



Balancing Children's Rights to Information and Digital Protection: Implementation of Indonesian Government Regulation No. 17 of 2025 in Basic Education

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Abstract

Background. Social media's growth gives kids the chance to learn and access knowledge, but it also puts them at risk of exposure to content that is inappropriate for their age and developmental stage. To safeguard children when they use digital services, the Indonesian government enacted Government Regulation Number 17 of 2025 on the Governance of the Implementation of Electronic Systems in Child Protection.

Purpose. To fulfill children's right to information through social media, this study examines the implications of implementing Government Regulation Number 17 of 2025, identifies barriers to its implementation, and assesses SD Negeri Kyai Mojo Yogyakarta's efforts to overcome these challenges.

Method. The study employs a qualitative, descriptive methodology. The study used literature research, interviews, and documentation involving SD Negeri Kyai Mojo State Elementary School and the Yogyakarta City Education, Youth, and Sports Office to gather data. Through source triangulation and qualitative analysis, the validity of the data was examined.

Results. The results show that SD Negeri Kyai Mojo has fulfilled children's right to obtain information through social media in a limited and proportionate manner by allowing gadget use when necessary to support learning. Schools also conduct conditional supervision and device inspections as a preventive measure against access to content that is not appropriate for children's age. Obstacles to implementing gadget restrictions mainly arise when students need to communicate with their parents because they left supplies behind, emergencies occur, or there are late pick-ups. These obstacles can be addressed by having classroom teachers serve as communication mediators and involving school officials to support communication between students and parents.

Conclusion. The research concludes that implementing child protection policies in the digital space can go hand in hand with fulfilling children's rights to information if carried out proportionately through collaboration among schools, parents, and the government.

Keywords: children's rights; social media; child protection; Government Regulation Number 17 of 2025; Electronic Systems



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INTRODUCTION

Social media is a medium that helps people socialize online, allowing them to interact anytime and anywhere. The rapid development of social media today is driven by people who feel they can have their own media, because everyone can access social media through a slow network without spending much money or needing expensive tools. Social media users can easily change, add, and modify their own social media. On social media, people can exchange ideas, share ideas, work together, and collaborate to create new things.

On the other hand, when humans identify a new item, they not only learn the object's class label but also how it relates to its parent class. They then utilize this knowledge to determine the similarities and differences between child classes. To guide the prototype learning module vbfd to learn parent-class information encoding, our model uses hierarchical relations by making the parent-class label of labeled data (all source-domain data and part of the target-domain data) part of the supervision. This makes prototypes of the same parent class closer in the prototype space, improving classification results. (Guo and others, 2022).

Social media has become an essential communication tool in the era of digitalization, especially in Indonesia, where internet penetration is high. For the internet generation, social media is a primary way to communicate authentically with various parties. However, symbols and text in digital communication can lead to multiple interpretations, so this generation must adapt to a complex digital culture. Private social media, such as WhatsApp, has become a popular platform among the internet generation for digital communication. WhatsApp is a primary choice for building digital communication channels, as shown by the many WhatsApp groups that have sprung up around school alumni, campuses, tribes, and political ideologies. Public social media platforms, such as Facebook, are also widely used as digital communication channels. Digital communication on *Facebook* has influenced the emergence of many online discussion groups. Although *Facebook groups are diverse, they are based not only on common interests and ideologies but also on science-based themes*. This phenomenon confirms that social media, as a digital communication tool, creates diverse communication patterns. Stronger two-way communication on social media leads to more democratic, interactive, and participatory interactions. Social media users can freely express their ideas through this interactive digital communication channel. The impact includes increasing public discussion and knowledge through digital communication on social media. (Shifa Ainun Zaxriel et al., 2024: 35).

According to Nasrulloh (2015) in Mulawarman and Aldila Dyas Nurfitri (2017: 37), a 2014 study by Crowdtap, Ipsos MediaCT, and The Wall Street Journal that included 839 respondents between the ages of 16 and 36 revealed that the audience spent 6 hours and 46 minutes a day on social media and the internet, going beyond the activity to access traditional media. A website-based information system can enhance public interest in cultural heritage preservation and the effectiveness of museum asset management (Novianti, 2025).

