

Implementation of Guarantees for the Rights to Education Correctional Students While in Prison

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ABSTRACT

This research discusses the application of Guaranteed Educational Rights for Correctional Students (Andikpas) in Class II LPKA Bandar Lampung with the legal issue behind this research is that there are several LPKAs in Indonesia that have not paid attention to the right to education for Andikpas.

This research uses normative legal research methods which are supported by empirical research. Sources of primary data collection were carried out through field studies by conducting interviews with LPKA structural officials, LPKA employees, Andikpas representatives, and lecturers in the Criminal Law section of the Faculty of Law, University of Lampung. Secondary data collection is done by literature study. The data that has been obtained by the author is then analyzed qualitatively.

The results of the research carried out show that the implementation of the Education Rights Guarantee at LPKA Class II Bandar Lampung for Andikpas has been implemented, but not yet fully implemented properly. The forms of education available include formal and non-formal education. For formal education, there are Package A (SD), SMP, and SMA equivalency education programs that work independently with the Dwi Mulya Foundation. Non-formal education can be said to be a skills and training activity in which Andikpas are fostered and trained in their skills through various activities prepared by LPKA on a regular basis. The Cultural factors are the most dominant factor in hindering the process of implementing education rights in LKPA Class II Bandar Lampung. This is because there is still a lazy nature within a child to participate in school activities and a lack of awareness of the

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importance of obtaining an education. The average Andikpas who are in LPKA are children who have lived on the road for a long time and have dropped out of school, so indeed the willingness to get an education from within them is very minimal. It is not an easy thing to cultivate these children. However, LPKA Class II Bandar Lampung still strives for the best so that school activities both formal and non-formal are carried out quite well.

1. INTRODUCTION

Children are an asset of human resources that later can help build the nation and state. Along with the times. At this time, the association of a child must be considered more seriously.¹ Children's associations and with whom children are friends can affect the course of their lives later as adults. At this time, the association of a child should have more serious attention.² We cannot deny that often a child in taking action is not really based on his wishes and is still under the influence of various other factors, one of which is the instability in a child that makes a child unable to weigh maturity, good or bad, and the causes and effects of the child. a thing of all the actions he did.

In Indonesia itself, it is not a new thing that a crime is committed by a child. This causes a child have to deal with the law. In Law No. 11 of 2012 concerning the Juvenile Criminal Justice System (UU SPPA) it is explained in Article 1 Paragraph (2) that "Children in conflict with the law are children who are in conflict with the law, children who are victims of criminal acts, and children who are in conflict with the law. be a witness to a crime". A child who becomes a perpetrator in a criminal act or commits various deviant acts is referred to as a conflicted child.

The ratification and enactment of the SPPA Law in July 2012 aims to create a judiciary that can guarantee the protection and best interests of children in conflict with the law.³ The Juvenile Criminal Justice System is a process in resolving cases of children who are in conflict with the law from the investigation stage to the guidance stage after serving a crime.⁴

In the SPPA Law, there is a new paradigm related to the juvenile criminal justice system, namely Restorative Justice or restorative justice which has the meaning in Article 1 Paragraph (6) that "Restorative Justice is the settlement of criminal cases involving perpetrators, victims, families of perpetrators/victims, and other related

¹ Budijanto, Oki. Wahyu. 2013. Pemenuhan hak pendidikan anak didik pemasyarakatan dilembaga pembinaan khusus anak. *Jurnal Ilmiah Kebijakan Hukum*. Vol. 7 No. 1. Hlm 64.

² *Ibid*

³ Yuliyanto, 2020, Pembinaan anak yang berkonflik dengan hukum di Lembaga Pembinaan Khusus Anak Kelas II Bandung. (Correctional for Children in Conflict with the Law in at the Class II Children Correctional Institution in Bandung), *Jurnal Penelitian Hukum De Jure*, Vol. 20 No. 1. Hlm. 104.

⁴ Yuliyanto, *Ibid*, Hlm 104.

parties to jointly seek a just settlement by emphasizing restoration to its original state, and not retaliation”⁵

Based on Article 1 Number 12 of Law Number 35 of 2014 concerning Amendments to Law No. 23 of 2002 concerning Child Protection, children's rights are also part of human rights which must be guaranteed, protected, and fulfilled by parents, families, communities, state, government, and local governments.⁶ One of the rights obtained for correctional students on the sidelines of their sentence is the right to education. The right to education is no less important that the state must pay attention to. Moreover, children who undergo sentencing as inmates in the Correctional Institution must obtain the fulfillment of their rights, because the imprisonment of a child should not reduce or even eliminate their right to education⁷.

