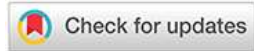


## IMPLEMENTATION OF EDUCATIONAL PROGRAMS FOR CHILDREN UNDER CARE AT THE CHILDREN'S SPECIAL DEVELOPMENT INSTITUTION CLASS II BANDAR LAMPUNG



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### ABSTRACT

*This study aims to evaluate the implementation of educational programs for juvenile inmates (Andikpas) at the Class II Special Child Development Institute (LPKA) in Bandar Lampung. The educational program at LPKA includes both formal and non-formal education designed to meet the educational rights of children in conflict with the law (ABH). The method used is descriptive qualitative research, with data collected through interviews, observations, and documentation. The results indicate that the participation rate of Andikpas in educational programs is still low, with less than 15% of children attending formal education. The Special Child Correctional Institution (LPKA) plays a crucial role in providing education to children involved in the criminal justice system. The educational programs at LPKA are specifically designed to meet the educational needs and developmental requirements of children of varying ages and levels of need. The main objective is to help these children acquire the knowledge, skills, and understanding necessary for self-improvement and building a better future. Overall, education at LPKA aims not only to provide knowledge and skills but also to help children understand and address the problems they may face, preparing them to reintegrate into society as better and more productive members. The main challenges include a lack of qualified educators, inadequate educational facilities, and low motivation among Andikpas. This research suggests the need for improvements in educational facilities, the provision of qualified teaching staff, and increased support from families and communities to enhance the effectiveness of the educational programs.*

**Keywords:** Incarcerated Children; LPKA; Education; Development



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Published by : Program Studi Manajemen, Universitas Nusa Cendana, Kupang – Indonesia

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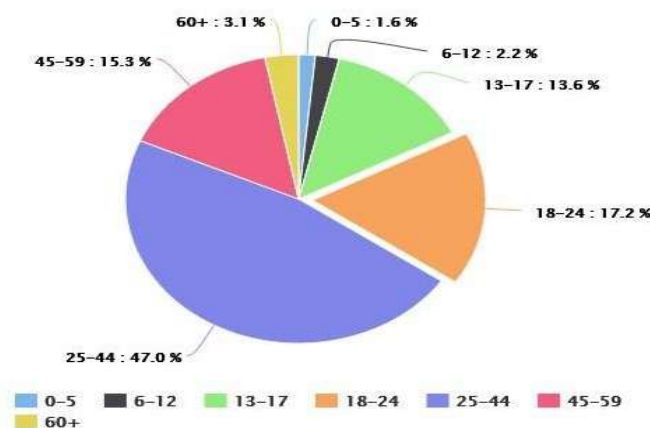
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## INTRODUCTION

Children are one of the assets of national development and are the young generation who inherit the struggles and ideals of the nation, playing a strategic role in ensuring the survival of the nation and state in the future. Every child has human rights as part of the fundamental rights guaranteed by the Constitution of the Republic of Indonesia and the UN Convention on the Rights of the Child.

Children under the age of 18 who have been tried, found guilty, or are serving sentences for criminal offenses and who have reached the age of 12 (twelve) but have not yet turned 18 (eighteen) are defined as children in conflict with the law (Ministry of Law and Human Rights of the Republic of Indonesia, 2013). Law No. 23 of 2002 was subsequently updated through Law No. 35 of 2014. The reason for this amendment and update was that Law No. 23 of 2002 was deemed ineffective as a legal regulation aimed at providing protection and fulfilling children's rights. Law No. 35 of 2014 on Amendments to Law No. 23 of 2002 on Child Protection states that every child has the right to receive education and teaching in order to develop their personality and intelligence in accordance with their interests and talents (Article 9 paragraph 1). Education provided to children can take the form of formal, informal, or non-formal education, which can complement and enrich each other (Article 13 (1) of the National Education System Law). Formal education consists of primary education, secondary education, and higher education (Article 14 of the National Education System Law) (Pradana, 2022).