According to Meng et al. (2022), legal tasks have received greater attention from academic research and industrial applications than ever before due to the popularization of legal information. Many legal tasks are based on the judgment document. It provides an overview of the underlying data, facts, the court's ruling, the verdict, and the legal basis. The judgment prediction task (Hu et al., 2018; Kang et al., 2019; Xiao et al., 2018; Chen et al., 2019), the similar case retrieval task (Kano et al., 2018; Locke & Zuccon, 2018; Xiao et al., 2019; Tran et al., 2019), the legal text summarization task (Merchant & Pande, 2018; Kanapala et al., 2019; Bhattacharya et al., 2019), and the legal information extraction task (Cardellino et al., 2017; Yin et al., 2018; Vacek & Schilder, 2017; Wang et al., 2021).

Social media use can have both negative and positive impacts. The positive impact is that it drives progress and increases users' knowledge. Unwise social media use can negatively affect users. The use of social media by children that is not in accordance with age conditions can cause psychological disorders and behavioral changes that are detrimental to the future of Indonesian children. They can grow unnaturally because they are contaminated with bad content such as pornography. Without realizing it, a child can be exposed to inappropriate content with a single wrong click. The child can become a victim of digital predators and exploitation in cyberspace.

Article 60 of Law No. 39 of 1999 concerning Human Rights, also known as the Human Rights Law, states in paragraph (1) that every child has the right to education and instruction in the context of his personal development in accordance with his interests, talents, and IQ. (2) As long as it is in line with the principles of decency and propriety, every child has the right to seek out, receive, and provide information according to their age and intellectual capacity for the benefit of their development. According to the article's provisions, children have the right to seek out, acquire, and obtain knowledge in line with their age and intellectual capacity, provided that it is done so in a way that upholds decency and propriety. The law does not cover the use of traditional or electronic media.

The following is stated in Article 45B of Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection: (1) The Government, Regional Governments, Communities, and Parents are required to safeguard children from activities that interfere with their development and health. (2) The Government, Regional Governments, the Community, and Parents shall engage in activities to protect children in the course of fulfilling their responsibilities as stated in paragraph (1). According to Article 45B, the government, regional governments, the community, and parents have a duty to safeguard children against behaviors that could impede their health, development, and growth, including social media use.

The government issued Government Regulation Number 17 of 2025 concerning the Governance of the Implementation of Electronic Systems in Child Protection and Presidential Regulation (Perpres) Number 87 of 2025 concerning the Roadmap for Child Protection in the Online Realm for 2025-2029 because the effects of social media use on Indonesian children's physical and mental development are already extremely concerning. President Prabowo Subianto has ratified the Government Regulation on the Governance of the Implementation of Electronic Systems in Child Protection (PP TUNAS). To protect youngsters when they use digital services, this regulation governs how electronic systems are managed.

The Government Regulation on the Governance of the Implementation of Electronic Systems in Child Protection, or Tunas PP, was abolished on Friday, March 28, 2025, by President Prabowo Subianto of the Republic of Indonesia. "The creation of this PP is based on the current dangerous conditions of the digital space," stated President Prabowo Subianto. Children may suffer when digital space is misused. The Minister of Komdigi has talked about this government rule. Every input is taken into account, and the government is also keeping an eye on the risky trend of digital media abuse that could harm the future of our children.

One region that has followed up on these two regulations is the City of Surabaya. The Surabaya City Government (Pemkot) is taking serious steps to improve child protection and the quality of education by issuing policies related to the use of mobile devices (HP) and the internet. The policy is outlined in the Mayor's Circular Letter (SE) Number 400.2.4/34733/436.7.8/2025 concerning the Use of Gadgets (HP) and the Internet for Children in the City of Surabaya. This policy follows Government Regulation (PP) Number 17 of 2025 concerning the Governance of the Implementation of Electronic Systems in Child Protection and Presidential Regulation (Perpres) Number 87 of 2025 concerning the Roadmap for Child Protection in the Online Realm for 2025-2029. The main objective of this policy is to improve

learning achievement and discipline, as well as protect children from the negative impact of information technology developments. The SE outlines key points that educators and parents must know. Among them are: 1. Students are prohibited from using gadgets (HP) in the school environment, except on direct instructions from teachers for learning activities. 2. Use is only allowed before or after class hours or in an emergency with permission. 3. Prohibiting teachers and education personnel from using gadgets during teaching and learning activities. 4. Schools are required to prohibit access, storage, and dissemination of violent content, pornography, gambling, cyberbullying, hoaxes, and commercial activities that are not related to learning. 5. Dimbau, so that education units are required to provide lockers or gadget storage boxes in every classroom or teacher's room, as well as provide an official hotline for urgent communication with parents. 6. The importance of educational and proportionate sanctions for violators, as well as the active role of the School Committee and the Violence Prevention and Handling Team Task Force (TPPK) in socialization and evaluation. Conveyed by Surabaya Mayor Eri Cahyadi, this policy not only regulates gadget use in the school environment. It also regulates gadget use in the family and community environment. Therefore, parents are asked to take the lead in supervision. "Parents should set a limit on the hours of use of gadgets at home, a maximum of 2 hours per day outside of learning needs. It is recommended that the use of gadgets be carried out in open spaces in the house, such as the living room, and not in the bedroom". The Mayor of Surabaya also appealed to parents to activate security controls on devices used by children. This includes parental controls or content age restrictions, safe search filters, screen time settings, and ensuring that children's social media accounts have strict privacy settings. Parents should improve digital literacy, discuss the internet's risks with their children, set an example of wise gadget use, and encourage alternative, non-gadget activities such as sports, art, or community activities.