There are also many correctional students who are scattered in adult prisons or detention centers so that guidance and education for these children is neglected because the concentration is focused on adult inmates.⁸ The situation of LPKA inmates who accommodate not only criminal children but also with adult female prisoners, this does not rule out the possibility of having a bad influence on criminal children in prison, as happened in LPKA Class II Tangerang.⁹ Another obstacle is that there is no special regulation that regulates the protection of children who are serving a sentence in LPKA as well as those criminal children who do not get placement in LPKA¹⁰.

Likewise with research conducted by Asri Rima Jiwantari in his journal which she published on Management of Andikpas coaching at LPKA Class II Jakarta, it was stated that in coaching and education activities for Andikpas still collaborating with Foundations and Non-Governmental Organizations (NGOs), the budget is not yet available. causing the implementation of the coaching program cannot be carried out optimally in accordance with the work plan at the local LPKA.¹¹

Based on these legal issues, the problem in this research is related to the implementation of education rights guarantees in the sentencing of Andikpas at LPKA Class II Bandar

⁵ Dewi Sartika, 2019, Penanganan Anak Berkonflik Dengan Hukum Yang Belum Berusia 1 Tahun, *Unizar Law review*, Vol. 2 (1). p.10.

⁶ Simson Kristianto, 2021. Pemenuhan hak narapidana anak di lembaga pembinaan yang bukannya anak, *Jurnal HAM*, Vol 12 No. 1, Hlm. 98.

⁷ Rachmat Putro Ferdiawan, Meilanny Budiarti Santoso, Rudi Saprudin Darwis, 2020. Hak pendidikan bagi anak berhadapan (berkonflik) dengan hukum, *Jurnal kolaborasi resolusi konflik*, Vol.2 No. 1, p.21.

⁸ Yuliyanto, 2020, *Op.Cit.* p. 105.

⁹ Bobi Gustiawan, 2018. Skripsi : *Pemenuhan hak-hak anak di Lembaga Pembinaan Khusus Anak Kelas ITangerang*. (Jakarta : UIN Syarif Hidayatullah), p. 55.

¹⁰ Alden Juniedy Simanjuntak, 2013, Perlindungan Hukum Terhadap Anak Yang Menjalani Pidana Penjara Di Lembaga Pemasarakatan Anak Kelas IIB Pontianak, *Jurnal Nestor Magister Hukum*, Vol.2, No.2.

¹¹ Asri Rima Jiwantari, 2017, Manajemen Pembinaan Anak Didik Pemasarakatan Studi Kasus LPKA Kelas II Jakarta, *Jurnal Ilmiah untuk peningkatan mutu manajemen pendidikan*, Vol.4, No.1.

Lampung and what are the inhibiting factors for implementing education rights guarantees in the sentencing of Andikpas in LPKA Class II Bandar Lampung.

3. RESULTS AND DISCUSSION

3.1. Implementation of Education Right Guarantees in the Sentencing of Andikpas at LPKA Class II Bandar Lampung

The Class II Bandar Lampung Child Special Guidance Institution (LPKA) is a Correctional Technical Implementation Unit (UPT) under the auspices of the Directorate General of Corrections of the Ministry of Law and Human Rights (Kemenkumham) which was previously named the Class III Child Correctional Institution in Bandar Lampung and is a transfer from the Penitentiary Class II A Children in Kotabumi, Class II A Metro Child Correctional Institution, and Class I Penitentiary in Bandar Lampung.

In accordance with the mandate in the Juvenile Criminal Justice System Law (UU SPPA) in Article 104, it is explained that every Child Correctional Institution must make changes to the system to become LPKA in accordance with the mandate of the Law. On August 5, 2015, the name change to LPKA class II Bandar Lampung was carried out.

LPKA is an institution that functions as a correctional institution and a coaching institution intended for children in conflict with the law. a place where children who are in conflict with the law are given guidance while serving their sentence. LPKA was built in such a way as to keep children's responses away from the horrors of a prison.¹² LPKA places children in conflict with the law here, namely as part of children or humans created by God Almighty, who have rights in their lives, and have a future and are expected to have the potential to be responsible for their lives in the future.

