA Evaluation instrument related to the implementation of collaborative supervision, mechanisms, and parties involved in collaborative supervision of the implementation of alternative childcare institutions and temporary care institutions.	20	18	19	13	70
Preparation of Guidelines and SOPs or collaborative supervision mechanisms.	18	15	17	15	65
Human resource competency development regarding standardization and online licensing system through OSS in Ministries/institutions, local governments, professional institutions, and organizers as well as all TPA/daycare human resources.	18	16	19	16	69

Source: Analysis Results, 2025

Based on the analysis of the results of the assessment of alternative policies, the review and revision of the Child-Friendly Regency/City Evaluation indicators by adding specific questions in the KLA Evaluation instrument related to the implementation of collaborative supervision, mechanisms, and parties involved in collaborative supervision of the implementation of alternative care institutions and temporary care institutions are the policies with the highest scores. This policy strongly supports the achievement of the goal of preventing child violence, especially in temporary care institutions. By adding these questions in the indicators of standardization of alternative and temporary parenting institutions, it can build collaborative supervision involving multi-stakeholder roles and strengthen child protection efforts to be truly implemented, because local governments will strive to fulfill this indicator to be able to realize child-friendly districts/cities, child-friendly provinces to realize child-friendly Indonesia in 2030.

In addition, the existence of this policy encourages local governments to build and strengthen cross-sector collaboration mechanisms between OPDs, community institutions, the media, as well as the community and parents in supervision so that prevention efforts can be carried out proactively together. Thus, this policy is strongly supported by relevant stakeholders because it can strengthen the KLA program as a sustainable child protection system.

The child-friendly district/city policy aims to ensure the protection of all Indonesian children, namely fulfilling their rights and providing special protection for them, including protection from violence anywhere, including violence in temporary care institutions such as TPA/daycare or the like. It is hoped that the regions can form a supervisory team in the region involving multiple sectors so that the roles and responsibilities of each party in supervision are clear and do not overlap. In addition, there is strong cooperation, coordination, and synergy to collaborate in supervising the implementation of temporary care institutions.

The implementation roadmap is in the short-term phase. In the first year, a revision was made to Presidential Regulation Number 21 of 2021 concerning the Child-Friendly Regency/City Policy as an effort to increase and strengthen the commitment of the central government, provincial governments, district/city local governments, the community, the media, the business world,

academics, development partners, and professional institutions to realize development that cares about child protection and strengthen the role and capacity of the district/city government in realizing development in the field of child protection. This revision involves related ministries and agencies formed through an inter-ministerial committee (PAK).

The new KLA Presidential Regulation will later be the basis for revising its derivative regulations. Then establish the National Task Force on Child-Friendly Regency/City Policy (KLA) at the central level which aims to coordinate across ministries/institutions in order to accelerate the fulfillment of special rights and protection of children in each district/city, in order to realize a Child-Friendly Indonesia. The task force will be determined through the Decree of the Coordinating Minister for Human Development and Culture. The Task Force consists of a steering and implementation team. The implementation team is a ministry / 1 in charge according to the cluster/field in the KLA, namely institutions and 5 special child fulfillment and protection clusters. Where one of the clusters, namely the field of family environment and alternative parenting, contains indicators of standardization of alternative parenting institutions and temporary parenting. This Task Force will later prepare a National Action Plan, team plan, coordination meetings, as well as monitoring and evaluation. Where the change in the KLA question instrument is one of the agenda of the team's discussion., especially in the indicator of the stactualization of temporary care institutions, it is necessary to emphasize the implementation of collaborative supervision.

In the revision of the KLA Presidential Regulation, the update of the National Action Plan adjusts to the nomenclature of the ministries and ministries in charge of the 24 KLA indicators and integrates the ministry / 1 work plan so that the implementation of KLA reflects a holistic and non-sectoral cross-sector approach, where in the RAN will detail the implementing work units. This is important so that the relevant parties have clear roles and responsibilities.

In line with the implementation of the RAN update involving all related ministries and agencies, discussions were also carried out on changes to the KLA indicator instruments through routine coordination meetings within the Ministry of PPPA followed by involving related ministries and agencies to discuss, agree, and finalize changes to the question instruments. So that the costs incurred are very effective and efficient and do not burden the financial budget because they are at the same time as the budget that is already running or hitchhiking on the existing process. In addition, the implementation of coordination meetings was carried out online.

In the second and third years, the focus is on revising its derivative regulations, namely the Regulation of the Minister of PP and PA on the implementation of Child-Friendly Districts/Cities and the Decree of the Minister of PPPA on the Evaluation Instrument of Child-Friendly Districts/Cities at the Provincial Level, which contain the KLA evaluation question instrument including changes that emphasize collaborative supervision, mechanisms, and parties involved in collaborative supervision of alternative childcare institutions and childcare institutions while.