The Mayor of Surabaya also requested an official complaint channel that is easily accessible and widely publicized through hotlines, emails, and digital platforms. Through collaborative efforts among schools, families, communities, and OPDs, it is hoped that a healthy and safe digital ecosystem can be created to achieve better outcomes and optimal protection for children in the online realm. Therefore, when a digital problem involving children arises, the community is encouraged to report it. Parents and the public can report conversations and participants in group chats, as well as negative content, photos, or videos identified as risky and harmful on a child's device. In addition, parents can also remove malicious apps or negative content from devices used by children. "Religious leaders, youth

organizations, influencers, RT, RW, LPMK, CADRES, Task Forces and all levels of society can participate in socialization, implementation, monitoring and evaluation on a regular basis related to the policy on the use of gadgets and the internet.

Over time, research on kids and social media has shifted in several important ways. First, studies on social media as a digital communication tool reveal that social media facilitates more democratic, interactive, and participatory communication and makes it easy for the general public to access and share information. Second, research on children's information rights treats access to information as a right that needs to be granted in line with a child's age, developmental stage, and the principles of propriety and decency. Third, research on digital child protection highlights the dangers of social media use, including exposure to pornography, cyberbullying, online violence, exploitation, and other content that is not developmentally appropriate for kids.

By making child protection a requirement while developing electronic systems, Government Regulation Number 17 of 2025 about the Governance of the Implementation of Electronic Systems in Child Protection broadens this viewpoint. This rule requires age restrictions, child-user verification procedures, parental or guardian approval, and reporting systems for goods, services, and features that can breach children's rights to protect children who use electronic systems.

The DIY Regional Regulation Number 2 of 2018 concerning the Implementation of Child Protection and the policy of verifying student devices serve as the foundation for child protection in Yogyakarta's information technology use at the regional level. However, few studies provide an empirical connection between the implementation of Government Regulation Number 17 of 2025, children's access to information through social media, and child protection measures in schools. This study uses SD Negeri Kyai Mojo Yogyakarta as an empirical setting to examine the simultaneous implementation of digital protection and the right to information.

Yogyakarta is recognized as a tourist destination, a cultural hub, and a student city. Naturally, children's use of devices for social media has also raised concerns. To control gadget use on social media in public areas, schools, and households, local government regulations are required. The researcher intends to conduct a study titled Implications of the Implementation of Government Regulation Number 17 of 2025 on the Fulfillment of Children's Rights to Information through Social Media (Study at SD Kyai Mojo Yogyakarta), based on the background information provided.

RESEARCH METHODS

Types of Research

This study is categorized as descriptive research since it uses both written and visual data. The goal of descriptive study is to accurately and uniquely characterize facts, events, or symptoms related to the features of certain populations and geographical areas. Results pertinent to the variables under study can also be used to describe a research project, which is a methodical explanation of a hypothesis. As a result, more hypotheses must be proposed when more variables are investigated. Sugiyono (2022), p. 58

Data sources and legal materials.

The data used in this study came from library materials (secondary data) and directly from the community (primary data).

Primary Information

Empirical information gathered directly from individuals, groups, and organizations' research objects is referred to as primary data. Since social media has a detrimental impact on children's physical and spiritual development, primary data was gathered directly from the field in the form of observation results and interviews on how to fulfill the right to learn information both at home and in the school setting.

Secondary Information

Secondary data is information gathered from books, pamphlets, and articles found on websites pertaining to research. (Bungin Burhan, 2022:122). Secondary data used in this investigation include: The 1945 Constitution as amended, Law No. 39 of 1999 concerning Human Rights, Law Number 32 of 2002 concerning Child Protection, and Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection are examples of primary legal materials, which are legally binding laws and other relevant laws and regulations. Government Regulation Number 17 of 2025 on the Governance of Electronic System Implementation for Child Protection. DIY Regional Regulation Number 2 of 2018 on Child Protection Implementation. Secondary legal materials include publications, research findings, the internet, and other sources that explain primary legal texts. Tertiary legal materials, like the Great Dictionary of the Indonesian Language, are legal materials that offer guidance or interpretations of primary and secondary legal materials.

