

Management of Education Implementation Systems in Special Development Institute of Class II Bandar Lampung

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I. INTRODUCTION

The concept of fulfilling the right to get education and teaching for correctional students in the Special Child Guidance Institution is to carry out education and teaching as sufficient provisions to continue their lives in the community with other communities after completing the training period. The education provided also aims to provide basic abilities to students to develop their lives as individuals, community members, citizens, and members of humanity.

The implementation of prison rights as foster citizens at the Institute for Special Development of Children requires supporting facilities and infrastructure. One of them is a place to implement the rights of tegineng correctional students is one of the Special Child Development Institutions in the Bandar Lampung region and the only one in Lampung province, Bandar Lampung Special Class II Child Development Institution has a distinct advantage from the Other Child Special Coaching Institutions namely the Institute Special Development for Children in Bandar Lampung Class II prioritizes the issue of Education.

The number of students of the Special Guidance Institute for Class II in Bandar Lampung is based on the number that is differentiated or classified according to the level of classes taken before being placed in the Special Guidance Institute for Children in Bandar Lampung. that the system is a whole that has parts arranged systematically, the parts are interrelated with one another, and care for the environmental context.

II. LITERATURE REVIEW

1. *Special Education Services*

Special service education, hereinafter referred to as special service education, is education for students in remote or backward areas, indigenous peoples who are remote, and / or experiencing natural disasters, social disasters, and who are economically unable.

2. *Overview of the Education System*

Learning systems that have certain components are basically subsystems of the education system and the education system is a subsystem of the social system of society. The learning process is a series of activities that involve various components, namely the importance of every teacher must

understand the learning system. Through understanding the system, at least every teacher will understand about the learning objectives or expected results, the learning process that must be done, the use of each component in the process of activities to achieve the goals to be achieved and how to know success. achievement.

3. *Student Rights Review Correctional facilities*

In the Big Indonesian Dictionary it is explained that the right to have an understanding of something right, property, ownership, authority, power to do something (because it has been determined by laws, regulations), the right power over something or to demand something, degree or dignity.

Law Number 12 of 1995 concerning Corrections explains that the so-called Corrections Institutions are those who are declared as children based on court decisions so that their liberty is deprived of and placed in a special Penitentiary namely the Penitentiary for Children.

Children placed in Special Child Development Institutions are entitled to receive formal and informal education and training according to their talents and abilities, as well as to obtain other rights. In harmony with the correctional philosophy, the penal system is basically a system of treatment / guidance for lawbreakers aimed at restoring the unity of life, life, and livelihood. As a treatment system, the criminal function becomes very vital and strategic in the juvenile justice process.

4. *Child Development Institutions Special*

The definition of a Special Child Development Institution according to Article 1 number 20 of Law Number 11 Year 2012 concerning the Criminal Justice System for Children is the institution or place where a child is serving his sentence.

The implementation of the tasks and functions of the Special Child Development Institution (LPKA) including guidance, care, discipline enforcement, and increasing knowledge and understanding, as well as correctional services in carrying out the duties and functions of the Special Child Development Institution so that it is in line with the conception and perception of thought in Law Number 11 of 2012 concerning the Child Criminal Justice System and Law Number 12 of 1995 concerning Corrections. The realization of the effective

and efficient implementation of the tasks and functions of the Special Child Development Institution (LPKA) is highly expected to improve the quality of correctional services for children in particular and the community, generally.

5. *Overview of Implementation Right to Education and Teaching*

The state has the right and obligation to regulate education and teaching for its citizens, in accordance with the principles and objectives of the country itself. Furthermore, the state must strive and provide opportunities so that all its citizens have sufficient knowledge about their obligations as citizens and as members of the nation who have an adequate physical and spiritual level, which is required for public welfare and does not conflict with educational objectives and those applicable in the country concerned.

Penitentiary for Children is a place of education and guidance for Criminal Children, State Children, and Civil Children. Article 60 of the Juvenile Justice Law states that: "Correctional students are placed in a Penal Institution which must be separated from adults." Criminal children who have not yet completed their criminal period at the Correctional Institution of Children and who have aged 21 (twenty one) years have been transferred from the Penitentiary to the Penitentiary. So what is called Lap Children is a place to foster or educate naughty children / children who commit unlawful acts, both as Criminal Children, State Children and Civil Children.

