

Fulfillment Matter of Education Rights of Children in Conflict With the Criminal Law

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ABSTRACT

This study aims to determine the forms of the fulfillment of education rights for children in conflict with the criminal law in Indonesia through the "Independent School" program and the factors hindering its practice. It was field research in the form of a case study with data collection techniques: observation and interviews. The research findings reveal that the fulfillment of the right to education for children conflicts with the criminal law (ABH) already carried out but not optimally as regulated in Permen PPPA No. 15 of 2010. This can be seen from the efforts of the staff at LPKA to open non-formal classes even though they do not have adequate classrooms and facilities and the unavailability of professional teaching staff. The inhibiting factor is the absence of human resources in the form of professional teaching staff and limited facilities and infrastructure. As a result, the implementation of education did not work well because the teaching staff did not have an official educational background, and teaching activities were only performed as additional duties as staff at LPKA. The study results show that the LPKA staff's role is vast in providing education to ABH regularly to fulfill education rights. The implications are expected to become input for the LPKA Class II Maros policy to provide management and learning techniques to staff and input for the central government to recruit teaching staff and social workers as well as the provision of facilities and infrastructure.

Keywords: fulfillment matter; education rights; children in conflict with the law.

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INTRODUCTION

The number of children in conflict with the law in Indonesia is increasingly worrying. We can see this from the increasing number of cases every year. Data from the Indonesian Child Protection Commission or *Komisi Perlindungan Anak Indonesia* (KPAI) showed 1,434 cases of children in conflict with the criminal law received as complaints throughout 2018 (Halim, 2019).

Cases of sexual crimes dominate children who conflict with the law as victims and perpetrators. Based on research conducted by KPAI in 15 prisons throughout Indonesia, several factors that cause these crimes are social influences, pornography viewing, and social media influences. Of the three factors, the influence of friends and associates is the factor that dominates children committing crimes. Meanwhile, several other unlawful acts committed by children in conflict with the law are theft, physical violence, abuse, brawls, and stabbings. In 2019, KPAI also reported that cases of children in conflict with the law were the most cases included in the institution. According to KPAI Commissioner Retno Listyarti, the total number of cases from 2019 to 2011 was over 10,000. From 2011 to 2019, the number of children in conflict with the law reported by the KPAI exceeded 11,492 cases. When compared to other cases, such as cases of trafficking (2,156 cases), pornography and cybercrime (3,323 cases), and narcotics (2,820 cases), this ABH case occurred many times over these cases (Shiddiq, 2020).

The KPAI reports on children in conflict with the law until 2011 is data that astonishes all parties, especially the ministry of religion and the ministry of education, which handles maximum education services to achieve the goals of national education as mandated by Pancasila and the 1945 Constitution, to build Indonesian people. Those who believe and fear God Almighty have noble character and are physically and mentally healthy. The number of children in conflict with the law has increased significantly. The increase can see in the number of cases in 2018, which only amounted to 1,434 cases to 11,492 in 2021; looking at these data, the question then arises where is the role of educational institutions, informal education in the family, formal educational institutions, namely schools and institutions. Non-formal education, namely in the community, so that cases of ABH are increasing? Therefore, it is a concern for educators to work together with parents and the community to reduce the number of crimes committed by children.

Children in conflict with the law, abbreviated as ABH, handling criminal court cases are special and regulated in different regulations law states that if a child has not reached the age of 12. Suppose they commit or are suspected of committing a crime. In that case, the community advisors and investigators decide to hand it over to their parents/guardians or include them in education and coaching programs at school organizations or welfare agencies. Punishment of

these children is not considered an act of revenge but an attempt to prepare for their future when they return to society. The efforts must contain aspects of recovery, aspects of interest for the future, aspects of child welfare, and efforts to build responsibility (Ferdiawan, Santoso, & Darwis, 2020). Thus, it is known that children who conflict with the law have the right to education from the state.