In light of the above conditions, children undergoing rehabilitation in correctional institutions are entitled to receive their rightful rights, including the right to educational opportunities. The policy of rehabilitation should prioritize the best interests of the child. According to Law No. 11 of 2012 on the Juvenile Criminal Justice System, Article 1 number 3 defines a child as someone who is 12 years old but has not yet turned 18 (Lumowa, 2017). The Special Child Correctional Institution (LPKA) provides rehabilitation for children who have committed or are suspected of committing criminal offenses. This law states that detaining children in prison is a last resort (*ultimum remedium*). According to the SPPA law, if a child breaks the law, the primary action should be rehabilitation and counseling rather than imprisonment, as this could have a negative impact on the child's mental and psychological well-being. Punishment also has unintended consequences, as it can become a primary factor for the child to repeat criminal activities.



**Figure 1**  
**Percentage of Data on Legal Violations by Children in Indonesia**

The diagram indicates that there are still many "children" who violate the law. The negative impacts of changing times, advancements in science, limited knowledge among children, and changes in parental life that affect children's social development are just a few of the many causes of criminal acts committed by children.

The Special Child Correctional Institution (LPKA) is regarded as an educational institution aimed at guiding and reforming children's behavior, not merely as a place to impose punishment. Its primary focus is to provide guidance and develop the potential of children so that they can return to society as better individuals. The approach taken by LPKA emphasizes education, rehabilitation, and development to create a conducive environment for children's growth. Education for children in LPKA must consider the specific conditions and needs of children within the juvenile justice system. This includes providing access to formal education programs such as primary or secondary schools, as well as non-formal education programs that can provide skills and knowledge useful for their future (Hawa, 2021).

The Special Child Correctional Institution (LPKA) plays a crucial role in providing education to children involved in the juvenile justice system. The educational programs in LPKA are specifically designed to meet the educational needs and developmental levels of children of different ages and requirements. The primary goal is to help these children acquire the knowledge, skills, and understanding necessary for self-improvement and building a better future. One of the main aspects of the educational program at LPKA is formal education, which includes learning subjects such as language, mathematics, science, and history. Through this formal education, children in LPKA have the opportunity to acquire fundamental knowledge that is essential for enhancing their academic skills and opening up better future opportunities (Ramadhania, 2021).

In addition to formal education, LPKA also offers vocational education programs designed to help children develop practical skills that can be used in the workforce. These programs may include training in various fields such as technical skills, agriculture, crafts, or training for small and medium enterprises. By acquiring these skills, children in LPKA can be better prepared to enter the job market and become productive members of society after their release.

Therefore, it is hoped that by providing guidance and counseling to children, parents and the surrounding environment can also help shape the children's attitudes toward the law. This aims for children to learn from their mistakes, improve their behavior, and avoid committing the same offenses again (recidivism). In addition, children in LPKA have the right to receive teaching, guidance, supervision, assistance, and education.

Children who come into contact with the law have the right to receive a proper education while undergoing rehabilitation in LPKA, as stipulated in various national and international regulations. LPKA Class II Bandar Lampung strives to provide both formal and non-formal education to children in conflict with the law (Andikpas) to help them acquire academic and vocational skills. However, various obstacles in the implementation of this program often hinder the achievement of optimal educational goals. Therefore, this research aims to evaluate the effectiveness of the educational program at LPKA Class II Bandar Lampung and identify the challenges faced in its implementation.

Overall, education at LPKA aims not only to provide knowledge and skills but also to help children understand and address the problems they may face, as well as prepare them to reintegrate into society as better and more productive members. In line with the above explanation, the author is interested in conducting research titled

## “Implementation of Educational Programs for Children in Conflict with the Law at the Special Child Correctional Institution Class II Bandar Lampung.”

### LITERATURE REVIEW

In this research, theories are needed to provide a strong foundation to encourage the study. In conducting this research, the researcher uses supporting theories that are related to the ongoing study. The theory used in this research is the theory of program implementation.

There are many models that can be used to assess the effectiveness of implementation from various perspectives of experts.