6. *Understand the Activity Center Community Learning*

The Center for Community Learning Activities is a forum for various community learning activities aimed at empowering the potential to encourage development in the fields of education, social, economic and cultural. The PKBM was formed with the aim of expanding the opportunities of community members, especially those who are unable and / or not getting the opportunity to increase the knowledge, skills and mental attitude needed to develop themselves and work to earn a living in.

7. *Formal, Informal Education and non-formal*

Formal education is education held in schools in general. This education pathway has a clear level of education, starting from primary education, secondary education, to higher education.

Non-formal education is an educational channel outside of formal education that can be implemented in a structured and tiered manner.

Informal education is a path of family and environmental education in the form of independent learning activities that are carried out consciously and responsibly. The results of informal education are recognized the same as formal and non-formal education after students pass examinations in accordance with national education standards.

III. RESEARCH METHOD

The research approach used in this study is qualitative with a case study design. According to Moloeng (2017) qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects. The reason for using a qualitative approach as a research approach is because researchers see the nature of the problem under study can develop naturally according to the conditions and situations on the ground. Researchers also believe that with a natural approach, this research produces richer information. Researchers want to understand social situations in depth, find patterns, hypotheses and theories.

IV. DISCUSSION RESULTS

A. *Application of the Education System*

Efforts to realize the vision of the Indonesian nation in the future, namely the realization of a peaceful, democratic, fair, competitive, advanced and prosperous Indonesian society, requires the implementation of development in various fields. Development which is usually interpreted as the process of advancing or improving a situation through various stages in a planned and continuous manner is not merely an economic phenomenon, but must be aimed at more than just increasing the prosperity of the people materially and financially. Development must be seen as a multi-dimensional process involving the reorganization and reorientation of the whole economic and social system.

One aspect that needs attention in efforts to realize national development goals and increase social integration is the prevention of crime and fostering prisoners in prison so that later after serving their sentences they can return to the midst of society and become good citizens and useful for the nation's development and country.

Education serves as the child's initial capital in thinking and acting, for this reason the importance of early education implementation. According to Article 1 point (1) of the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, the notion of education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual spiritual power, control self, personality, intelligence, noble character, and the skills needed by himself, society, nation and country.

In connection with student input at the Special Institute for the Development of Class II Children in Bandar Lampung are children aged 14 to 18 years who have committed criminal acts and must deal with laws such as cases of theft, narcotics and murder so that they become fostered citizens in Special Institutions Guiding Class II Bandar Lampung Children as many as 198 people.

By paying attention to the age of delinquent children, it shows that in general they are in a vulnerable age position. In this case those who commit violations are children who are in a

phase of growth and physical and psychological development. There is even a view at this age that the child is undergoing a transition period, because at the ages between 16 years and 18 is a child in an unstable psychological condition. Physical conditions may already appear in conditions of growing maturity, but psychological conditions can actually be categorized in the condition of children. Thus, insight, understanding, and the level and mindset can still be categorized as immature. Still not stable in making decisions and consider the consequences of what they do.

Basically, the prisoners as human beings and human resources must be treated properly, including the fulfillment of the rights of education for children in Bandar Lampung's Second Class Special Child Development Institute. Even though they are in the Bandar Lampung Special Class II Child Development Institute, their education rights must not be ignored. Strengthening schools in Special Institutions for Child Development by opening access for residents, especially Special Institutions for Class II Child Development in Bandar Lampung, is something that should be considered so that children can continue to gain knowledge and continue their education.

In essence, Child Development as a human being and human resources must be treated properly, including fulfilling the right to education for children in prison. Even though they are in the Bandar Lampung Special Class II Child Development Institute, their education rights must not be ignored. Strengthening schools in Bandar Lampung's Second Class Special Child Development Institution by opening access for residents, especially children, is a matter of concern so that children can continue to gain knowledge and continue their education.