Mandated in the SPPA Law in Article 85 states: (1) Children who are sentenced to imprisonment are placed in LPKA; (2) The child as referred to in paragraph (1) has the right to obtain guidance, guidance, supervision, assistance, education, and training as well as other rights in accordance with the provisions of the legislation; (3) LPKA is obliged to provide education, training, skills, guidance and fulfillment of other rights in accordance with the provisions of the legislation. (4) Community advisors conduct community research to determine the implementation of education and development programs as referred to in paragraph (3). And (4) Fathers are required to supervise the implementation of the program as referred to in Paragraph (4).

Government Regulation Number 99 of 2012 concerning Terms and Procedures for Implementing the Rights of Correctional Inmates explains the rights of Correctional Students (Andikpas) as inmates. The implementation of these rights is

¹² Indra Bagus Angkoso, 2021. Pelaksanaan pelatihan keterampilan dan pengembangan kompetensi anak didik masyarakat di LPKA Kelas I Tangerang, *NUSANTARA : Jurnal Ilmu Pengetahuan Sosial*, Vol. 8 No. 3. p. 363.

also carried out at LPKA Class II Bandar Lampung, one of them is the implementation of the right to education. It is also mandated in Law No. 20 of 2003 concerning the National Education System, Article 4 Paragraph (1) states that education is held in a democratic and fair manner and is not discriminatory by upholding human rights, religious values, cultural values, and the value of national pluralism. In essence, education is the basis for every Indonesian citizen to be able to enjoy it, as a basic right, so the right to education for every human being is not only a moral right but a constitutional right.

The implementation of education and coaching at LPKA Class II Bandar Lampung starts from, before participating in the education and coaching process, a child in conflict with the law first undergoes the process of acceptance, registration and placement at LPKA Class II Bandar Lampung. This process is carried out for the sake of administration and the smoothness of the correctional process, it also involves efforts to protect and enforce the human rights of the child. Because this process is very influential in the treatment and guidance carried out as well as the fulfillment of Andikpas rights. This process is carried out before the child undergoes the stages of coaching in LPKA.

Based on the results of the interview with the author, Mr. Febri Sadam, he argues that for children who have problems outside and have to deal with the law, who are then placed in LPKA Class II Bandar Lampung with the aim of being given further guidance. And must get a proper education both from formal education and non-formal education. Education that is carried out at LPKA Class II Bandar Lampung has become an obligation for us, the LPKA to fulfill their right to provide their provisions after becoming inmates so that they return to society still with education. In addition, the existence of education makes one positive activity to fill the time they get so they don't feel so bored, stressed, and so on.

Another opinion was conveyed by Erna Dewi, she said that there was a provision in the law that every human being as well as a child has the right to education, as well as children who are dealing with the law itself. In this case Andikpas who are in LPKA must also be considered in terms of education, even though they have legal problems, it is undeniable that they still have a decent future. as children who become the next generation, we cannot judge that forever children in LPKA are evil children.

The technical implementation of the right to formal education at LKPA Class II Bandar Lampung is carried out in accordance with an Agreement or Memorandum of Understanding (MOU) with the Dwi Mulya Foundation. Based on the MOU, the technical implementation of formal education time is carried out from Monday to Saturday, divided into 3 levels of education, namely Equality Education Package A (SD), SMP, and SMA without any class level division. Where the division is SD 2 days, SMP, 2 days, SMA 2 days. This is because there are limited teaching staff. Formal education starts from 08.00 am to 11.00 pm. On Saturday they have joint sports activities and Scouts which are carried out alternately every week. All educational activities, both formal and non-formal, are still carried out in LPKA.

LPKA has provided facilities in the form of classrooms and several other facilities to support the implementation of teaching and learning activities, so that all activities are still carried out in LPKA. In accordance with the MOU with the Dwi Mulya Foundation that they send teaching staff to LPKA, Andikpas do not need to carry out school activities outside of LPKA. This is also a consideration for the LPKA that removing an inmate from the cell is not an easy action. There is a high risk that requires very tight escorts to release an inmate.

LPKA also has rules for when an Andikpas can leave the cell before the sentence is over, for example, such as experiencing a serious illness, a close family member who has died, and other urgent and urgent matters. During the Covid-19 pandemic, several changes occurred in the process. Learning at LPKA Class II Bandar Lampung. The change is in the form of learning time given by LPKA to Andikpas. So that the time that Andikpas gets for each learning process is only 2 hours, from 08.00 to 10.00 WIB. When there was a spike in Covid-19 cases, the learning process was abolished, Andikpas only received assignments given by the teacher concerned. When viewed in terms of quality, of course, the formal education available outside LPKA is far superior. However, from a technical point of view, the implementation is not much different from other schools out there.