Every child has the right to receive education as guaranteed in Article 31 of the 1945 Constitution (UUD 1945), including children in conflict with the law as regulated in Article 85 number (2) of Law Number 11 of 2012 concerning the Juvenile Criminal Justice System. Children in conflict with the law are a group of children who are vulnerable to being deprived of their education rights. Most ABH dropped out of school because they were forced to serve their sentences in the Children's Prison. This condition limits ABH from getting the much-needed education to developing their skills and intelligence. In addition, education for ABH is critical so that ABH can develop good moral values, character, and personality as provisions when returning to live with people outside the prison, where this is often the biggest issue for ABH. This is the concern of all parties, including researchers, to see if they fulfill the rights of ABH education as mandated by law.

One study carried out by Fitri Dwi Nurjannah, and Levina Yustitiantingtyas regarding the implementation of children's education rights in LPKA in terms of Law Number 35 of 2014 concerning Child Protection shows that there are still several problems that occur in the implementation of children's education in LPKA. These problems occur due to the lack of educational facilities and infrastructure, the lack of educational teaching staff, the lack of parties who assist the educational process at LPKA, and the absence of special rules regarding implementing formal education for ABH (Nurjanah & Yustitiantingtyas, 2020). In line with some research cited by Yuliana Primawardani revealed that there are still ABHs who have not received their education rights due to the low quantity and quality of human resources, lack of budget, incomplete facilities and infrastructure, and teaching staff (Haling, Halim, Badruddin, & Djanggih, 2018; Phillo, Arteja, & Rizqi, 2021; Primawardana, 2013). These studies only focus on the problem of fulfilling of education rights of children in conflict with the law without looking at the forms of fulfillment.

Contrary to the two research findings above, the findings of Albab's research at the Marsudi Putra Social Institution "Antasena" Magelang Regency prove that fulfilling the right to education for ABH is given. The form of education is psycho-social guidance, including mental psychology, social ethics, and religion. Besides psycho-social guidance, there is also physical and exercise guidance, basic knowledge, skills, and arts (Albab, 2017). The results of the three studies show that the government has made efforts to fulfill the right to education for ABH. However, this effort has not been maximized in its application. This is evidenced by Nurjannah's research (2020) that there are no special rules for

implementing formal education for ABH. Then what about the rights of ABH education in South Sulawesi Province?.

Child protection is one focus of the South Sulawesi Provincial Government, not least for children who conflict with the law. As a concern for ABH, the Office of Empowerment, Women, Child Protection, Population Control, and Family Planning (DP3A Dalduk KB) of South Sulawesi Province has signed a cooperation agreement for ABH services with all OPD, LPA, Ministry of Religion, Prisons, and local Fathers on three regions in South Sulawesi, namely (1) LPKA Maros starting in 2018, (2) LPKA Kota Parepare starting in 2019, and (3) LPKA Palopo City starting in 2020. According to DP3A Dalduk KB South Sulawesi, these three areas are quite large. Children conflict with the law (South Sulawesi Provincial Government Public Relations Bureau, December 2020). The service scheme for ABH includes integrated services such as education services, health services, mental-spiritual recovery services, psycho-social services, and others that are child-responsive (Kla.id.,2019). Implementing integrated services, especially educational services, is the object of research researchers will carry out.

The fulfillment of the right to education is a basic need for children, which is the government's obligation to provide services and to learn facilities for them. Article 31 of the 1945 Constitution states that every Indonesian citizen has the right to education. Unfortunately, most prisons do not provide the best education service for children in conflict with criminal law. Implementing integrated services since LPKA was signed, it had become a concern for the author to conduct research regarding fulfilling the right to education for ABH. As described above, the formulation of the problem in this research is the form of implementation of educational services for children who conflict with the law at the Special Child Development Institute in South Sulawesi? This study aims to map the program of activities to fulfill the education rights of children in conflict. The law at LPKA and evaluate the implementation of the 'Sekolah Mandiri' program, especially education services carried out by LPKA and related agencies in fulfilling the right to education for children in conflict with the law in South Sulawesi.