Research Location

The Kyai Mojo Elementary School, located in Jalan Tentara Rakyat Mataram No. 52, Bumijo, Yogyakarta City, was the site of this study. The Yogyakarta City Office of Education, Youth, and Sports. DIY Jalan Hayam Wuruk No. 11 Tegalpanggung, Danurejan, Yogyakarta City

Data Collection Methods

Literature studies. Written data analysis is used to acquire data. Books, rules and regulations, and other written materials pertaining to the research are used by the author in this review of the literature. (Soekanto Soerjono, 2024:167) Conversation. The data-gathering process is an interview, which entails asking direct, in-person questions of respondents to gather pertinent information. The purpose of the open, unstructured interviews used in this study is to gather participants' thoughts and opinions. Records: In this study, documentation takes the shape of an individual's writings, drawings, or colossal works. Written records include journals, biographies, life tales, rules, and policies. Documents that are visual in nature, including sketches, photographs, and live images. To collect useful data for this study, documentation was done while the research was being conducted. After being recorded, the interview results were re-documented by entering them into a computer file.

Respond

A respondent is a resource person or someone who can be relied upon to be truthful about a certain subject or object and who possesses accurate knowledge and information. The principal of SD Kyai Mojo Yogyakarta and the head of Yogyakarta City's Office of Education, Youth, and Sports were the resource people directly involved in this issue.

Data Reliability

This study used the triangulation approach to assess data validity. Triangulation is a method for verifying or comparing data using sources outside of the data. (Moleong, Lexy J., 2021: 330) . The triangulation method uses several sources, techniques, and ideas to analyze and verify data. Source triangulation is the triangulation technique employed in this investigation. According to Patton (Lexy J. Moleong, 2021: 330), source triangulation refers to comparing and double-checking the reliability of data collected using several methods and times in qualitative research. This can be accomplished by comparing interview findings with observation data. Making a comparison between public and private statements. Examine the comments made thus far regarding the study situation. Contrast an individual's circumstances and viewpoints with those of a variety of persons, including common people, those with

secondary or higher education, those who own property, and those in positions of authority.

6. Compare the interview's findings with the information found in the pertinent documents.

(Moleong, Lexy J., 2021: 331). To validate the data in this study, source model triangulation was used by comparing observation data with interviews with educators/teachers, parents/school committees, and Yogyakarta City Disdikpora employees/staff.

Data Analysis Method.

This study employed descriptive data analysis using a qualitative methodology. According to Sugiyono (2022: 147), qualitative descriptive analysis is a data analysis technique that describes obtained data in its original form without attempting to draw generalizable conclusions. This study explains how social media can be used to safeguard children's right to learn, both at school and at home.

DISCUSSION

Based on the study and the article's research focus, several research gaps remain. First, the theoretical gap. Studies on children's use of social media tend to treat the right to information and protection from digital risks as separate issues. In fact, restrictions on digital access aimed at protecting children can affect children's opportunities to obtain information and use technology as a means of learning. Therefore, an approach that integrates child protection principles with the fulfillment of the right to information is needed.

Second, the regulatory gap. Government Regulation Number 17 of 2025 is relatively new, so studies on the implications of its application at the education unit level remain limited. In particular, there has been little empirical discussion of how child protection provisions in the implementation of electronic systems interact with school policies on gadget and social media use.

Third, the empirical gap. Previous studies have mostly discussed social media as a communication channel, legal protection, information disclosure, and the risks of using digital technology. There is still limited empirical evidence describing elementary schools' concrete practices in balancing restrictions on gadget use with students' right to obtain information.

Fourth, an implementation gap remains. A gap may exist between child protection norms and school practices. Device restrictions can protect students from harmful content but also pose practical problems, especially when students need to communicate with parents in an emergency, when they leave school supplies behind, or when they have not been picked up after school activities have been completed.

Novelties

The novelty of this research lies in the empirical analysis of the balance between child protection in the digital space and the fulfillment of children's rights to information after the enactment of Government Regulation Number 17 of 2025 at the elementary school level. Unlike studies that focus only on social media risks or the normative legal protection of children, this study shows how the principle of child protection is translated into gadget-use policy in the school environment. The results show that digital protection does not have to be achieved through an absolute ban on access. SD Negeri Kyai Mojo implements controlled and educational access, which involves limited gadget use when needed for learning activities, accompanied by supervision from teachers and parents.

