



# Justice of Indonesia's Juvenile Offenders: Rights Formal Education Access

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**Abstract.** All parents want their children to have a higher standard of living and therefore a better life than they especially had, the hope of the entire nation and the hope of the general public. Children should have appropriate needs from an early age. Fulfilling the rights and responsibilities of children without discrimination based on race, religion or geography, or including children in conflict with the law. From an Indonesian legal point of view, a child convicted of classifying a misbehaving child or a bad child by renaming is subject to the law on the grounds that such behavior is part of juvenile delinquency. Excluded as a conflicting child. Children involved in this are often excluded from society and groups. Even schools often enact policies that prohibit children who have problems with the law from being educated in formal schools. This is certainly contrary to the best interests of the child principle and fails to achieve the restorative justice objective of reintegrating children into society so that they can be reintegrated into the community. This study illustrates how Indonesian positive law applies the concept of restorative justice to children and protects the child's best interest's principle. The research methods applied are prescriptive with legal, conceptual and theoretical approaches. Research source data includes primary legal data such as national and international regulations, and secondary sources such as library literature and expert opinion, as supporting primary source data for researching solutions to this problem. Use legal source data.

**Keywords:** Children · justice · Right to education · restorative justice · formal school

## 1 Introduction

A juvenile in conflict with the law is still A juvenile who needs education and teaching for the period of study. A juvenile is included in the category of a vulnerable group because biological needs are guided by parents, family, and society. Fulfillment of rights is naturally an obligation not only for parents but also for the state and society to support their growth and development. However, as long as they are ABH and in the future of society, there are many violations of juveniles' rights, particularly in obtaining an education in formal schools. Schools frequently become out of control and believe they are no longer capable of educating students involved in legal events, so they take action to re-parent children. In 2021 Central Java by BAPAS Data, June 2021, there found as

many as 65 children dropping out of school while undergoing legal processes [1]. The main causes of children dropping out of school during the legal process were 49.4% of children were unilaterally expelled from school, 6.3% of children were asked to leaving school, and 44.3% of children were asked for personal reasons,” wrote Ajeng in a release. In 2014 quoted from the findings of the Children’s Legal Aid Institute (LBH Anak) Banda Aceh submitted by the LBH Program Manager Children, Banda Aceh, Rudy Bastia found that 87 school-age children were expelled from school because they were involved in legal cases, both perpetrators and victims. The school felt that the school reputation was tarnished by this legal case. The average crime involved was theft, sexual violence, and drugs We found that all child offenders who were involved in legal problems had never received any dispensation in their education [2] Research from PAS in 2016 From the records of the Directorate General of PAS, there were 2,361 boys who went through criminal law but continued their education, which was around 39% [3].

Formal education for children breaking the law got serious attention from the government in 2012 when there was a change in Indonesian Law No. 3 of 1997 concerning Juvenile Court, which was revised and rewritten in Indonesian Law No. 11 of 2012 concerning the Judicial System. Child. The revision changes the substance of the treatment of ABH in correctional institutions. Starting with the change in the name of the Child Correctional Institution (Lapas Anak) to the Child Special Guidance Institution (Next called: LPKA or Lembaga Pembinaan Khusus Anak). Second, the Children’s Prison only provides non-formal education based on character building and guidance, at LPKA in addition to receiving non- formal education, children also receive formal education as written in Law No. 11 of 2012 article 73 paragraph (8) that as long as a child undergoes a crime, he must follow 9-year compulsory education program.

The substance, structural and cultural order of law and society has gaps in realizing restorative justice for children, among these is the right to formal education for children who have broken the law. 1) the investigation process takes time so that it can help the attention of children’s education who are carrying out the procession. The vulnerability of children experiencing psychological and physical pressure causes behavioral changes that are unacceptable to the family or community environment so that children feel confident. 2) Children experience physical, mental, and trauma pressure for investigations, detention processes, and court proceedings. 3) Society isolates the child. The absence of community support has an impact on changes in the way children think, they become easy to give up and don’t want to think about the future [4].

From a background explanation, the problems of this research are:

- What effect does the right of children to formal education have when they are judged as children who are breaking the law?
- How is formal education being implemented for children who are breaking the law during the judge’s decision?