Schools in LPKA only adjust to the conditions of Andikpas with the most important goals being that Andikpas are directed to continue to have a passion for learning, convey material well, get maximum grades and report cards. The subjects taught are in accordance with the curriculum used by the Dwi Mulya Foundation, but only general subjects are given. Andikpas who participates in school activities in LPKA is also registered in the Basic Education Data (Dapodik) at the Ministry of Education and Culture (Kemendikbud).

Andikpas at LPKA Class II Bandar Lampung which consists of 109 children, only 34 children have the right to education. Among them, 6 children received education in the form of Package A (SD) equivalency education, 13 children received junior high school education, and 15 children received high school education. This states that not even 50% of the total number of Andikpas in LPKA have the right to formal education. Other Andikpas who do not have the right to formal education continue to receive non-formal education. Based on the results of the author's direct observations at LPKA Class II Bandar Lampung, indeed not all Andikpas get the right to formal education, this is because many of them have dropped out of school before being placed in LPKA this causes them not to have a NISN (National Student Identification Number) as well as other school files.

NISN and other files are needed to register them in the Dapodik system at the time of school registration at LPKA Class II Bandar Lampung. However, LPKA still strives to prevent discrimination between Andikpas who have the right to formal education and those who do not. Although some other Andikpas do not have the right to formal education registered, they are still welcome to use the textbook facilities provided in the library and can study together with other registered Andikpas according to the subjects provided.

Apart from that, there was also an art activity in screen printing clothes which was instructed by the instructor and in collaboration with Ramones Art Pringsewu. In addition, LPKA also provides environmental education with activities including agriculture, animal husbandry, and fisheries. An example of this activity is farming, such as harvesting kale cultivation, where the results of the harvest can be felt by Andikpas through LPKA's kitchen preparations. In addition to farming, Andikpas is also trained for livestock and fisheries activities such as raising fish, chickens and ducks to laying eggs.

The purpose of carrying out these skills and training activities, apart from being an obligation that must be carried out by LPKA, is to train the creativity, interests and talents of Andikpas. Filling Andikpas time with positive activities to relieve boredom. Andikpas who participate in skills activities earnestly also get a national standard certificate that can be used to support future work shortly after they leave LPKA. Seeing how optimally the implementation of the right to education is both formal and non-formal, from the results of an interview with Mr. Sambiyono and Mr. Febri Sadam, both of whom said that the implementation of education at LPKA Class II Bandar Lampung was much better than before, it could be said that it had reached 80% of the optimal level.

It has become a necessity in addition to having regulated the rights of children to get education and guidance, therefore LPKA will always try their best by maximizing all existing facilities and infrastructure. Meanwhile, he also stated that the unit officers have optimized their performance in supporting the implementation of the implementation of both formal and non-formal education at LPKA Class II Bandar Lampung.

The services provided have reached the maximum, in terms of serving the needs of Andikpas in all aspects as recorded in the budget. Officers are also given support in the form of facilities and infrastructure to support their performance although this is still limited. The officer treats Andikpas well and keeps him away from physical punishment, but the punishment given is in the form of punishment that can develop a good mindset and ability for the child, for example if there are Andikpas who violate the rules in LPKA and do not comply with the available rules, the officer gives punishment in the form of additional study assignments, cleaning activities, making handicrafts from available used goods and so on.

2. METHOD

The type of research used in this research is using empirical research¹³. The research location is in Class II LPKA Bandar Lampung. Sources of data used in this study are primary data, secondary data. The data collection technique used was purposive sampling. The results of data analysis through a quantitative approach, answering and solving as well as a thorough and complete in-depth study of the object under study in order to produce descriptive conclusions according to certain conditions.