Another novelty is the discovery of a mediated communication mechanism, where classroom teachers and school staff function as mediators between students and parents when restrictions on gadget use create communication barriers. The findings show that implementing children's digital protection requires a balance among protection, access to information, educational needs, parental supervision, and school mediation.

This novelty is mainly seen in the finding that SD Negeri Kyai Mojo still provides access to gadgets when needed for learning, but conducts conditional checks to prevent access to content that is not appropriate for the age group. These restrictions create communication barriers in certain circumstances, which teachers and school staff then overcome by mediating between students and parents.

Article 1, number 1, of Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection states that a child is anyone under the age of eighteen (18), including unborn children. From the moment a child is conceived until adulthood, this definition provides full legal protection. A person who has not attained psychological or physiological development or who is typically immature but may be deemed an adult under specific legal requirements is referred to as a child. When childhood is examined through a chronological lens, it becomes clear that legal age standards are relative and change based on location, time, and purpose. This has consequences for establishing the upper age limit for the child group. According to terminology, a child is an immature person (minorjarig/person under age), a minor or in the status of a minor (minderjarigheid/inferiority), or a youngster under guardianship supervision.

Article 60 of Law No. 39 of 1999 concerning Human Rights, sometimes known as the Human Rights Law, states: (1) Every child has the right to education and instruction in the

framework of their own personal growth, taking into account their interests, skills, and IQ. (2) As long as it is in line with the principles of decency and propriety, every child has the right to seek out, receive, and provide information according to their age and intellectual capacity for the benefit of their development. According to the article's provisions, children have the right to seek out, acquire, and obtain knowledge in line with their age and intellectual capacity, provided that it is done so in a way that upholds decency and propriety. The law does not cover the use of traditional or electronic media.

Article 9 paragraph (1) and Article 10 of Law Number 23 of 2002, as modified by Law Number 35 of 2014 concerning Child Protection, govern children's rights to education and information. Paragraph 1 of Article 9 states: (1) Every child has the right to education and instruction based on his or her level of intelligence, interests, and abilities, as well as his or her personal growth. Additionally, Article 10 states: For the benefit of their development in line with the norms of decency and appropriateness, every child has the right to express and be heard in their opinions as well as to receive, seek, and contribute knowledge according to their age and level of intellect.

.According to Article 45B of Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection, the government, regional governments, communities, and parents are all required to protect children. According to Article 45B: (1) It is the responsibility of the government, regional governments, the community, and parents to safeguard children against actions that impede their health, development, and growth.

(2) The government, regional governments, the community, and parents must engage in activities that safeguard children as part of their responsibilities as mentioned in paragraph (1). Article 45B makes it clear that the government, regional governments, the community, and parents have a duty to shield children from actions that could harm their health, development, and growth, such as social media use.

Regarding Government Regulation Number 17 of 2025 concerning the Governance of the Implementation of Electronic Systems in Child Protection

According to Government Regulation Number 17 of 2025, Article I, number 1, a child is defined as a person who is not yet eighteen (18) years old and who uses or accesses goods, services, and features. Additionally, under Article 1, number 2, an electronic system is a collection of electronic equipment and processes used to prepare, gather, process, analyze,

store, display, announce, send, and/or distribute electronic information. According to Article 1, number 3, the usage of the Electronic System by individuals, corporations, state authorities, and/or the community constitutes its implementation. Additionally, any individual, state operator, business entity, or community that provides, manages, and/or provides Electronic Systems to users of the Electronic System, either individually or jointly, for their own purposes and/or the needs of other parties is considered an Electronic System Operator under Article 1, number 4.

Electronic System Obligations.

According to Government Regulation Number 17 of 2025, Article 2, (1) Children who use the Electronic System must be protected. (2) The protection of children's rights as stated in the rules and regulations pertaining to the use of Products, Services, and Features created and/or arranged by Electronic System Operators is included in the protection as intended in paragraph (1). (3) From the development stage through the Electronic System Implementation stage, the Electronic System Operator is required to use technology and operational technical steps to ensure protection as envisaged in paragraph (1) while offering Products, Services, and Features for Children. (4) The Electronic System Operator is required to deliver the following in accordance with paragraph (1): a. Details regarding the minimal age at which children may utilize their goods or services; b. A system for verifying child users; and c. Procedures for reporting goods, services, and features that infringe upon or may infringe upon children's rights.