In connection with the division of time between extracurricular and academic divided in a week into 3 academic days for Monday, Wednesday and Thursday from 7.30 to 12.00. For extracurricular coaching scheduled on Tuesday, Friday and Saturday from 7.30 to 12.00. Especially for music coaching done on Saturday night from 19:00 to 22:00.

To find out the change in attitudes of a coaching at the Guidance Institution, it can only be known after the child prisoner is back in the midst of the community, because in that community the true behavior of the person can only be known, whether the coaching undertaken while in the Correctional Institution has been positive or vice versa. If a prisoner when he returns to the middle of the community he mingles, interacts, socializes properly, even more so if he can participate in community development, and can support himself on his own ability, then he is one example of Penitentiary Citizens who succeed in their formation. while in the Development Institute so that he becomes a new human being that is useful for the surrounding community.

In connection with the skills acquired or produced during their stay in the Special Institution of Class II Child Development

Bandar Lampung they have carpentry skills, sewing skills, art skills and skilled at playing music so that later when they leave if they want to open a business they already have capital.

Output of the implementation of the education of students in the Special Institution of Class II Child Development in Bandar Lampung can be known from the knowledge that after the prisoner the child is back in the midst of the community, because in that community only can be known the behavior of the person, whether the coaching is taken while in existence in Penitentiary has had a positive impact or vice versa.

The principle of implementing education of students in the Special Institute for the Development of Class II Children in Bandar Lampung is based on Article 4, 5 and 6 of Law Number 20 of 2003 concerning the National Education System ("National Education System Law") it can be concluded that children placed in LPKA are also entitled get education without discrimination and the government is responsible for the organization of education. Education provided to children can be formal, informal or non-formal education that can complement and enrich each other.

B. Expected Distribution Organizing Education

Child development is oriented towards efforts to develop and develop soul development, so that it becomes a good and useful member of the community in the future. For this encouragement, the government through the Director General of Corrections has granted 10 conventions regarding education, guidance and development of children from both formal and informal aspects of education. These ideas and ideas are the result of collaboration between the government and non-governmental institutions that produced 10 principles of child development that emphasize education and character building.

Efforts to distribute work to employees and staff in the distribution of tasks for the implementation of education and coaching have been carried out in accordance with existing rules in accordance with the duties and functions of each section in the Special Institution of Class II Child Development Bandar Lampung.

To carry out the duties of the Guidance Section carrying out functions:

- a. education;
- b. skills training;
- c. social guidance;
- d. child alleviation;
- e. e. food management and drinks;
- f. distribution of equipment;
- g. child health services.

The Development Section consists of:

1) Educational Subsections and Community Guidance

Educational Subsection and Community Guidance has the task of compiling and implementing educational programs, skills training, community guidance, and alleviation.

2) Maintenance Subsections

Nursing Subsection has the task of managing food and drinks based on the standards set forth in the distribution of equipment and health care that includes curative and promotive prevention.

The form of education provided by the Bandar Lampung Special Class II Child Development Institution to Fostered Residents is carried out through two kinds of activities, namely through mentoring and training activities. Through the activities of mentoring institutions implementing religious education, citizenship education, physical education and health, arts and cultural education, as well as Indonesian language education and mathematics. While through training activities, the institute carries out a form of skills education activity, which is manifested in sewing training and carpentry training".

The education and teaching provided to the Fostered Residents is carried out in stages in accordance with the penal system. This is intended so that the Fostered People are educated and guided and directed towards goals that benefit themselves, their families, and the community after he has served his criminal period.

Special Institute for the Development of Class II Children in Bandar Lampung is the only correctional institution in Lampung. In addition to functioning to accommodate the violators of child law, it also functions as a place for guidance and guidance for Correctional Prisoners. So even if a child inmate loses freedom of movement, they do not mean losing their rights. This institution accommodates a number of child convicts.

The organization of Education for Children in the Special Institute for the Development of Class II Children in Bandar Lampung is handled entirely by the guidance section in which has the task of conducting education, social guidance, alleviation, skills training, food and beverage services, distribution of equipment and health services.