¹³ Ardila, Y., & Kalalo, J. (2019). Arrangement for Issuance of Certificate of Substitute of Land Rights. *Musamus Law Review*, 2(1), 36-49. <https://doi.org/10.35724/mlarev.v2i1.2270>

3. RESULTS AND DISCUSSION

3.1. The Inhibiting Factors for Implementation of Education Right Guarantees in the Sentencing of Andikpas at LPKA Class II Bandar Lampung

1. Legal Factors

The legal factor is one of the main determinants in the context of law enforcement as well as the provisions of the law governing the rights of children in the sentencing process against Andikpas. The existence of legislation in particular can be the legal basis in the implementation of coaching and education for children so as to optimize the technical implementation of coaching for Andikpas. Every child has the right to get a proper and fair legal trial based on the principles contained in the criminal law.¹⁴

2. Law Enforcement Factors

The success in law enforcement is certainly related to law enforcer. According to Sambiyono, the officers of the Institute for Special Development of Children (LPKA) are always given performance evaluations and directions. However, there are still obstacles, such as the limited quantity in terms of coaching related to the quality and quantity of LPKA officers who are still lacking in terms of coaching, so it is necessary to make efforts to increase the abilities and skills for officers through education and training (Diklat). LPKA also recommends and provides the widest opportunity for officers to improve their education so that their knowledge, insight and skill will increase, and have an impact on the quality of officers who are getting better.¹⁵

3. Factors of Infrastructure and Facilities

In Adikpas LPKA Class II Bandar Lampung, infrastructure and facilities are provided to support the implementation of their education, such as school uniforms according to their school level, including sports uniforms and scout uniforms, school bags, school shoes, computers, and other school equipment. LPKA also provides classrooms, library rooms, mosques to carry out spiritual activities for those who are Muslims, fields for sports and outdoor activities, land for carrying out farming activities as well as land for carrying out livestock activities.

However, in its implementation, the infrastructure and facilities provided are still classified as inadequate, it is only sufficient to support several activities such as only 6 computers that are available, so they need to use those computers alternately; limited classrooms so that there is no separation of classes between levels; limited notebook so that one student only gets one notebook for all subjects. Likewise with school shoes, due to following the annual purchase allotment budget, sometimes the shoes given to

¹⁴ Koni, Y., Bunga, M., Kodai, D., Ismail, N., & Tangahu, M. (2021). Application of Law Enforcement Due Process System in Law Against Child Crimes. *Musamus Law Review*, 3(2), 72-83. <https://doi.org/10.35724/mularev.v3i2.3519>

¹⁵ Interview on February 8, 2022, Sambiyono, as the Head of Special Child Development Institute Class II Bandar Lampung.

Andikpas that have finished the punishment period, if the shoes are still worth for use, they have to collect the shoes back to be used again for the new Andikpas.¹⁶

The limited infrastructure and facilities needed in the implementation of this coaching can hinder the Andikpas coach in carrying out their duties as much as possible. The availability of adequate infrastructure and facilities to support the implementation of the coaching and education process is very important in achieving the success of coaching Andikpas.

4. Community Factors

The community is decisive for the success and development of Andikpas, because of the acceptance back from the community to the Andikpas who have completed their sentences and are ready to return to social life, it makes it easier for them to integrate into society since they have been given the recognition that they can live in a normal and reasonable social environment after being trained and provide with educational opportunities. In another sense, the community also helps the success of the coaching and education process at LPKA.

The service factor of the movement or the will of the community itself can also affect the implementation of the guarantee of the right to education here. In Indonesia itself, it is still felt that non-governmental institutions, especially in the regions such as NGOs, social foundations, regional child protection commissions, integrated service centers for women and children empowerment, and so on, are deemed lacking or not even reached out and paid attention to the rights that they are supposed to be able to help give to Andikpas who are in LPKA, especially in the field of coaching and education, as we know that the principle of child protection is nondiscrimination.

The form of community acceptance of Andikpas who has completed his sentence at LPKA Class II Bandar Lampung and is ready to return to community life will have a positive impact on Andikpas, with the meaning that the community has recognized that the child has received coaching, education, personality, religion, and skills that are good enough to return to socializing with the community with minimal chance that they will return to do their past mistakes. If the community is not willing to accept the child, it is feared that the child will commit a crime again. Basically, there are many factors that caused the former Andikpas to return to commit their crimes (Recidivist), such as economic factors, family factors, psychiatric factors, and negative stigma factors or forms of rejection from the surrounding environment, in this case, the society. Thus, it is necessary to have the supportiveness of the community to the former Andikpas to believe that they can improve themselves and return to normal life in the midst of social life.