The PP is designed to be tailored to each platform's risks, growth, development, and age. The Electronic System Operators (PSEs), not the parents or kids, are the target. Therefore, the PSE is the target of the legislation if a violation occurs. All Electronic System Operators (PSEs) must follow this rule. PSEs that break the law and don't demonstrate a strong commitment to child protection will face severe consequences from the Komdigi Minister. "The penalties take the shape of administrative punishments, which might range from platform shutdown to reprimands.

DISCUSSION

Efforts to Fulfill the Right to Information for Children through Social Media in Yogyakarta City (Study at SD Kyai Mojo Yogyakarta)

The regulation of child protection implementation in educational units within the Yogyakarta City education unit refers to DIY Regional Regulation No. 2 of 2018 concerning the Implementation of Child Protection. Article 42 of Regional Regulation No. 2 of 2018 states that: Regional Governments provide guarantees and protection for children in the school environment and/or other educational environments against physical, psychological, sexual crimes, and/or other crimes. The explanation of Article 42 of the DIY Regional Regulation Number 2 of 2018 states that what is meant by "guarantees and protection for children in the school environment and/or other educational environments" includes:

- a. Preparation of operational standards and procedures for the prevention and handling of violence against children, including a mechanism for reporting cases submitted by children, parents and the community;
- b. Preparation and determination of disciplinary rules for teachers and education personnel in their units when committing violations against children, including acts of discrimination, punishment, harassment, and violence against children;
- c. Mediation of cases of violence between children; and
- d. Quick handling of child emergency cases due to acts of abuse and violence.

Additionally, according to Article 43, the OPD, which coordinates government actions in education, is responsible for protecting children in education, as mentioned in Articles 38 to 42. Article 44 of DIY Regional Regulation Number 2 of 2018 about the Implementation of Child Protection serves as the foundation for Yogyakarta's child protection policies. According to Article 44, everyone has a duty to educate children about the use of information technology in line with their developmental stage. According to Article 62 of the Child Protection Regulation, which states that everyone is obliged to protect children from the influence of pornography; Everyone is obliged to prevent children from accessing information that contains pornographic elements. This obligation is carried out to protect children from the influence of pornography.

Based on the findings of an interview conducted on Friday, May 8, 2026, with the Head of Elementary School Development and Supervision at the Yogyakarta City Disdikpora Office, it was discovered that the Circular Letter of the Head of the Yogyakarta City Youth and Sports Education Office Number: 100.3.4/7804 dated August 5, 2024 concerning the Circular on Examination of Gadgets for Elementary and Junior High School Students.

This Circular Letter is a follow-up to the July 10, 2024, recommendation letter from the Chairman of the Regional Indonesian Child Protection Commission (KPAID) of Yogyakarta

City Number: 48/KPAI-KY/SR/VII/2024 regarding the Examination of Gadgets or Cellphones and/or Other Devices Connected to the Internet in Education Units in Order to Prevent Sexual Violence, Online-Based Gender Violence, Cyberbullying, and TPPO (Crime of Trafficking in Persons). Teachers or schools can periodically check students' gadgets to prevent sexual violence, online-based gender violence, cyberbullying, cybersex, and trafficking in persons (Trafficking in Persons).

Before checking the student's gadget, pay attention to the following:

Conduct socialization/communication with parents related to the provisions for the use of student gadgets at school, which contain, among others, information about:

- a. Whether or not students can bring gadgets to school;
- b. Gadgets must be placed in a place that has been provided by the school unless there are interests related to learning so students must use gadgets;
- c. When students are allowed to use gadgets or not;
- d. The importance of teachers and parents monitoring the contents of students' devices in order to prevent the above;
- e. There is an inspection of students' gadgets by teachers periodically or if necessary;
- f. Violations of the provisions for the use of gadgets will be sanctioned.

Socialization related to student discipline rules.

Asking parents/guardians of students to always remind and monitor their sons and daughters to obey school rules and allow the school to check students' devices by making a statement signed by parents/homeroom teachers (example format attached) at the beginning of the new school year or new semester.

Efforts to Fulfill the Right to Information for Students of Kyai Mojo State Elementary School, Yogyakarta.

Based on an interview with the Principal of Kyai Mojo State Elementary School, Mrs. Fransisca Mujirah, S.Pd., information was obtained that children are prohibited from bringing cellphones to school except on the class teacher's recommendation to support learning activities at school. This provision is contained in the Rules of Conduct of SDN Kyai Mojo. The school makes the rules together with committees and class forums. These provisions show that schools allow students to bring gadgets/gadgets when the learning material requires them as aids. The school does not provide a special place to store *gadgets/gadgets* because students are not allowed to bring them every day.