METHODS

The type of study used is a case study where the researcher conducts an empirical search for knowledge by investigating the real phenomenon. The research was conducted in Indonesia by taking research samples at the LPKA Class II Maros as the representative LPKA for the Province of South Sulawesi. The researcher uses two data according to their classification based on the type and source of the data. Namely: (1) primary data is data taken from the first source in the field obtained through in-depth interviews with teaching staff at LPKA Class II Maros and Correctional Students (Andikpas); (2) secondary data obtained from documents in LPKA related to the provision of education for

Andikpas. Thus, the informants in this study were: Head of LPKA Class II Maros, Head of Independent School of Merdeka PLKA, Coordinator of the Teaching Team at LPKA, teaching staff at LPKA totaling 11 people (9 men and two women), and the participants of Correctional Students (Andikpas) totaling 42 people (41 boys and one girl). The total number of informants is 57 involved in the ABH education.

The data analysis process uses an interactive analysis model by Miles and Huberman, where the researcher allows conducting data analysis both during and after data collection. Data collection, reduction, presentation, and conclusion are stages. It begins with a study of data from documentation in official letters at LPKA, observations, and results of in-depth interviews with data sources.

RESULTS AND DISCUSSION

The Rights of Children in Conflict with the Law

Children today are not always in normal conditions. Some children are faced with problems with the law and conflicts with the law. Children may become victims of a crime and undergo a criminal process (Becroft, 2006). Children who conflict with the law are usually limited in their space for movement in society, so they do not have physical, mental, and social abilities that require special attention (Wati, 2017). Children in conflict with the law experience fear, anxiety, confusion, and frustration during the criminal process (Santoso & Darwis, 2017). All children must be in harmony with their rights (Hafidzi, Khalid, & Septiani, 2020).

Therefore, to respond to the guarantee of the rights of children who are in trouble with the law, Law Number 3 of 1997 concerning Juvenile Court is enacted, which applies to every child in the process of undergoing examination and also efforts to protect children's rights from the juvenile justice process. The guarantee of the protection of children's rights in the judicial process, especially for children in conflict with the law, is also emphasized in Article 65 of Law Number 23 of 2002 concerning Child Protection Law so that children do not become victims of abuse and neglect (Sinaga & Lubis, 2010).

Everyone in law enforcement can support the enforcement of human rights, including children in conflict with the law. Because the right does not belong to certain people to bequeath to children rigidly, the child's rights must be given flexibly, including the freedom to get the right to education (Setyorini & Utomo, 2020). Children in conflict with the law require alternative efforts to overcome child crimes, especially the participation of parents and the community (Wismayanti, 2007).

Furthermore, the true purpose of the Convention on the Rights of the Child 1989 is to protect and guarantee children's rights, such as the right to provide for children, including adequate nutrition, health care, education, and economic welfare. In addition, every child has the right to protection from abuse, neglect, violence, and exploitation. Children also have the right to participate, namely the right to vote in decisions free from influencing children. Children in conflict with the law can also feel welfare, as stated in the Convention on the Rights of the Child 1989 (Ame, 2011; Muntingh, 2003). As underlined in the Convention, children must be free from non-discrimination and have the right to equal treatment of all children regardless of social, religious, political, and family circumstances (Gardam & Jarvis, 2001; Un-Habitat, Shaw, & Tschiwula, 2002).

Some of the laws that apply in Indonesia are the implementation of the Convention on the child's right to resolve and protection from crimes for children in conflict with the law. The law that is applied has a purpose and conception to side with the human rights of a child (Indarsih, 2019). However, from several cases of children in conflict with the law in Indonesia, the implementation of the resolution always focuses on the psychological burden that can harm children's mental development and education.