## 2 Method

This study employed the normative legal research method. In the study of normative law, secondary data from libraries is used. Library data is information that is ready to use. The library data in this study are in the form of literature, research results, hard

and soft journals (via the internet) [5]. To finish this research study. A statute approach, a case approach, and a conceptual approach are used in the study of the object of this research. There are seven approaches in legal research: law application approach, concept approach, analytical approach, approach, and case approach. The legislation used is code Number 35 of 2014 as Amendments to Law Number 23 of 2002 about Child Protection.

The analysis seeks to relate to the protection of children who commit crimes and criminal acts, i.e., the relative punishment objectives that restorative justice concepts employ to achieve justice, profit and security. The analysis method uses descriptive qualitative analysis. Writers try to describe existing facts using secondary data. These facts are analyzed using theories or concepts related to the formulation of this research problem. The findings of the analysis will then be explored and clarified, based on the findings of interviews with the research object.

### 3 Discussion

Albert Eglash popularized restorative justice by dividing criminal justice objectives into three categories in 1977: retributive justice, distributive justice, and restorative justice. [6] *“Crime is an assault on people and relationships.” It creates a responsibility to make things right. Victims, perpetrators and communities all work together to find solutions that promote redress, reconciliation and reassurance.*

Article 1 (3) of the Indonesian Child Criminal Justice System Act has her three categories of children in conflict with the law. Child Offenders (Juvenile Delinquents), Child Victims (Children of Victims), Child Witnesses (Children of Witnesses) Child offenders are children who are suspected of having caused financial harm as a result of criminal activity. A child witness is a child who has heard, seen, or experienced a criminal event and can provide information about it.

The restorative justice paradigm has transformed Indonesia's juvenile criminal justice system. Restorative justice considers crime as an inter-community violation that replaces the classical paradigm where crime is considered a violation committed by someone because it violates legal norms that have been set by the state so that it is interpreted as a violation of the state [7, 8]. The law approach as a point of view defines the purpose of punishment applied in countries including; Retributive or absolute approach popularized by Hegel and Kant. This theory focuses on punishment/punishment as an absolute demand for vengeance (verging) against people who have committed evil deeds. This theory has two features, namely subjective gelding, namely direct retaliation for the fault of the maker; The second is the objective style, namely, retaliation is aimed only at what actions have been carried out by the person concerned [9]. The second is known as the relative approach developed by utilitarian school such as Jeremy Bentham [10] Restorative justice is the application of the purpose of punishment using a relative punishment theory approach. The theory is relatively based on the understanding that crime is a tool to enforce order (law) in society. The rationale is that the imposition of a crime has the aim of improving mental attitudes or making criminal offenders less dangerous. Muladi argues: *“Criminalization is not retribution for the wrongs of criminals, but a means to achieve useful ends such as community protection and social welfare. Sanctions focus on the intended purpose of deterring people from committing crimes rather than the complete satisfaction of justice.”* [11].

This relative theory argues that there are three main purposes of punishment, kinds of; preventive, deterrence, and reformative. The purpose of prevention (prevention) is to protect the community by placing criminals apart from society. The purpose of deterrence is to create fear of committing a crime, both for individual perpetrators so as not to repeat their actions, as well as for the public as a long step. The purpose of reform is to change the evil nature of the perpetrator by conducting coaching and supervision so that later he can resume his daily life habits as human in accordance with the values that exist in society [12]. The retributive theory refers to Romli Atmasasmita's opinion that the purpose of punishment is [13]: a) punishment will make the victim feel satisfied, both feeling fair for himself, his friends, and his family. This type of retribution is called vindictive. b.) The punishment will give a warning to the perpetrators of the crime and other members of the community that every threat that harms others or gains benefits from other people illegally or improperly, will receive a reward. This type of restriction is called fairness. c) Sentencing is intended to show a balance between actions and sanctions. This retributive type is called proportionality. Included in the graffiti category is the cruelty of the crime or it can also include the nature of the persecution that is in the crime, whether it is done intentionally or because of negligence.