The support from the community also provides a positive form and determines the success of the implementation of coaching and educational programs for LPKA that the community gives trust to the LPKA, in this case LPKA Class II Bandar Lampung to foster the Andikpas to become better human beings and will not repeat criminal acts in the future. It is also inseparable from the involvement of the community and other

¹⁶ Interview on February 8, 2022, Jeni Saputra and Surya Adi Putra Representatives of Andikpas Special Child Development Institute Class II Bandar Lampung.

non-governmental institutions by including various programs to realize the fulfillment of the right to education that is constrained properly. For instance, through *the Corporate Social Responsibility (CSR) program, foster parents' program, educational scholarships from the private sector and so on*, since education is a basic right of every citizen. By that, the state is responsible for its citizens without exception in accordance with those mandated in the 1945 Constitution of the Republic of Indonesia and other related laws.

5. Cultural Factors

The application of legal policies is certainly inseparable from the factors that hinder its implementation, including the application of education guarantees to Andikpas at LPKA. The cultural factor itself is influential in carrying out the rights of Andikpas. If the culture embedded in Andikpas is still low, the implementation of their rights will not run smoothly. With the example of a culture of laziness and lack of willingness from within an Andikpas to follow the learning process and activities available, so that the implementation of the learning process and other activities is not carried out properly. Based on the results of interviews with Jeni Saputra and Surya Adi Putra, they gave information that if there are teaching staff who are unable to attend and only provide teaching through assignments, it causes a sense of laziness from within them to do the given task. This is also felt by several other Andikpas who are in LPKA Class II Bandar Lampung, they are easily bored in receiving learning and do not focus during the learning process so that the subject matter cannot be understood properly.¹⁷

Another obstacle that is often felt by LPKA Class II Bandar Lampung apart from the above factors is the difficulties in terms of administrative management in order for the smooth implementation of formal education, as the information given by the Head of the Coaching Section, Febri Sadam, stated that there is no letter or proof from the previous school that is useful for LPKA in managing the transfer of an Andikpas school from the previous school to the school available in LPKA. This often happens because the file is lost, damaged, and it is difficult for the Andikpas family to hand over their files to the LPKA such as being hindered by costs, or difficult to get communication.¹⁸ Furthermore, Erna Dewi, as an Academician of the Faculty of Law, University of Lampung, in the interview results, stated that the efforts to minimize the inhibiting factors felt by LPKA were readjusted to the factors themselves. Increase what is lacking, fulfill what has not been fulfilled, prepare what has not been prepared.¹⁹

Based on the description above, it can be stated that among the five inhibiting factors previously described, cultural factors are the most dominant factor in hindering

¹⁷ Interview on February 8, 2022, Jeni Saputra and Surya Adi Putra Representatives of Andikpas Special Child Development Institute Class II Bandar Lampung.

¹⁸ Interview on February 8, 2022, Febri Sadam, as the Head of the Section of the Development Section of the Special Child Development Institute Class II Bandar Lampung.

¹⁹ Interview on February 11, 2022, Erna Dewi, as a lecturer in the Criminal Law section of the Faculty of Law, University of Lampung.

the process of implementing education rights in LKPA Class II Bandar Lampung. This is because there is still a lazy nature within a child to participate in school activities and a lack of awareness of the importance of obtaining an education. This is also stated by LPKA that it is very difficult to cultivate and eliminate this lazy nature, basically the lazy nature comes from within themselves, so the nature can only be changed by themselves. We cannot deny that Andikpas or these child prisoners are not like children in general. The average Andikpas who are in LPKA are children who have lived on the road for a long time and have dropped out of school, so indeed the willingness to get an education from within them is very minimal. It is not an easy thing to cultivate these children. However, LPKA Class II Bandar Lampung still strives for the best so that school activities both formal and non-formal are carried out quite well.

3. CONCLUSION

That the implementation of the guarantee of education rights in the sentencing of Andikpas at LPKA Class II Bandar Lampung has been carried out but has not been fully implemented properly. Availability of formal education rights for Andikpas who work independently with the Dwi Mulya Foundation, including equivalence education Package A (SD), SMP, and SMA. In addition, non-formal education is also available, commonly known as skills and training activities in collaboration with the Metro City BLK, Ramones Art Pringsewu, and other relevant agencies.

The Cultural factors are the most dominant factor in hindering the process of implementing education rights in LKPA Class II Bandar Lampung. This is because there is still a lazy nature within a child to participate in school activities and a lack of awareness of the importance of obtaining an education. The average Andikpas who are in LPKA are children who have lived on the road for a long time and have dropped out of school, so indeed the willingness to get an education from within them is very minimal. It is not an easy thing to cultivate these children. However, LPKA Class II Bandar Lampung still strives for the best so that school activities both formal and non-formal are carried out quite well.

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