Condition of Child Special Penitentiary (LPKA) in South Sulawesi

Initially, there were 3 (three) LPKAs in South Sulawesi. The three LPKAs are in Maros Regency, Parepare, and Palopo. However, with issuing the Decree of the Director-General of Corrections of the Ministry of Law and Human Rights of the Republic of Indonesia year 2020 concerning the Implementation of Independent Learning Schools for Children in Children's Special Guidance Institutions, one Special Child Guidance Institution established in each province. They set the technical implementing unit for the Regional Office of the Ministry of Law and Human Rights of South Sulawesi Province at LPKA Class II Maros with Information Technology Excellence Class. LPKA Class II Maros becomes the center for fostering Children in Conflict with the Law (ABH), or all children who have stumbled upon legal cases and have decided their cases in court placed in this LPKA.

According to appointing Maros Class II Penitentiary to become the South Sulawesi LPKA, the results of an interview with the Head of LPKA, because Maros Prison is the correctional institution closest to the regional office, which was initially LPKA should settle in the capital of each province.

From the results of interviews with teaching staff at LPKA Maros and the data obtained during the Covid-19 pandemic, the Ministry of Law and Human Rights established a policy of the "Home Assimilation" Program to reduce the spread of the coronavirus in Correctional Institutions. Decision Number 24 of 2021 concerning the "Home Assimilation Program" proposes that prisoners who

enter 2/3 of their criminal period and that Andikpas enter their criminal period from July 1, 2021–December 31, 2021, be sent home to serve the rest of their prison term. Several Andikpas in LPKA Maros has received relief from their detention period through the Home Assimilation program.

LPKA Class II Maros, which has 70 employees, is one of the LPKA that received an award from the Ministry of Women's Empowerment and Child Protection on July 17, 2020, on National Children's Day as an institution that has met the Minimum Standards for Child-Friendly Services. This achievement is because of the Independent School administrators' hard work in providing educational services for ABH. Several murals appeared to be painted on the buildings at LPKA to provide a comfortable and friendly atmosphere for Andikpas. The head of LPKA also created a cafe called "Larosi Cafe." He equipped this cafe with musical instruments where Andikpas mingle with each other and where they share their hobbies with singing and poetry.

The head of LPKA transformed the coaching institution in such a way as to provide a comfortable atmosphere for the correctional students. Larosi Cafe is not only a place for developing artistic talent. It is also used as a place for discussion and a place for children to hang out. So it is not surprising that LPKA Maros has received an award from the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia as a Child Special Guidance Institution that meets Child-Friendly standards.

Fulfillment Matter of Education Rights of Children in Conflict with the Law

Implementing the Independent School Program, the Director-General of Corrections establishes specific areas for each LPKA in Indonesia. Based on this decision, LPKA Class II Maros, South Sulawesi, received the Information Technology (IT) Class. The teaching staffs at this school are 11 LPKA employees. What is interesting at LPKA is that the teaching staff innovates by opening other classes besides Information Technology Class as mandated by the Decree of the Director-General of Society, namely Art Class, Moral Class, Health Class, Religion Class, Work Skills, and Scouting. These classes opened based on consideration of the needs of Andikpas interests in LPKA. The interviews with andikpas in LPKA Maros found that they were thrilled with the educational program provided at LPKA. Anto (pseudonym) said that the entire class was exciting and valuable to him.

“The teacher taught us how to operate a computer in computer class. Type on the computer, save data, and more. I also like art in art class because I learn to play musical instruments such as the guitar, sing, and read poetry. A friend of mine won a poetry reading competition and got an award. In the afternoon, practice lines and scouts. But during corona, there are no

scouts. There is also a skill class... (Interview with A, as the Andikpas, October 12, 2021).”

In implementing the Independent School program, LPKA Maros collaborates with government agencies engaged in education and culture and communities concerned with education to fulfill the education rights of Children in Conflict with the law. Based on the interviews with the Coordinator of Teaching Staff, he explained that each institution and community had contributed majorly to implementing education in LPKA. The Maros District Education Office will follow up on the collaboration results by sending teaching staff to provide learning activities at LPKA. The Ministry of Religion also prepares a curriculum for religious education for Andikpas. Meanwhile, every week, the Indonesian Islamic Da'wah Institute (LDII) Maros provides learning activities to read the Qur'an and recitation for Andikpas. Student communities such as the "Taulan" Community and the "Turun tangan" community contribute by providing Life Skills Training for Andikpas at LPKA.