The juvenile court system in Indonesia aims at restorative justice. Muladi argues that the restorative justice model has several features related to sentencing [14]: b) Emphasis on avoiding future liability and liability issues. c) Normative nature is based on dialogue and negotiation. d) The primary goal is return as a means of remediation, reconciliation and recovery of the parties. e) Justice is defined as a legal relationship judged on the basis of results. f) pay particular attention to social detriment; G. The community needs a facilitator for the recovery process. h) The roles of victims and perpetrators of crime are recognized both in solving problems and the rights and needs of victims. Criminals are urged to take responsibility. i) Responsibility for perpetrators stems from understanding their behavior and helping them make the best decisions. j) Crime is defined broadly in moral, social and economic contexts. k) Remedial measures can remove stigma. The juvenile delinquency system has short-term, medium-term and long-term goals, according to Muradi. The short-term goal is in the form of resocialization or coaching so that child offenders can return to society, the medium-term goal is as prevention to prevent the child perpetrator from committing further crimes, and the long-term goal is the creation of welfare for children. Restorative justice can be said to be the development of the relative concept, which aims to benefit not only victims and perpetrators but also the community.

### **3.1 Implementation Formil Education for Children Breaking the Law**

Restorative Justice, which is used in the juvenile criminal system, is expected to help solve problems by ABH non-litigation, with the aim of avoiding trauma and avoiding bad stigma as perpetrators of crime [15]. The integrated criminal justice system, the limits that apply to a person when the law is determined as a suspect, then determined, and the convict until the completion of the criminal sanctions that have been decided by the judge. If the convict has served a sentence in accordance with the sanctions given to him, then the convict returns to being an ordinary person/legal subject whose rights and obligations must be returned [16]. The Juvenile Criminal Justice System in Indonesia

is based on two principles: a) protection and b) justice, according to Article 2 of the Indonesian Constitution. c) Discrimination is not permitted. d) The best interests of the child. e) Child supervision and guidance f) In relation to g) Imprisonment and liberty deprivation h) Illegal. Furthermore, the Republic of Indonesia's 1945 Constitution states in Article 28 B paragraph (2) that "every child has the right to survive, grow, and develop, as well as the right to be protected from violence and discrimination." When a child is found guilty and a criminal sentence is imposed, the child must be placed in the Child Special Guidance Institute (Lembaga Pembinaan Khusus Anak/LPKA) for guidance until the child is 18 (eighteen).

Formal education for children breaking the law got attention by the government in 2012 which there was revision of the Indonesian code No. 3 of 1997 concerning the Juvenile Court with code No. 11 of 2012 About the Juvenile Justice System. The revision of treatment of the child started with the change in the name of the Child Correctional Institution (Lapas Anak/Lapas) to the Child Special Guidance Institution (Lembaga Pembinaan Khusus Anak/LPKA). Second, the Children's Prison only provides non-formal education based on character development and guidance, in LPKA in addition to receiving non-formal education, children also receive formal education as stated in code No. 11 of 2012 article 73 paragraph (8) that as long as a child is serving a sentence, he/she is obliged to follow the program 9 years compulsory education. This is the legal umbrella used by LPKA to provide formal education that will be offered by selected public primary schools. Considering the foregoing, children in conflict with the law should be guaranteed protection and fulfillment of their natural rights. Education is one of the natural rights that must be owned by every child, including for children who are not lucky and must be forced to deal with the law, does not mean ignoring their right to education. Indonesia has recognized the right of children to deal with the law by enforcing a criminal system that is fundamentally distinct from the implementation of the adult criminal system and has evolved into a distinct legal system. The specific purpose is not to ignore the natural rights of children even though they are subject to criminal sanctions.

Research from Irwan Sofyan in 2020 obtained a mixed comparison of the implementation of formal education in LPKA [17] The implementation of formal education in LPKA Class II Bandung began in 2015, where its implementation has only been running for five years. Certainly, the experience of LPKA class II Bandung is quite capable of organizing formal education. Based on previous research, LPKA Yogyakarta, the right to education for children has not been fully realized in accordance with the child's rights as it should be, there is a significant time where there is more rest time compared to frequent study time compared to teaching that is often done and no learning is carried out by substitute mentors [18]. Anjung Gusta Medan Class IIA Children's Prison. Implementation of LPKA coaching, such as formal and informal lessons aimed at school education, so that when they leave later, they can face their future with hope. Furthermore, the system cannot force anyone to change unless the individual is willing to change; the institution can only help them by providing education, but success is possible if the individual desires it [19].

