

Strengthening Parental Awareness on Children's Rights in Nabire, Central Papua Province in Indonesia

Yohana Yembise, Wigaty Yektiningsih, Izak Morin, Max Nemo, Simon Rumaseb

Abstract

Parental awareness of children's rights is still a crucial in many areas, including Nabire in Central Papua Province. Many parents and community members do not have enough knowledge about children's rights. This situation can lead to disregard, low protection, and limited access to education and basic services for children. This study aims at improving parents' understanding of children's rights and encouraging shared responsibility for protecting children in the family and schools. The study used a qualitative approach that was conducted at SMP YPK Paulus Sanoba in Nabire. Data were collected through interview with parents and community leader. The findings show four main problems: (1) limited understanding of the Child Protection Law; (2) limited awareness of government efforts to protect children; (3) the presence of physical and verbal violence; and (4) economic barriers.

Keywords: Parental awareness, child right, Education, Child Protection Law

Introduction

Education is a fundamental right of every child both nationally and internationally. The Convention on the Rights of the Child confirms that every child has the right to receive quality education without discrimination. In Indonesia, the fulfilment of children's right to education is stipulated in Law Number 23 of 2002 on Child Protection, as amended by Law Number 35 of 2014, which places parents as the primary parties responsible for the care, education, and protection of children. Numerous recent studies indicate that parental involvement has a significant relationship with children's learning motivation, academic achievement, and psychosocial well-being. Haryanto (2024) emphasizes that partnerships between parents and schools constitute an important foundation for creating meaningful learning experiences for students. In line with this, Lin (2025) finds that consistent parental support has a direct impact on improving students' learning motivation and academic outcomes.

However, in reality, not all parents have an adequate understanding of children's right to education and their strategic role in fulfilling it. Yembise et al. (2023) stated that, in Indonesia, there is still limited public understanding of the Child Protection Law, the CRC (Convention on the Rights of the Child), and children's rights in general. These international and national commitments have been translated into central and local government policies, including strategic plans to fulfill children's rights and support their growth and development, and protect them from all forms of violence. In support that a study study in Indonesia reveal that limitations in knowledge, time, and resources constitute the main barriers to parental involvement in optimally supporting children's education (Jatiningsih et al., 2024). This condition is more seen in Papua, which faces distinctive geographical, social, and economic challenges, such as limited access to education, long distances between homes and schools, and varying levels of parental educational attainment. In this context, parents' roles are often focused on meeting children's basic

needs, while educational support has not yet become a primary priority. Therefore, this study aims at raising this issue and identifying the factors that hinder parents from fulfilling children's right to education.

Literature Review

Education is not only understood as access for students to go to school, but also embraces the quality of learning, a safe environment, and the support that enables children to develop optimally. Hasibuan et al. (2024) emphasize that the fulfilment of children's right to education must be balanced with the fulfilment of parents' obligations in guiding and accompanying their children. A study conducted by Wahana Visi Indonesia (Dewi, 2021) in four regencies in Jayapura Regency, Biak Numfor Regency, Jayawijaya Regency, and Asmat Regency indicates the need for specific policies in Papua concerning the fulfilment of children's rights and child protection. The study reveals the problems are largely caused by poverty and economic factors.

In addition, parents play roles as educators, motivators, facilitators, and role models. Haryanto (2024) explains that parental involvement in education includes intensive communication with schools, supervision of children's learning activities, and emotional support. Such involvement has been shown to enhance children's self-confidence and readiness to learn. A study conducted by Rizka (2017), entitled "The Role of Parents in Improving Children's Achievement in Tanjung Raya Housing Area, Pematang Wangi Subdistrict, Tanjung Senang District, Bandar Lampung," found that parents who fail to fulfill children's right to education negatively affect children's academic success, resulting in low or unsuccessful achievement. Furthermore, Salisu (2025) demonstrates that parental involvement from the primary education level plays a crucial role in building children's academic development and character. The support provided by parents not only influences academic achievement but also contributes to the development of values, discipline, and responsibility for learning.

Learning motivation is also a key factor in the success of children's education. Lin (2025) found that children who receive learning support from their parents demonstrate higher levels of motivation and academic achievement compared to those who receive less guidance. This finding is reinforced by Putri et al. (2025), who conclude that parental involvement contributes significantly to improvements in students' learning motivation and academic performance. Afni et al. (2020), in their article, emphasize that the roles of both family and school are crucial in enhancing children's academic achievement. Thus, in the Indonesian context, parents' roles in fulfilling children's right to education face various structural and cultural challenges. Jatiningsih et al. (2024) reveal that there remains a gap in parents' understanding of children's educational rights, particularly in home learning situations.

Methodology

This study employs a descriptive qualitative research design. According to Saryono (2010), qualitative research is a type of research used to investigate, discover, describe, and explain the qualities or strengths of social phenomena. In addition, Sugiyono (2011) states that qualitative research methods are based on the philosophy of post-positivism and are used to examine conditions of natural objects. The results of qualitative research emphasize meaning rather than generalization.