In carrying out the religious education class, LPKA Class II Maros has coordinated with the Ministry of Religion of Maros Regency regarding the syllabus and the teaching staff who will teach. However, until now, the Ministry of Religion has not provided a syllabus for implementing religious education classes at LPKA Class II Maros. Although LPKA could not provide formal religious education, Andikpas are routinely given recitations and *tausiyah* by the Ministry of Religion and the Indonesian Islamic Da'wah Institute (LDII) Maros.

Then, in other class programs, the teaching process is currently not structured because they do not base it on the teaching syllabus. Thus, the material taught in each class program is only based on the educators' knowledge. This is because no educators are provided explicitly by LPKA Class II Maros. Currently, the teaching staff who teach Andikpas are LPKA staff themselves.

Based on observations and interviews with LPKA Class II Maros, the fulfillment of the right to education as regulated in Permen PPPA no. 15 of 2010 has not been fully implemented. It has not fulfilled the six existing facilities in their entirety. LPKA class II Maros still does not have competent teaching staff based on educational background and expertise, whereas permanent teaching staff is only employed by LPKA staff. We can see the lack of teaching and learning materials from the absence of a learning syllabus for each subject as a basis for teaching. There has not been a regular evaluation of learning, and the unavailability of assistant staff to psychologists and social workers. The efforts of LPKA Class II Maros to fulfill Andikpas' educational rights can be seen in the provision of classrooms or study rooms as educational facilities. The signing of a memorandum of understanding to fulfill education rights cannot be implemented by LPKA Class II Maros independently. Although, currently, LPKA Maros could not provide formal education, non-formal classes at LPKA have been running

according to the mandate of the Decree of the Director-General of Corrections concerning the Implementation of Independent School, which begin in October 2021.

All costs incurred from the cooperation between the Maros LPKA and the agency/institution/community are jointly borne from each party's budget to fulfill the right to ABH education. Besides efforts to fulfill the right to education, LPKA also guarantees the safe implementation of learning activities within the institution. The interview with the Head of LPKA revealed that LPKA Class II Maros through the head of the prison is very open and accommodating to outsiders concerned with ABH education at LPKA Maros and are ready to collaborate for implementing education and skills programs for ABH.

The form of cooperation with the PPPA Office of South Sulawesi Province is an Integrated Service as returning home for free by the Provincial Empowerment Service for ABH. They have undergone a period of coaching at LPKA Maros. For children who have undergone the coaching period, the Provincial Empowerment Service will pick them up at LPKA Maros and then send them back to their parents' house.

The Superior School Coordinator explained that there were many obstacles faced by LPKA Class II Maros in implementing education for Andikpas. The lack of study space, the lack of teaching staff, and the condition where the educators assigned to teach Andikpas did not have a scientific basis for teaching. This is because the teaching staff only comes from the LPKA staff itself. Another obstacle faced is the Andikpas Block and the Adult Convict Block, which are still combined in one building. The constraints LPKA Class II South Sulawesi owns then make LPKA inadequate in carrying out the teaching process, as expected in the legislation. This then hinders the fulfillment of Andikpas' right to education.

Based on the results of interviews conducted, several factors hinder the fulfillment of ABH education rights at LPKA Class II Maros, namely:

Fulfillment of Formal Education for ABH

The Superior School Coordinator explained that Andikpas in LPKA Class II Maros had not received a formal education, such as elementary, junior high, and high school, until now. They currently only give non-formal education to them. However, to fulfill the right to formal education for Andikpas, LPKA has coordinated with the Learning Activity Center (SKB) and the Maros Regency Education Office regarding implementing formal education for Andikpas.