LPKA Class II Bandung has organized formal education through the Wiyata Mandiri Taruna School. The target of establishing this school is ABH and carrying out its legal

period at LPKA Bandung, so that children do not drop out of school due to the law given. The school has nine classrooms that are used for teaching and learning and facilities such as a library, teacher's room, computer lab, workshop, and land. Agriculture. In addition, learning support facilities such as projectors and teaching aids are also provided. The schedule is every day except Wednesday and Sunday, from 09.00 to 12.00 WIB. The uniforms used by students are Student Council on Monday to Thursday and sportswear for Friday to Saturday.

The problem with implementing the education system in LPKA Bandung is that the curriculum that applies at the Wiyata Mandiri School can be said to be flexible, because there is no special curriculum for education at LPKA, so the curriculum follows the main school, for grade 7 junior high schools using the 2013 curriculum for grades 8 and 9 using KTSP curriculum, for high school and vocational education levels have used the 2013 curriculum, the LPKA only provides supporting facilities and infrastructure even though the facilities provided are not as complete as in regular schools but are adequate and have been provided. Another problem is the availability of books/learning modules that are deemed inadequate by the teacher to be an obstacle for students to support learning in the classroom. So that students only rely on the material provided by the teacher without being able to find more information from various sources. Procurement of learning books is the responsibility of LPKA as an education provider, but teachers can only recommend books to support learning.

Children's education at LPKA Class 1 Kutoarjo uses non-formal education in the form of pursuing packages in collaboration with the Tunas Mekar Community Learning Activity Center (PKBM) under the supervision of the Education and Sports Office of Purworejo Regency. This PKBM has an operational permit SK No. 421.9/4449/2018, Notary Deed No. 1 of 2011. This PKBM consists of: One form of education service for jail student at the Kutoarjo Class I Guidance Institute implementing group learning programs as follows: Pursue Package A (SD/MI), Pursue Package B (SMP/MTs), Pursue Package C (SMA/MA) The educational services provided include the following services: This spiritual education service collaborates with the Kutoarjo Religious Office (KUA). With spiritual education services, it is expected to increase the faith and piety of children. With that, children have inner control in every behavior they do. Scouting and Citizenship Education Service This service aims to foster love and concern for the homeland by fostering cooperation and mutual assistance among correctional students.

### **3.2 The Stigma of Post Children Breaking the Law**

The phenomenon that develops in society is that those who have been released from detention facilities are not well accepted to return to live together in society. Experience is not uncommon for children after dealing with the law. However, it will result in the results of their natural rights as a result of being discriminated against in their own social environment [20]. Although the criminal system has shifted towards humanizing humans, it is still not able to convince the public to believe and be confident in what former convicts have found to be free from mistakes [21]. The stigma which grows up in society causes an ex-convict to often get injustice. Even though the criminal punishment they are undergoing is a form of atonement for the mistakes they have made, such as paying debts to debtors [22].

Negative paradigms by views of citizens for ex-convicts are also experienced by ABH. ABH is essentially still a child with a natural nature to be guided and categorized as a vulnerable group. The practice of violating children's rights while they are ABH and afterward, one of which is education. Before the judge's decision and after serving the sentence, the school gets out of hand and feels it is no longer capable of educating students involved in legal cases so that they can take steps to return children to their parents. Stigma associated with former children in conflict with the law poses a challenge in implementing remedies that allow children to reintegrate into society. Stigma itself is an attribute that destroys a person's self-image which is a very clear trait that has a great influence on a person so that he is unable to behave as usual. Goffman mentions in his theory of stigma if a person has attributes that make him different from people who are in the same category as him (such as being worse, dangerous or weak), then he will be assumed to be a tarnished person. These attributes are called stigma. These attributes are [23: 1) A person who has an unrighteous act. 2) Someone who has deviant behavior. 3) Someone who is not normal 4) Someone who is immature and cannot determine the direction of his life. After a child has served a sentence, it is not uncommon to have difficulty in obtaining an education. The reason is that according to Paulus Hadisuprpto, he believes that the imposition of criminal charges against delinquents has the potential to harm children's mental development in the future. This negative tendency is the result of the consequences of criminal penalties, particularly imprisonment, which takes the form of a stigma (bad stamp). According to Barda Nawawi Arief, imprisonment can leave a person with a stigma that will follow them even if they do not commit another crime. It will be difficult for children to return to being "good" children as a result of stigmatization. [24].