The purpose of this study is to identify the factors that hinder parents from fulfilling children's right to education. To obtain parents' responses, the researcher interviewed three parents (husbands and wives) and one community leader on the following five questions; 1) Are you aware that there is a Child

Protection Law? 2) Are you aware that the nation protects children's rights to attend school? 3) Have you fulfilled your children's rights in supporting their study? 4) Do you still exercise any form of violence against your children? and 5) What challenges do you face in fulfilling your children's right to education?

Findings

The researchers analysed the respondents' data obtained through interviews based on Moleong (2017). Qualitative data analysis is described as an effort carried out by working with the data, organizing the data, classifying it into manageable units, synthesizing the data, identifying and discovering patterns, determining what is important and what can be learned, and deciding what can be reported to others. Therefore, the Miles and Huberman data analysis model was employed, which involves data reduction, data display, and conclusion drawing or verification (Emzir, 2016).

In general, it is concluded that, first, the majority of respondents stated that they had no idea of the Child Protection Law. They expressed the need for broader socialization and dissemination of this law within communities and schools. Secondly, they expected counselling and socialization programs related to government interventions in fulfilling children's rights in accordance with the law. Next, the respondents acknowledged still exercise physical and verbal violence at home and financial constraints emerged as the primary barrier, although most parents reported making strong efforts to overcome financial difficulties in order to ensure their children's educational success.

Conclusion

The objective of this study is to identify the factors that hinder parents' roles in fulfilling children's rights to education. The analysis reveals four main factors: (1) parents' limited understanding of the Child Protection Law; (2) limited awareness of government interventions in fulfilling children's rights; (3) the continued occurrence of violence against children; and (4) economic factors as the primary challenge. With strong collaboration among all relevant stakeholders, it is possible to ensure that every child has equitable access to education regardless of their economic background. Therefore, in efforts to fulfil children's right to education, collaboration among parents, schools, communities, and the government is essential. Through joint cooperation and shared support, children in Papua will have better opportunities to obtain quality education and to prepare for a brighter future.

References

- Afni, N. Jumahir, J. (2020). Peran Orang Tua dalam Meningkatkan Prestasi Belajar Anak. *Journal of Gender Studies*. (Vol. 12, No. 1, 2020). Retrieved April 17, 2023 from <https://jurnal.uindatokarama.ac.id/index.php/msw/article/view/591>
- Dewi, A. (2021). Peneliti: Perlu kebijakan khusus penuhi hak anak Papua. Retrieved Maret 26, 2023 from <https://www.antaraneews.com/berita/2392661/peneliti-perlu-kebijakan-khusus-penuhi-hak-anak-papua>
- Emzir. (2016). *Metodologi penelitian kualitatif*. Depok: PT Rajagrafindo Persada.
- Haryanto, S. (2024). Parental involvement in education: Building partnerships for student success and well-being. *Education Studies and Teaching Journal (EDUTECH)*, 1(1), 19–36. <https://doi.org/10.62207/wy18zj13>

Hasibuan, R. A., Azzumar, Q. A. (2024). Peran orang tua dalam menyeimbangkan hak dan kewajiban terhadap anak di era modern. *Jurnal Tafseer*, 12(2), 183–194. <https://doi.org/10.24252/jt.v12i2.54653>

Jatiningsih, O., Habibah, S. M., Wijaya, R., & Kartika Sari, M. M. (2024). Peran orang tua dalam pemenuhan hak pendidikan anak pada masa belajar dari rumah. *Jurnal Ilmu Sosial dan Humaniora*, 10(1). <https://doi.org/10.23887/jish-undiksha.v10i1.29943>

Lin, E. (2025). How parental involvement affects students' academic motivation and achievement. *Lecture Notes in Education Psychology and Public Media*, 86, 40–46. <https://doi.org/10.54254/2753-7048/2025.22630>

Moleong. (2017). *Metode penelitian kualitatif*. Depok: PT Remaja

Putri, A. M., Subhi, M. R. (2025). Literatur review: Peran orang tua dalam meningkatkan motivasi dan prestasi akademik anak. *Didaktik: Jurnal Ilmiah PGSD*, 11(2). <https://doi.org/10.36989/didaktik.v11i02.6527>

Rizka, V. (2017). *Peran Orang Tua Dalam Meningkatkan Prestasi Anak Di Perum*

Tanjung Raya Permai Kelurahan Pematang Wangi Kecamatan Tanjung Senang Bandar Lampung. (Skripsi). Lampung: Universitas Islam Negeri Radem Intan Lampung.

Salisu, N. (2025). Exploring the role of parental involvement in building educational foundations for children. *International Journal of Research in Education and Sustainable Development*, 5(1), 19–27.

Saryono. (2010). *Metode Penelitian Kualitatif*. Bandung: PT. Alfabeta

Sugiyono. (2011). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: PT.

Yembise, Y., Yektiningsih, W., Morin, I., Nemo, M., Rumaseb S.H. (2023). *Peran Orangtua Memenuhi Anak atas Pendidikan Di SMP YPK Paulus Sanoba Kabupaten Nabire Provinsi Papua Tengah*. Fakultas Keguruan dan Ilmu Pendidikan Universitas Cenderawasih.