In the 3rd year, it is also hoped that the implementation of advocacy, socialization, and technical guidance to provincial and district/city governments regarding the renewal of the KLA instrument has begun to be implemented. Human resources at the provincial and district/city levels who carry out KLA evaluations will be trained on the new indicators. The training also includes an understanding of the concept of collaborative supervision (Kementerian Sosial, 2012). Regarding supporting evidence that needs to be attached, it will be explained in detail in the KLA evaluation instrument, for example, the existence of a collaborative supervision team decree, collaborative supervision SOPs, and supervision results report. It is hoped that the regions will develop and implement policies, programs, and activities that support efforts to implement collaborative supervision to meet these indicators (Kementerian Sekretariat Negara RI, 2014).

In the fourth year, the change instrument can begin to be implemented in the regions and the KLA evaluation is filled out every year with new instruments where the regions already have policies, programs, and activities to fulfill collaborative supervision policies in temporary care institutions that are documented by related multi-sectors as concrete evidence of supporting the implementation of the policy (Neneng et al., 2024).

In the 5th year, monitoring and evaluation of the results of data filling and regional evaluation were carried out by the Ministry of PPPA and related ministries and also the Coordinating Ministry for PMK as the coordinator and the Ministry of Home Affairs. From the results of filling these areas, it can be a crucial follow-up material, for example, areas that are identified as still weak in collaborative supervision will receive guidance and assistance from relevant ministries/institutions (Siga Kemen PPPA, 2024; Siga Kemenpppa, 2025).

Sharing of responsibility in the implementation of policies for the implementation of collaborative supervision, the existence of mechanisms, and parties involved in collaborative supervision of the implementation of alternative care institutions and temporary care institutions involves relevant ministries/institutions. The Ministry of PPPA as the leading sector coordinates this policy to the relevant ministries/agencies, namely the Ministry of Education and Education, the Ministry of Education, the Ministry of Social Affairs, the Ministry of Manpower, and the Ministry of Home Affairs. Then, together they can carry out advocacy, socialization as well as monitoring, evaluation and supervision to the regions. Meanwhile, the Ministry of Home Affairs ensures that there is a budget allocation in local governments for the implementation of the policy (Nurkolis, Muhdi, & Yuliejantiningih, 2023).

The monitoring and evaluation mechanism can be carried out by the team, in this case the National Task Force Team for KLA Policy in the Field of Education, family environment and alternative parenting to evaluate the progress of policy implementation. Evaluation and supervision were carried out to assess the effectiveness of collaborative supervision to measure its impact in preventing child violence in temporary care institutions. Based on the recommendations of the policy evaluation results, policies can be adjusted to increase their effectiveness, such as through policy development and strengthening, budget addition, and the use of digital technology (Kementerian Sekretariat Negara R., 2024; Dwiyantri, Nirmalasari, & Zakaria, 2024; Clark, Kabiru, Laszlo, & S, 2017; Stephanus Aranditio, 2024).

The addition of questions related to the implementation of collaborative supervision, mechanisms and multi-stakeholder involvement in supervision of the implementation of existing temporary care institutions such as TPA/daycare/the like in the regions are indicators that must be fulfilled by the regions so that they can encourage the formation of concrete mechanisms and the clear division of duties and responsibilities in preventing the occurrence of child violence in the institution as an effort to protect children.

Conclusion

Policy recommendations for review and revision of the Child-Friendly District/City Evaluation indicators by adding specific questions in the KLA Evaluation instrument related to the implementation of collaborative supervision, mechanisms, and parties involved in collaborative supervision of the implementation of alternative childcare institutions and temporary childcare institutions will be outlined in the Decree of the Minister of Women's Empowerment and Child Protection on the Child-Friendly Regency/City Evaluation instrument at the Child-Friendly District/City Evaluation Level. Provinces to be revised. The PPPA Minister's Decree will be a reference for regions to implement policies, programs and activities that support the implementation of collaborative supervision involving multiple sectors, namely the government,

experts, community institutions, mass media, the business world, professional institutions, and development partners who contribute according to their respective authorities and roles. Policy. This will be a sub-indicator that must be fulfilled by the regions so that it can encourage the formation of a concrete mechanism for collaborative supervision and a clear division of duties and responsibilities in conducting collaborative supervision across sectors to prevent child violence in temporary care institutions in order to support the development of child-friendly districts/cities, child-friendly provinces to realize a child-friendly Indonesia by 2030.

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