C. Inhibiting Factors in Carry out Education

In general, the Special Child Development Institution has several factors that can hamper the process of fostering and educating children such as the number of counselors and educators as well as educational facilities and infrastructure for children in LPKA. The Special Institute for the Development of Class II Children in Bandar Lampung basically provides education and teaching based on established procedures, namely Law Number 12 of 1995 concerning Corrections as a basis for providing guidance and Government Regulation Number 31 of 1999 concerning Correctional Guidance for Prisoners. However, in its implementation, several obstacles and imbalances were still

found during the implementation of the coaching process in the Bandar Lampung Special Class II Child Development Institute.

Related to the facilities and infrastructure as supporting education and teaching activities in the Special Institution of Class II Child Development Bandar Lampung is considered to be good enough, but it is still not optimal to support the desired educational and teaching processes. One form of education and teaching activities that has not been implemented well enough in the Special Institution of Class II Child Development in Bandar Lampung is related to the limited number of rooms, to support the implementation of these activities. In addition, educational facilities for skilled sports facilities have been provided, but their use is still rarely used because of the lack of sports equipment, sports equipment available only for volleyball, table tennis, chess and futsal. Library facilities such as available reading books are also considered to be lacking. The limitations of the library room are also felt to be lacking where the hall space used for family visit rooms, PB and CB courtroom rooms, also functions as a reading room or library room. So it can be concluded that, too many activities are carried out in the hall room, so that sometimes the use of the hall space does not result in the implementation of other activities, due to the lack of space available.

In order for the education and teaching program to run as expected and not experience obstacles, there needs to be adequate budget support to carry out the activities covered by these activities".

The background of prison staff who do not have a bachelor education background results in the implementation of education and teaching being implemented that is not in accordance with the curriculum standards that apply in public schools, the Special Forces Development Institute also does not have its own curriculum in carrying out educational and teaching activities which results in its implementation not taking place maximum".

The lack in terms of providing teaching staff is related to the fulfillment of intellectual education for Penitentiary Students. As well as other agencies such as the Department of Industry and Trade related to the implementation of skills training. If more and more agencies or work partners can be directly involved in fulfilling these education and teaching rights, the Penitentiary is greatly assisted in carrying out the process of fulfilling these rights.

Inhibiting factors in implementing children's education in the Special Institute for the Development of Class II Children of Bandar Lampung in observing by several factors including: factor facilities and infrastructure, budget factors, factors staff / educators and factors lacking work partners.

V. CLOSING

A. Conclusions

1. Application of the Education System for Children in Special Development Institutions for Class II Bandar Lampung Children is based on Article 4, 5 and 6 of Law Number 20 of 2003 concerning the National Education System ("National Education System Law"), that children placed in Development Institutions Specifically Children are also entitled to get education without discrimination and the government is responsible for the implementation of education. The education system provided to children in a Special Child Development Institute can be in the form of formal, informal or non-formal education that can complement and enrich one another.
2. Organizing Education for Children in Special Institutions for Class II Child Development Bandar Lampung is handled entirely by the guidance section in which has the task of conducting education, social guidance, alleviation, skills training, food and beverage services, distribution of equipment and health services.
3. Inhibiting factors in implementing children's education at the Special Institute for the Development of Class II Bandar Lampung Children in observing by several factors including: factors facilities and infrastructure, budget factors, factors Employees / Educators and the lack of work partners.

B. Suggestions

1. To the Special Institution of Class II Child Development in Bandar Lampung The need for cooperation in all sections in the Special Class Counseling for Class II Children of Bandar Lampung so that the responsibilities related to children's education should not be left entirely to the coaching section only but it becomes the joint responsibility of the Special Class Development of Class II Children Bandar Lampung
2. To the Head of the Lampung Region's Ministry of Law and Human Rights, the need for attention from the Lampung Region's Head of the Ministry of Law and Human Rights to pay attention to the obstacles in the education and development efforts for children who are in conflict with the law in terms of fulfilling facilities and infrastructure, budgets, employees / teaching staff and the factor of lack of work partners so that the implementation of education and guidance for children fostered by children can be carried out in accordance with what is mandated in the Laws and Regulations of the Minister relating to child welfare.
3. To parents of children to always be able to provide motivation to children in the Special Institution of Child Development Class II Bandar Lampung so that they feel cared for and always given advice so that later out can be useful for the community and the State.

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