Lack of Facilities and Infrastructure at LPKA Maros

LPKA Class II Maros, until now, does not have the facilities and infrastructure to support the implementation of education. Based on the results of interviews conducted with the Head of LPKA Maros and with the Coordinator of the teaching staff, LPKA only has one classroom used by Andikpas in the teaching and learning process. *"We also have a problem because we only have one classroom"* (RH, October 12, 2021). The class was previously a church house of worship that was not functioning correctly. This is because the room has also damaged the roof of the building. By the Head of LPKA, the building was repaired, repainted, and used as a local classroom space but still functioned as a church on Sundays. Because there is only one local study room, Andikpas is divided into two study groups, Class A and Class B, who take turns receiving daily lessons. One classroom does not meet the number of Andikpas in LPKA. Thus, they hope there will be additional local learning spaces so that learning can be carried out simultaneously and run optimally, like the results of an interview with one of the Andikpas.

...unfortunately only one class changes, even though all are ready to study so that we will have to study longer (Interview with M, October 12, 2021).

Besides the lack of classrooms as study rooms, computer laboratory facilities and computer equipment are not yet available. This is contrary to the determination of the Independent School Excellence Class at LPKA Maros as an Information Technology Class, which requires a lot of computer equipment to support the Information Technology Class program.

Few Teaching Staff

Currently, the number of educators who teach at LPKA Maros is still inadequate when viewed from the number of Andikpas. This is because the teaching staff only comes from LPKA Maros' staff. Besides a deficient number, the teaching staff who teach today also do not have a scientific basis for teacher education, as stated by one of the teaching staff at LPKA Class II Maros.

The only problem is that the friends we have appointed to teach don't have primary education (Interview with PS, as a teaching staff at LPKA, October 12, 2021).

Several volunteers from communities interested in education for ABH who have signed an MoU with LPKA also teach Andikpas. However, volunteer educators from these communities do not have a fixed teaching schedule that is only incidental. However, the Maros District Education Office has promised to send several teachers to teach at LPKA.

Antipas Block and Adult Prisoners Block are still incorporated into LPKA Maros

In LPKA Class II Maros, there is still a merger between the Andikpas block and the adult inmates block. This contradicts the Law of the Republic of Indonesia Number 11 of 2012 concerning the Juvenile Criminal Justice System. Article 3part b explains, "Every child in the criminal justice process has the right to be separated from adults." Based on the Law, there must be a separation between the block for Andikpas and adult inmates as described in the law. The guidance and supervision of independent schools in LPKA are carried out by the Directorate General of Corrections and the Correctional Division of the Regional Office of the Ministry of Law and Human Rights of South Sulawesi Province based on the Guidelines for implementing Independent School by the Directorate General of PAS. Independent School Managers periodically report education results at LPKA to the Provincial Regional Office of the Ministry of Law and Human Rights. Independent School Organizers from the Directorate General of Corrections are technically responsible for the preparation and supervision of implementing independent schools. Meanwhile, LPKA handles the implementation of Independent School activities. The following is an evaluation report on implementing the Independent Learning Independent School by LPKA Maros to the Regional Office of the Ministry of Law and Human Rights of South Sulawesi Province:

Table 1. Evaluation of independent school implementation for children in LPKA Maros

No	Technical Implementation Unit	Leading Class	Implementation	Support/Partners and Resources	Obstacle	Plan Follow-Up
1	LPKA Class II Maros	Information Technology Class	- Graphic Design Tuesday at 09.00 WITA - Basic Photography Saturdays 13.00–14.00 WITA	Help from the Ministry of Women's Empowerment and Child Protection (Infrastructure: 2 Computer Sets, 1 Projector Set, 1 Camera, 1 Tripod)	There are no professional teaching staff still using internal (LPKA officers) who know Information Technology. - There is still a lack of adequate facilities and infrastructure to provide teaching materials. (Computers are only available two units) still need infrastructure	Have written to the Information and Communications Office in Maros Regency to request support from personnel in Information technology.