Former children who are in conflict with the law in obtaining formal education face this injustice. The stigma attached by the community, including schools to them, worsens their psyche. So that it reduces children's motivation to continue school and a feeling of shame arises to return to the school [25]. Referring to BAPAS, Central Java, as of June 2021, there were 65 children who dropped out of school while undergoing the legal process. "The main reason for children dropping out of school is that during the legal process 49.4% of children were unilaterally expelled from school, 6% of children were asked to leave the school, and 44.3% of children hoped for themselves because of personal desires," [1].

Placement of suspension sanctions, until being expelled (Drop Out) in schools as a disciplinary effort from the point of view of law is known as the application of the concept of retributive sanctions [26]. The isolation carried out by the school, either directly or indirectly, against a child in conflict with the law is a failure of the school in ensuring the implementation of a good and fair education system. Bullying from educators and educators, including teachers, is often found in children dealing with the law until they apply sanctions or drop out or expel students because they are caught in criminal cases such as brawls, sexual harassment, beatings, and other criminal acts. According to Daviz and Jordan, this sanction will have an impact on children being left behind in dealing with the law as students in terms of academic competence and disrupting their capital to compete in the professional realm in the future [28]. Education should be able to increase their confidence and quality of life. Due to the legal status of any child, they

all have the same right to an education, and every child deserves a second chance. It is not uncommon for schools with their authority to issue dropout policies for students who are involved in a case, even though the case that has ensnared them has not been resolved, of course, this is a dilemmatic problem.

The application of restorative justice in schools has been carried out in Australia which is considered effective in answering the problems of students who have problems with delinquency, disciplinary problems, and improving a conducive school [28]. According to Morrison's research, restorative justice has a big role in presenting the values of appreciation, mutual respect, understanding, inclusion, tolerance, and loyalty [28]. Quoting Muladi's opinion, the juvenile criminal justice system's objectives include short-term, medium-term, and long-term goals. The short-term goals are in the form of resocialization or coaching so that they can return to the community for child perpetrators, the medium-term goal is as a preventive measure to prevent the child perpetrator from committing further crimes, and the long-term goal is the creation of welfare for children [12].

People in the social environment divide their life cycle into 2 (two) stages, namely children and adults. The transfer from one stage to another, anthropologically, is characterized by the development or growth of the physical, and psychological development of the mind. These changes are addressed by law to be obeyed by the community [27]. Education should be an effort to optimize and develop individual human beings to uphold respect for human rights and basic freedoms. Kartini Kartono's view quoted by Sambas stated that children in conflict with the law have special personality traits that deviate, such as [28]: 1) Almost all Children in breaking the law are only oriented to the "present", having fun just for today. They do not want to prepare provisions for tomorrow's life. They are unable to make plans for the future. 2) Most of them are emotionally disturbed 3) They are less socialized in normal society, so they are unable to recognize moral norms, and are not socially responsible 4) They like to immerse themselves in "thoughtless" activities that stimulate masculinity, even though they realize the magnitude of the risks and dangers contained in it 5) Conscience does not exist or does not function properly 6) They lack self-discipline and control because they have never been led and educated to do this.

### **3.3 Children Breaking the Law as a Vulnerable Group**

Children are positioned as vulnerable groups of people who must be treated differently or privileged under human rights law instruments at both the national and international levels, and it is the responsibility of the state to ensure the protection and fulfillment of these special children's rights [29]. A restorative justice approach to problem-solving cases involving children who have broken the law is a settlement that involves all parties and jointly resolves cases and seeks the best solution to the cases faced by children, thereby protecting children in conflict with the law and prioritizing the child's best interests. Aimed at children Companions are necessary, according to Hardy, so that children can continue to grow and develop in their future lives [30]. If the mentoring process is not carried out, it is feared that the child may experience difficulties in living his life.



The condition of a child who breaking the law will have an impact and result in certain things happening to the child, as expressed by Soetedjo as follows [31]: 1) Children experience physical, mental, and traumatic stress as a result of problems, including the investigation process, detention process, and court process. 2) Loss of self- confidence in children results in the inhibition of the child's growth and development process naturally because society isolates the child. 3) Changes in the way children think tend to give up easily and do not want to think about their future. 4) Loss of opportunity for children to continue or carry out a formal education so that children are left behind with their peers. 5) Changes in behavior that cannot be accepted by the family or community environment.