- a) According to George Edward III, the issue of implementation is first explained through two fundamental questions: what factors hinder the successful implementation of policies, and what factors support the success of policies. Based on these two questions, Edward III outlines four factors that influence the success of implementation: resources, communication, attitudes, and bureaucratic structure.
- b) According to Weimer and Vining, there are three major variables that can influence the success of a program's implementation: policy logic, the ability of policy implementers, and the environment in which the policy operates. Explains that for a policy to be reasonable and receive theoretical support, it must be sound. The success of a policy can be influenced by the competence and skills of the policy implementers. The environment in which a policy is implemented can affect the success of that policy, including social, economic, political, and geographical contexts.
- c) According to Daniel A. Mazmanian and Paul A. Sabatier, who are experts in political science and public administration, they have developed theories regarding the implementation of public policies. Their policy implementation theory describes the complexities of the application and execution processes of public policies from the policy formulation stage to its implementation in the field. In the view of Daniel A. Mazmanian and Paul A. Sabatier, implementing a policy is a critical stage in the public policy cycle.
- d) Their policy implementation theory emphasizes various factors that influence the success or failure of policy execution at a practical level. There are five dimensions in this theory, consisting of: Actors and Social Interactions, Social and Cultural Context, Resources and Support, Networks and Alliances, Learning and Adjustment.

The researcher hypothesizes that the educational program for children with legal conflicts that operates effectively at LPKA Class II Bandar Lampung will have a positive impact on enhancing the intellectual and mental intelligence of children in an effort to enlighten the nation's life. In practice, education for children has not been running well, so the provision of education for children with legal problems at LPKA Class II Bandar Lampung needs to be implemented to be deemed successful, supported by good and adequate facilities and infrastructure, as well as good cooperation between LPKA officers, children in conflict with the law (ABH), and LPKA partners. This cooperation will help children serve their remaining sentences well and lead to positive behavioral changes for a better future in pursuing their dreams.

There are several explanations that can be used as reference materials or literature reviews and comparisons for this research. Ferdiawan, et al., (2020) discuss and

examine the assurance of access to education rights for children in conflict with the law. This study aims to ensure that every child, including those in conflict with the law, receives protection and fulfillment of their rights in accordance with applicable laws, both at the national and international levels. The research method used in this paper is the literature study method.

Anggraini (2022) describe the theoretical concepts and the need for character education for Indonesia's golden generation in the era of disruption; to describe the challenges and directions for the development of basic education; to understand the necessity of character education for Indonesia's golden generation as a means of shaping the nation's civilization in the future; to explain character education as a means of shielding the youth from threats, anxieties, and spiritual emptiness due to digitalization; to identify character education as a means of realizing the ideals of a democratic society; and to direct the development of basic education to prepare students to become good individuals who are competitive, innovative, and actively participate in society.

Syahfitri, et al., (202) analyze the internalization of character education through out-of-school education programs. The research method used in this study is qualitative with a descriptive-analytical approach. The results indicate that character education through out-of-class activities is perceived as effective. Through activities outside the classroom, such as games, storytelling, sports, and getting to know the surrounding environment, students can be directly introduced to their environment and nature. This can foster attitudes of tolerance, democracy, appreciation for nature, self-confidence, and spirituality. The approach of using nature as a learning medium in out-of-class education is also considered effective in knowledge management, where each individual can feel, see directly, and even do it themselves, thus facilitating the transfer of knowledge based on experiences in nature that can be felt, interpreted, and developed based on the abilities possessed.

Overall, a comprehensive and relevant literature review can provide a deeper understanding of the context of implementing educational programs at LPKA Class II Bandar Lampung. This will help the researcher formulate appropriate research questions and identify knowledge gaps that need to be addressed by this study.

## **METHOD**

This study employs a qualitative approach with a descriptive design. Data is collected through interviews with LPKA staff, educators, and Andikpas, as well as direct observations of learning activities at LPKA. Additionally, documentation related to educational programs at LPKA is also used as a data source. Data analysis is conducted using methods of data reduction, data presentation, and conclusion drawing.

The qualitative research method is based on the background of the natural objects as a whole, with the researcher positioned as the research instrument. Data analysis uses an inductive approach, prioritizing the process over the outcome, and the results of the research represent an agreement between the researcher and the research subjects. The natural objects referred to are those that are pure and not influenced by the researcher. Thus, the data obtained represents events that truly occur (Sugiyono, 2014).

The qualitative method was chosen for this research because the data collected will help subjects understand and explain the issues being studied. Furthermore, this method is selected because the data collected comes from the assumptions or opinions of the research subjects, allowing for more detailed and thorough explanations. The qualitative method emphasizes inductive data analysis and pays attention to the description and interpretation of the data. Consequently, this method has the potential to



enhance our knowledge and understanding of the issues discussed. Qualitative research encompasses various uses of subjects studied from several collections of empirical data, personal experiences, case studies, and visuals that depict daily life and the problems faced by individuals (Kotler, 2009).