Source: LPKA Class II Maros

From the table above, we can see that the limitations of implementing the Information Technology, the availability of learning support facilities, and minimal teaching staff constraints Class superior class program. LPKA class II Maros has evaluated the implementation of the independent class superior class by reporting it to the Office of the Ministry of Law and Human Rights of South Sulawesi Province. The evaluation was also accompanied by a follow-up plan to overcome the obstacles faced.

From the picture, the evaluation report that the researcher got was last done in July 2020. The periodic evaluation expected to implement the independent school program has not been fully implemented. Until now, the main obstacle faced by the flagship school of LPKA Class II Maros independent school is still the same as the previous year's problem, namely the lack of supporting facilities and specialist teaching staff for IT classes, as the results of an interview conducted by one teacher:

... unfortunately, at LPKA Maros, our superior class is the Information Technology class, but until now, we only have two computers, one LCD, one camera, and one tripod. How can you reach all Andikpas if we want to practice during lessons (Interview with RH, as a teaching staff at LPKA, October 12, 2021)?

Thus, the follow-up plan written does not appear to have worked as it should. The evaluation of learning for Andikpas did not appear. Only one child has taken the semester exam for grade promotion while in LPKA Class II Maros.

The findings of this study differ from the two previous studies, which also evaluated the implementation of education for ABH. The previous studies emphasize the inhibiting factors so that implementing education or the fulfillment of educational rights for ABHs has not been maximized because of the lack of facilities, teaching staff, budget, and the involvement of other parties (Nurjanah & Yustitiantingtyas, 2020; Primawardana, 2013). The findings of this study provide new information regarding the fulfillment of the right to education with the existence of Independent schools and independent learning programs as a creative effort of LPKA through collaboration with various parties to help fulfill the right to education for ABH. Thus, the findings of this study reveal efforts to fulfill the right to education for ABH. However, its implementation has not been maximized because of various factors found in previous studies.

The limitations in this study were that data collection on implementing education and teaching, from lesson planning and implementation to learning evaluation, was unavailable because the teaching staff at LPKA did not have a teaching skill background and only performed additional duties as staff at LPKA.

CONCLUSION

The right to education for Children in Conflict with the Law (ABH) at LPKA is already fulfilled but not optimally. As an effort to fulfill the right to education for ABH, LPKA held an independent school. There are seven non-formal education programs held by LPKA, namely information technology, moral education, arts education, health education, religious education, job skills education, and scouting. The factors that hinder the fulfillment of the right to education for ABH in LPKA Class II Maros are: (1) Fulfillment of the right to formal education has not been implemented; (2) lack of facilities and infrastructure to support the implementation of education for ABH; (3) the lack of teaching staff in LPKA Class II Maros; (4) the Andikpas block and the adult inmate block who are still members of Class II LPKA Maros. The conceptual recommendation that the researcher gives is that there is further research on the stakeholders involved in fulfilling the right to education for ABH, namely regarding the implementation of equivalence education learning (Package A, B, C) for ABH by the Ministry of Education and Culture. not only in LPKA. The implementation of the fulfillment of the right to education for ABH can be analyzed comprehensively and thoroughly. While practical recommendations given by researchers to the central government, local governments, and LPKA are: (1) LPKA expected to be able to provide formal education for ABH considering the very importance of education for children; (2) It hoped that educational efforts for ABH at LPKA Maros will receive significant attention from all stakeholders who have responsibility for the fulfillment of the right to education for children in conflict with the law so that fulfilling education for ABH can be carried out optimally; (3) We hope that the central government can recruit competent teaching staff as well as assistants such as psychologists and social workers to be explicitly placed in LPKAs throughout Indonesia; (4) We also hope that the local government will play an active role in facilitating the stuffs needed by Andikpas in LPKA Class II Maros; (5) We advise LPKA to provide unique training for staff assigned to become educators for Andikpas; (6) registering Andikpas at the nearest schools so that you can still get the school registration number as a deposit student.

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