# IMPLEMENTATION OF CHARACTER EDUCATION MODEL IN LEMBAGA PEMBINAAN KHUSUS ANAK INDONESIA

# Rhini Fatmasari1, Vinita Susanti2, Untung Laksana Budi3, Ade Mardiana4

1,3,4 Faculty of Education and Teacher Training Universitas Terbuka Jakarta

2 Criminology Departemen Universitas Indonesia

riens@ecampus.ut.ac.id

# IMPLEMENTATION OF CHARACTER EDUCATION MODEL IN LEMBAGA PEMBINAAN KHUSUS ANAK INDONESIA

### Abstract

##### Character education is a mandate of Keputusan Presiden RI No. 87 Tahun 2017. Character education aims to strengthen the character of learners through harmonization of the heart, taste, thought, and sports with the involvement and cooperation between educational unit, family and community.

##### Children who are in the Lembaga Pembinaan Khusus Anak (LPKA) caused by dealing with legal cases are children who need education especially character education which is more intensive compared to other children. UU No. 35 Tahun 2014 on Child Protection explains that every child are entitled to education and teaching in the framework of their personal development and level of intelligence according to interests and talents. So it is necessary to design a model of character education for children who are in the LPKA which aims to develop personality. The long-term goal of character education for children in LPKA is that these children have a better character after leaving the LPKA.

##### Currently there is institutional change of LPKA. These changes affect some of LPKA's policies including education.

##### This research was conducted in LPKA Bandung and aims to examine how LPKA implements character education for children dealing with legal cases. The results show that LPKA has attempted to apply character education in its educational process. This is especially evident from extracurricular activities, such as: reading alqur'an, music, religious coaching, football and hydroponics. These activities are conducted by teachers, staff and assisted by volunteers from the community. The problem of LPKA in character education is that there is no integrated character education curriculum that is used as reference by non-governmental organizations and volunteers so that character education can be implemented optimally and effectively

#####  **Keywords:** character education, LPKA

1. **Introduction**

The character of a nation is related to the achievements of the nation in various fields of life (Megawangi, 2007). Character education is education to shape one's personality through character education, whose results are seen in one's real actions, namely good behavior, honest responsibility, respect for other people's rights, hard work, and so on (Thomas Lickona, 1991). Character education aims to carve morals through the process of knowing good loving the good and acting the good, namely an educational process that involves cognitive, emotional, and physical aspects, so that noble morals can be etched into a habit of the mind heart, and hands (Megawangi, 2007). Philosopher Atistothes also argues that the character is closely related to habits that are often manifested in behavior.

Nine foundations in character building are instilling 1) love for God Almighty and His Creation, 2) responsibility, discipline and independence, 3) honesty, 4) respect and courtesy, 5) compassion, caring, and cooperation, 6) confident, creative, hard work, and never give up, 7) justice and leadership, 8) kind and humble, 9) tolerance, love of peace, and unity. The nine foundations need to be planted early on starting from the family and community environment which is the environment for the growth and development of the younger generation. However, the world of education is expected to be a driving force to facilitate the development of national character.

Character education is applied to children through formal and non-formal education in Educational Institutions. However, currently not all students are in a comfortable condition to get educational services. Data on Penitentiary SDP as of May 29, 2016 showed that 5,442 students were currently under construction in 19 (nineteen) Lambaga Pemasyarakatan (LAPAS) Indonesia. There are various backgrounds and reasons why these children are in the LAPAS. However, if referring to the existing law, these children still have the right to get education and teaching. The right to get education is also based on international conventions and considerations, that prisoners have the right to the same education as other citizens. In UD 1945 pasal 31 ayat 1 dan ayat 2 it has been mandated that the rights and obligations of every citizen to get an education. This was reaffirmed in Undang-Undang Nomor 20 Tahun 2003, pasal 5 ayat 1, which states the right of every citizen to obtain quality education.

In the context of fostering prisoners in prisons, education and training is one of the main tools that help rehabilitate prisoners and their reintegration into society after serving their prison term at the Penitentiary. Through education, all potential prisoners (including child prisoners) can be optimally explored and developed.

 One effort that needs to be done in terms of fostering child inmates is the education of characters who will form new characters after they have finished coaching in LAPAS.