Teachers monitor/inspect the contents of students' devices at school to prevent unwanted acts. The examination was carried out conditionally. If the examination finds a violation of the provisions for the use of gadgets at school, the sanctions applied to students are coaching and making a statement not to repeat, with the knowledge of parents/guardians. However, teachers and schools have not discovered any content or spectacle on students' devices that is inappropriate for the child's condition. Building resilience to this cyberthreat requires raising awareness of and educating people about phishing. Therefore, to effectively combat phishing in the constantly changing digital era, more research and preventive measures are required (Trisolvena, 2024).

To prevent the use of gadgets that can endanger children, schools remind parents to monitor gadget content at home and during school activities. During parent meetings, the class teacher reminds parents to be wise in providing opportunities for their children to use cellphones. The school reminds parents through an oral statement, not a statement signed by parents, when registering a student for the first time, as stipulated in the Circular Letter from KPAI.

The rule was created to allow schools to give pupils the rights outlined in Law Number 23 of 2002, as revised by Law Number 35 of 2014, respecting Child Protection, Articles 10 and 11. According to Article 10, every child has the right to speak, be heard, receive, seek, and contribute information in line with their age and level of intelligence for the purpose of their growth in accordance with the ideals of decency and appropriateness. According to Article 10, Kyai Mojo State Elementary School has granted children—in this example, students—the chance to engage and voice their thoughts. Additionally, schools have given kids access to social media while they're in class so they can receive, search, and contribute information based on their age or cognitive level and grow in accordance with the principles of decency and propriety. This privilege, however, is limited to courses where students must bring electronic devices to class.

Schools forbid children from taking electronics to class to give them more opportunities to interact with their peers, play, recreate, and express their interests and skills at recess. This is in line with Article 11 of the Child Protection Law, which states that every child has the right to play, recreation, and creativity in accordance with their interests, talents, and intelligence levels for self-development, rest, and to take advantage of free time. SD Negeri Kyai Mojo Yogyakarta has satisfied children's entitlement to access information via social media, according to this description. In this instance, when instructional materials call

for the use of devices as auxiliary tools, schools permit students to bring them. In order to stop pupils from using services, content, or features that are inappropriate for their age, schools—in this case, classroom teachers—check the contents of students' devices under specific circumstances. The investigation's findings have never revealed any characteristics, substance, or spectacle that is inappropriate for young viewers.

Government Regulation Number 17 of 2025 on the Governance of the Implementation of Electronic Systems is a barrier to Yogyakarta's efforts to fulfill children's right to access information through social media. According to an interview with Mrs. Fransisca Mujirah, S.Pd., Principal of SD Negeri Kyai Mojo Yogyakarta, the obstacle to efforts to fulfill children's right to information through social media in the city of Yogyakarta following the issuance of Government Regulation Number 17 of 2025 is that SD Negeri Kyai Mojo does not forbid students from bringing cellphones if homeroom teachers recommend it to support learning. However, pupils are not allowed to bring cellphones to school if they don't want to learn. Therefore, when there are issues with kids, schools may encounter challenges:

1. There are school supplies students left at home.

When students arrive at school, they may find supplies missing or bring the wrong supplies. Students have difficulty notifying parents at home to send missing equipment.

2. Students in an emergency.

Schools have difficulty contacting parents/families if students are in an emergency, such as being sick or having an accident; conversely, families have difficulty contacting students when there is an emergency at home.

3. Students have not been picked up, even though class hours have been completed.

When the teaching and learning process is complete, the students have not been picked up; students have difficulty contacting their parents or pick-up officers.

For these reasons, parents try to equip their children with cellphones when they go to school. However, the school has explained to parents at meetings with student guardians, both at school and at home, that children must be supervised/monitored when using cellphones.

Efforts made by SD Negeri Kyai Mojo Yogyakarta in overcoming inhibiting factors.

Based on an interview with the Principal of SD N Kyai Mojo, Mrs. Fransisca Mujirah S.Pd., information was obtained on how the school overcomes obstacles when students are prohibited from using cellphones at school, such as classroom teachers acting as mediators who facilitate student communication with their parents. The canteen mother and security also play

a role in connecting students with their parents or families if there is something, for example, students have not been picked up, students are in an emergency, or student equipment is left at home or mistakenly brought.