The researcher will determine primary data sources in the form of individuals to be interviewed through purposive sampling, which involves selecting informants based on indicators and research objectives. Purposive sampling is used to select respondents who are subjects or participants according to specific criteria relevant to the research topic, even those that are difficult to find and unique in relation to the objects being studied, thereby obtaining data that contains extensive and in-depth information. Various explanations indicate that this research is based on factual realities. The data collection techniques employed include observation, interviews, and document checks that will be processed.

## **RESULTS AND DISCUSSION**

Based on Law No. 20 of 2003 on the National Education System, it is stated that the mission of national education is to strive for the expansion and equitable opportunity to obtain quality education for all Indonesian people and to assist and facilitate the development of the potential of the nation's children holistically from early childhood to the end of life, in order to realize a learning society, improve input readiness, and the quality of the educational process to optimize the formation of a moral personality. The officials in PERKEMENKUMHAM No. M. 02-PK.04.10 of 1990 regarding the pattern of prisoner coaching are correctional officers who directly mentor prisoners, children in conflict with the law, and detainees. According to the Law on Corrections No. 22 of 2022, the definition of correctional officers is functional law enforcement officials authorized by law to carry out correctional duties within the criminal justice system. In Law No. 22 of 2022 on Corrections, there are correctional officers including: a. Correctional officers b. Correctional guardians c. Community counselors d. Assessors.

Correctional officers are functional law enforcement officials who perform correctional functions. Correctional guardians are correctional officers who assist the head of the prison or the head of the LPKA in conducting coaching for prisoners and children under supervision. Community counselors are correctional officers who carry out assessments, support, guidance, and supervision of clients, both within and outside the criminal process. Assessors are correctional officers who conduct assessments of inmates. In carrying out their roles, correctional guardians must pay attention to children's rights to prevent emotional distress for the development of these children's psychological well-being.

Staff at the Child Special Guidance Institute play a role in implementing personal change and improvement according to the quality of the professional Human Resources (HR) of the LPKA staff in carrying out their duties and authorities. This is due to the fact that LPKA is an institution that has the obligation to conduct learning and coaching for children in conflict with the law (ABH). Additionally, staff also play a role in providing encouragement or motivation for the children under correction so that learning and mentoring activities can run well and optimally. Therefore, correctional officers at the Child Special Guidance Institute (LPKA) must carry out their roles to the fullest extent possible to achieve the protection of children's rights based on laws regarding the juvenile justice system.

Research results indicate that the educational program implemented for ANDIKPAS at LPKA Class II Bandar Lampung is concluded to be effective. The educational

program for Andikpas is a systematic effort aimed at providing learning opportunities and developing self-potential for children in conflict with the law. Education for Andikpas at the Child Special Guidance Institute (LPKA) Class II Bandar Lampung is an effort to provide appropriate education for children and adolescents within the juvenile justice system in Indonesia. Education at LPKA typically adapts the national curriculum with adjustments to meet the special needs of children in LPKA. Furthermore, support from families and the surrounding environment is very important for the sustainability of educational and mentoring programs for Andikpas at LPKA Class II Bandar Lampung. Support from families, the government, and the surrounding community is crucial to assist ANDIKPAS in obtaining the knowledge that is their right.

Therefore, based on this perspective, the formation of learning programs within LPKA must consider adequate facilities and infrastructure. Without support from facilities or enthusiasm from family and the environment, the programs established will not run smoothly as planned. The educational program for Juvenile Offenders (Andikpas) at LPKA Class II Bandar Lampung is designed to provide education and training appropriate to their age and needs while serving their sentence. The main goal of this program is to help Andikpas prepare to reintegrate into society with useful skills and knowledge.

Typically, LPKA Class II Bandar Lampung has formal educational programs involving classes to complete basic and secondary education levels. This education often collaborates with local education authorities or other formal educational institutions. In addition to formal education, LPKA Class II Bandar Lampung also offers skills training programs, such as handicrafts, sewing, or food processing, which can provide Andikpas with useful skills for the workforce. Extracurricular activities or sports are also consistently empowered to maintain the physical and mental resilience of Andikpas, ensuring they remain in good physical and spiritual health.