### 3.4 The Principle of the Best Interests of Children

Research conducted by Samson Kristianto Explains the impact on the criminal system of Indonesian children when they are sentenced by judges experiencing concerns, especially with regard to their condition after being released [32]. This pressure arises from their understanding of the community's paradigm towards themselves who has been labeled as the child of criminals. This impact will make children closed and insecure so that it slows them to grow and develop until they have adequate abilities to able to enter community life in later adulthood. The principle of the best interest of the child is a principle that guarantees to prioritize the interests that should be obtained by a child in helping their development. Indonesia as a country that ratified the CRC is obliged to implement the principles of the realm of national legal norms based on the principles of treaty law in the context of protecting children's rights. So far, the State of Indonesia has ratified the Convention on the Rights of the Child. This is stated in the Presidential Decree (Keppres) of the Republic of Indonesia Number 36 of 1990 concerning Ratification of the Convention on the Rights of the Child, with the ratification of the convention on children's rights since 1990 Indonesia has been legally bound to implement the provisions contained in the Convention on the Rights of the Child. According to the Convention on the Rights of the Child, children's rights can be broadly divided into five categories, including [33], to achieve the best interests of the child. The right to life (the right to life) and the right to the best possible health and care. 2) The right to protection is a right enshrined in the Convention on the Rights of the Child and includes the right to protect orphans and refugee children from discrimination, violence and neglect. 3) Right to growth and development. Also known as child rights in the Convention on the Rights of the Child. 4) Children. This includes all forms of education and the right to a standard of living suitable for the child's physical, mental, spiritual, moral and social development (the right to a standard of living). 5) Participation rights.

This mandate is found out in code no. 35 of 2014 Articles four to 18, for example, each infant has the proper to live, grow, develop, and take part pretty according with human dignity and dignity, in addition to be secure from violence and discrimination. Obligating the nice pursuits of this additionally can't be separated from the idea of sustainability for the Indonesian technology to gain a wealthy country. Welfare in accordance to, andersen first, said, "with the aid of using ensuring people and households a minimal earnings no matter the marketplace cost in their paintings or property; - second, with the aid of using allowing people and households to fulfill certain "social contingencies" (which include sickness, vintage age, and unemployment) that could in any other case

cause man or woman and own circle of relatives crisis; and - third, with the aid of using making sure that everyone citizens, no matter popularity or class, are presented the nice requirements available” [34]. Assar Lindbeck, said: Welfare states are. “The welfare country, in a nutshell, includes forms of authorities spending arrangements: I coin advantages to households (transfers, together with obligatory earnings insurance) and (ii) subsidies or direct authorities’ provision of human services (which include infant care, pre-schooling, education, fitness care, and vintage age care). Price regulation (which include lease manage and agricultural rate support), housing regulations, paintings-surroundings regulation, job-protection legislation, and environmental regulations are all examples of welfare states. This essay is restricted to an unmarried definition [35].

Midgley, defining social welfare as “a circumstance or country of human well-being” which refers to the fulfillment of material and non- material needs [36]. Edy Suharto said that the elements of welfare are eradicating poverty, unemployment, and inclusion for people with disabilities [37]. From a broad standpoint, the welfare state can be defined as public guarantees for obtaining housing, labor regulations, tax laws, and environmental policies. The limited point of view is interpreted as government intervention in government financial management aimed at the household sector (domestic consumption, income, insurance), as well as subsidies or social funds for children’s health, education, public health, and parental care.

## 4 Conclusion

Formal education is a right for every child whose implementation is guaranteed by the constitution as the right to education in the 1945 Constitution, CHAPTER XIII, Article 31 paragraph (1) Discussing the effectiveness of the law in achieving the goals of the child protection system and the criminal system for children who violate the law, it is necessary to look at three elements, including: Justice, utility, and certainty. The suggestions from the author are:

- 1 The author suggests encouraging policymakers for the national education system to implement an integrated system for implementing the LPKA in order to fulfill the rights of children who are in conflict with the law in obtaining formal education.
- 2 For structural problems seeks to comprehend the significance of education for those who are in conflict with the law and is integrated with law enforcement authorities and schools implementing formal education, an inclusive education system for children dealing with the law, examination, investigation, and implementation of decisions.
- 3 After sentencing, schools and communities are encouraged accept children who break the law and remove the stigma that exists after children have been in conflict with the law. Because the author refers to it as a victim, schools are expected to be at the forefront of dealing with this stigma by implementing the concept of inclusiveness for children who are in conflict with the law after carrying out the judge’s decision.

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