In addition, the school asks parents to stay online and monitor their children's condition by following information through the school's WA group, so they know students' progress during the learning process at all times. Parents are obliged to supervise their children's use of cellphones and can check the content and types of spectacles on their cellphones at any time. This provides children with opportunities to access information and entertainment through cellphones; however, parents must prevent them from accessing content or spectacles that should not be watched. Thus, children's rights to get information and entertainment through social media are still fulfilled. Parents' obligation to accompany the child's use of a cellphone is relevant when the Electronic System Operator asks for consent from the parent/guardian before the child accesses the Products, services, and Features on Social Media. As stipulated in Article 9 of Government Regulation Number 17 of 2025, which reads as follows:

- [1]. Before the child can use the product, service, and features, the Electronic System Operator must get permission from the child's parents or guardians as stated in Article 7 paragraph (1) letter a.
- [2]. If the Electronic System Operator offers Products, Services, and Features to Children who are at least 17 (seventeen) years old, the Electronic System Operator is required to notify the Child's parents or guardians in order to obtain consent before the Child can use such Products, Services, and Features.
- [3]. The Electronic System Operator must give the request for approval as specified in paragraph (1) and notification as specified in paragraph (2) a fair amount of time.
- [4]. The Electronic System Operator is not allowed to provide Products, Services, and Features to the Child if the Child's parents or guardians do not consent as stated in paragraph (5). Should the Child's guardians or parents decline to grant consent as specified in paragraph, then:
 - a. The consent given by the Child is null and void; and
 - b. The Electronic System Operator is obliged to delete the Child's Personal Data.

Under the aforementioned regulations, parents must actively accompany their children when they use telephones outside the classroom. Parental involvement allows children to access features, services, and products. When a youngster uses a cellphone outside of school, the school is not accountable.

The school has satisfied the child's right to access information in a manner that meets their needs, according to the explanation given above. Students are permitted to bring cellphones to class as long as they are utilized to enhance instruction. Students can play and interact with one another during breaks. This guarantees that kids' rights to play, create, and interact with others are upheld while they are in the classroom. In accordance with KPAI DIY's circular letter implementing DIY Regional Regulation Number 2 of 2018 concerning the Implementation of Child Protection, educational institutions endorse the government's initiatives to stop child sexual violence, bullying, and trafficking.

Following the implementation of Government Regulation Number 17 of 2025, DIY Province, particularly Yogyakarta City, has implemented measures to safeguard children from inappropriate content and eyewear. In response to a letter of recommendation from the Chairman of the Regional Indonesian Child Protection Commission (KPAID) of Yogyakarta City Number: 48 /KPAI-KY/SR/VII/2024 dated July 10, 2024, concerning the Anticipation of Sexual Violence, Online-Based Gender Violence, Cyberbullying, Cybersex, and Trafficking in Persons (Crime) Through the Examination of Gadgets in schools. This complies with DIY Regional Regulation Number 2 of 2018 concerning the Implementation of Child Protection, Article 44, which stipulates that everyone must educate children about the use of digital technology in accordance with their developmental stage.

CONCLUSION

Efforts to fulfill the right to information for children through social media in the city of Yogyakarta (Study at SD Kyai Mojo Yogyakarta) are that the Kyai Mojo State Elementary School in Yogyakarta has fulfilled the right of children to get information through social media. In this case, schools allow students to bring gadgets when learning materials require them as auxiliary tools. Under certain conditions, schools, in this case classroom teachers, check the contents of students' gadgets as an effort to prevent students from accessing services, content, or features that are not appropriate for the child's age. The results of the examination have never found content, features, or spectacle that are not suitable for children to watch. An inhibiting factor in efforts to fulfill children's right to information through social media in the city of Yogyakarta is the issuance of Government Regulation Number 17 of 2025 concerning the Governance of the Implementation of Electronic Systems. Kyai Mojo State Elementary School prohibits students from bringing gadgets to school unless a subject requires them as auxiliary tools. This rule creates obstacles when students leave school supplies at home. Students have

difficulty notifying parents at home to send equipment that is left behind. Students in an emergency. Schools have difficulty contacting parents/families if students are in an emergency, such as being sick or having an accident. On the other hand, families also have difficulty contacting students when there is an emergency at home. Students have not been picked up even after class hours have ended; they have difficulty contacting parents or pick-up officers.

SD Negeri Kyai Mojo Yogyakarta addresses these inhibiting factors by involving classroom teachers as mediators who facilitate communication between students and their parents. The canteen mother and security also play a role in connecting students with their parents or families if there is something, for example, students have not been picked up, students are in an emergency, or student equipment is left at home or mistakenly brought. Then, to fulfill the child's right to obtain information through social media when outside the school environment, children may use gadgets/gadgets and watch displays and features under parental supervision.

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