**Table 1**  
**The Number of Educator and Educational Staff Qualifications**

| No | Name                    | Job title  | Subject    |
|----|-------------------------|------------|------------|
| 1. | Rosalina Tri Budi S.Pd. | Headmaster | -          |
| 2. | Ali Mustofa S.Pd.       | Teacher    | Sports     |
| 3. | Ratu Meriska            | Teacher    | Math       |
| 4. | Sulistiwati S.E         | Teacher    | Economic   |
| 5. | Eka Ruri. F             | Teacher    | Gheography |
| 6. | Puguh Pridasa S.Pd.     | Teacher    | English    |
| 7. | Rika Agustin S.Pd.      | Teacher    | History    |

Source : LPKA Class II Bandar Lampung, 2025

Based on the Table 1, the number of educators teaching is 7. For educational staff, LPKA collaborates with the school to administer teaching and learning activities conducted at LPKA Class II Bandar Lampung. In addition to formal education, national insight education is also implemented, which functions to develop the potential of Andikpas, with an emphasis on mastering knowledge about the character of the Indonesian nation and applying it in daily life, as well as developing attitudes and professional personalities. National insight education has a very positive goal for children undergoing rehabilitation at LPKA Class II Bandar Lampung. Through this education, Children in Conflict with the Law (ABH) are taught to improve their skills, and in practice, many moral values can be learned. One of these values is cooperation, which is manifested through communal activities every Friday. Additionally, the value of deliberation is applied in the election of dormitory leaders within the LPKA. The learning process of

national insight aims to transform bad habits into good habits and expand knowledge aspects. The goal of national insight education is to instill a love for the homeland, an awareness of the importance of unity, and a sense of responsibility as good citizens. This education aims to shape characters that have a national perspective, appreciate diversity, and understand the values of Pancasila and the constitution. Furthermore, this education also seeks to develop attitudes of cooperation, tolerance, and solidarity in community life, enabling individuals to play an active role in advancing the nation and state. There are also non-formal educational activities with non-formal educational units consisting of course institutions, training institutions, study groups, and community learning activity centers.

One of the efforts made through the PKBM activities for ABH in the Child Special Guidance Institute serves as a medium for conducting education. This activity can eliminate the frightening impression for the correctional students. The PKBM activities facilitate children serving prison sentences at LPKA to continue their education, ensuring they do not drop out of school. The existence of PKBM activities not only prevents children from dropping out of school but also positively impacts minimizing the number of children entering LPKA or becoming juvenile recidivists. The main function of schools is to transmit, maintain, and develop the culture of society through shaping the personalities of children to become adults both in terms of age and intellect, as well as skilled and responsible in preparing the next generation to maintain the existence of their group or national community with the supporting culture.

PKBM, as the leading educational unit in educating its students, requires professional management according to its functions and duties. PKBM (Community Learning Activity Center) is a non-formal educational institution in Indonesia that serves as a platform to provide educational services to the community, particularly for those unable to participate in formal education. PKBM offers various flexible educational programs tailored to community needs, including literacy programs, equivalency education (such as Package A, B, and C equivalent to elementary, middle, and high school), and skills training.

The mechanism of the Community Learning Activity Center (PKBM) is a system designed to enhance educational access for the community, especially for those unable to access formal education. PKBM serves as a platform for the community to learn independently and in groups, facilitating various non-formal educational programs that meet local needs and potentials. In its implementation, PKBM integrates various elements, such as qualified teaching staff, relevant curricula, and innovative teaching methods. Through this mechanism, PKBM not only acts as an education provider but also as a driver of social and economic change in the community. By involving various parties, including the government, non-governmental organizations, and the community itself, PKBM is capable of creating an inclusive and sustainable learning environment, empowering individuals and communities to achieve better life goals.

The main functions of PKBM include:

- 1) Increasing Access to Education: Providing opportunities for individuals who lack access to formal education, such as school dropouts, adults wishing to continue their education, and those living in remote areas.
- 2) Alleviating Illiteracy: Offering literacy programs to eradicate illiteracy among the community, particularly for adults who have not had the chance to receive education.
- 3) Equivalency Education: Organizing Package A (equivalent to elementary school), Package B (equivalent to middle school), and Package C (equivalent to high school)



programs for those wishing to continue their education outside of formal pathways.

- 4) Skills Education: Providing relevant skills training and courses aligned with job market demands or local community needs to enhance economic capabilities.
- 5) Community Empowerment: Encouraging active community participation in teaching and learning activities, empowering them to improve their quality of life through education.

Additionally, PKBM plays a role in raising community awareness about the importance of lifelong education, which is crucial for addressing global challenges in this modern era.

- 1) The mechanism of the Community Learning Activity Center (PKBM) is designed to provide broader educational access to the community, especially for those marginalized from the formal education system.
- 2) In its implementation, PKBM serves as an institution that offers various non-formal educational programs tailored to local community needs.
- 3) PKBM involves various elements, including trained educators, relevant teaching materials, and innovative teaching methods to enhance learning effectiveness.
- 4) Through this mechanism, PKBM focuses not only on academic aspects but also on the development of practical skills and knowledge applicable in daily life.
- 5) PKBM plays a vital role in empowering the community by providing opportunities for individuals to learn and grow according to their potential.
- 6) By engaging various stakeholders, including the government and the community, PKBM creates strong synergies in efforts to improve education quality at the local level.
- 7) The PKBM mechanism also supports lifelong education, an important concept in addressing rapid social and economic changes.
- 8) PKBM functions as a center for activities that not only provides learning spaces but also serves as a gathering place for ideas and innovations that can benefit the community.
- 9) Through the programs offered, PKBM is able to raise community awareness about the importance of education and skills in improving quality of life.
- 10) Thus, the mechanism of the Community Learning Activity Center (PKBM) acts as a significant agent of change in creating a more educated, independent, and competitive society.

There are several hindering factors in the implementation of education for Children in Conflict with the Law (Andikpas), including:

- 1) Human Resources (HR): Officers who lack appropriate expertise or educational backgrounds can reduce the effectiveness of teaching.
- 2) Facilities and Infrastructure: The availability of educational facilities and supporting resources, such as classrooms, teaching aids, and learning materials, is inadequate and can hinder the educational process.
- 3) Program Limitations: A lack of structured and sustainable educational programs can lead to decreased interest and motivation to learn among Andikpas.
- 4) Learning Environment: An uncondusive or unsupportive atmosphere in the LPKA can affect the concentration and learning capabilities of children.
- 5) Family and Community Support: Minimal support from family and the community can make Andikpas feel isolated and less motivated to learn.

The implementation of educational programs in LPKA Class II Bandar Lampung has not been optimal. Based on the data collected, less than 15% of Andikpas participate in formal education, which includes elementary, middle, and high school levels. The main obstacles to implementing this program are the limited number of professional educators and the inadequate educational facilities. Furthermore, the low motivation of Andikpas to participate in education also poses a barrier to the implementation of this program. Although some Andikpas have experienced benefits from educational programs, their participation rates remain very low.

The discussion indicates that synergy between LPKA, families, and the government is crucial for enhancing the effectiveness of educational programs. Support from families and the community is expected to increase Andikpas' motivation to participate in educational programs. Additionally, there is a need to improve the quality of educators and educational facilities in LPKA to ensure that Andikpas receive their right to a decent education that meets standards.

### CONCLUSION AND SUGGESTION

The officers at the Child Special Guidance Institution (LPKA) play a crucial role in implementing individual changes and improvements, aligned with the professional quality of Human Resources (HR) in carrying out their duties and authority. LPKA Class II Bandar Lampung has made efforts to provide formal education for juvenile inmates. Based on observations made by the researcher, LPKA has established a partnership with the Dwi Mulya Foundation, a private school in Tigeneneng, to bring in teachers who provide instruction to juvenile inmates. In addition, LPKA also implements a national insight education program for Children in Conflict with the Law (ABH).

This program has very positive objectives, as this education helps children improve their skills and understand moral values. For example, the value of cooperation is demonstrated through community service activities every Friday, as well as the value of deliberation in the election of room leaders in LPKA. The process of learning national insight aims to transform bad habits into good habits and expand their knowledge. However, there are several hindering factors in the implementation of education at LPKA Class II Bandar Lampung, namely: HR (officers) who do not match their expertise or field, and the facilities and supporting infrastructure that are not yet fully adequate.

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