1. **Review of Literature**

Character education is efforts that are designed and implemented systematically to help students understand the values of human behavior that relate to God Almighty, self, fellow human beings, environment, and nationality that manifests in the mind , attitudes, feelings, words, and actions based on norms of religion, law, manners, culture, and customs (Ministry of National Education, 2010). According to Williams, Russell T. & Megawangi (2010), character education is plus character education, which involves aspects of knowledge (cognitive), feeling (feeling), and action (action). Thus, character education can be interpreted as an effort that is designed systematically and continuously to shape the personality of learners in order to have knowledge, speech, and actions based on noble norms that apply in society.

Schematically, the Ministry of National Education's Character Education Team (2010) describes noble values and character behaviors that are related to exercise, thought, exercise, and taste and intention as shown in Figure 1.



 Figure 1. Noble Values and Characteristic Behavior (Source: Ministry of National Education Character Education Team. 2010)

The Law in Indonesia describes the age limit of children aged 0-12 years, adolescence 13-20 years and adulthood age 21-25 years. Satjipto Raharjo (2009) defines children as humans under the age of 18 unless based on the laws that apply to children it is determined that age is reached earlier 13. To provide good protection for children in Indonesia, regulations that provide guarantees are needed legal protection for children in the Republic of Indonesia. Understanding children according to applicable law in Indonesia is contained in several regulations, namely:

1. According to Undang-Undang Nomor 39 Tahun 1999 Pasal 1 ayat (5) concerning Human Rights of the Child's definition which reads: "Children are any human under the age of 18 (eighteen) and unmarried including children who are still in the womb if this is in their interest;
2. According to Undang-Undang Nomor 23 Tahun 2002 Pasal 1 ayat (1) concerning Child Protection which reads "Child is a person who has not aged 18 (eighteen) years, including a child still in content;
3. According to Undang-Undang Nomor 4 Tahun 1979 Pasal 1 ayat (2) concerning Welfare which reads "Child is someone who has not reached the age of 21 (twenty one) years and has never married". In addition, also in the meaning of Undang-Undang No. 4 Tahun1979 the child was not a small human;
4. According to Undang-Undang Nomor 11 Tahun 2012 Pasal 1 ayat concerning the Criminal Justice System of Children which reads "Children Who Are Confronted with Law, hereinafter referred to as Children are children who are 12 (twelve) years old, but not yet 18 (eighteen ) years suspected of committing a crime ".

Children who are in child LPKA, are children who are 'troubled', both with their families, their environment or their playmates, schools and others. Guidance methods that are in the Correctional Institution, as follows:

1. Coaching in the form of direct interaction that is family-friendly between coaching and being fostered.
2. Coaching is educationally persuasive, namely trying to change its behavior through exemplary behavior and treating justice among others so that it inspires them to be praised. By placing correctional students as human beings who have the potential and self-esteem with the same rights and obligations as other human beings.
3. Development planning continuously and systematically.
4. Maintenance with increased security measures tailored to the situation at hand.
5. Individual and group approaches.

 Based on the results of the study by Eko Hariyanto, et al. (2014), it was found that there was an education for child prisoners in various Lembaga Pemasyarakatan Anak (LAPAS). Children in Indonesia are still far from the expectations and needs of child prisoners and still do not meet national education standards. This reality shows the various obstacles faced by the LAPAS Anak in providing educational services for children. The results showed that there were 3 (three) constraints, namely: 1) Internal Constraints, 2) External Constraints, and 3) Constraints from Individual Child Prisoners.

1. **Research Method**

This research uses a qualitative approach at LAPAS Anak Bandung Indonesia. Some characteristics of qualitative research include: being in a natural setting, grounded in the basis that the researcher is the main instrument for data collection, involves several methods of data collection, is inductive, based on participant meaning, often includes theoretical perspectives, is interpretive and holistic (Crasswell, 2009). The researcher used a qualitative approach in this study because the researchers wanted to describe it by identifying social characteristics, based on data from existing documents, namely court decisions and other court processes, conducted by in-depth interviews. The data in this research are secondary data obtained from documents in LAPAS Anak Bandung, and primary data, the results of in-depth interviews with researchers with children. In-depth interviews are conducted with children with certain criteria, which will be determined in the field.

1. **Research Results**

Maidin Gultom (2008) explained that based on Pasal 1 angka 8 Undang-Undang Nomor 12 Tahun 1995 jo. Pasal 13 PP No. 31 Tahun 1999 Tentang Pembinaan Warga Binaan Pemasyarakatan, known as 3 (three) classes of correctional students, namely: (1) Criminal Children, namely children based on court decisions undergoing criminal sanctions in the LAPAS Anak no later than 18 (eighteen) years; (2) State Children, are children based on court decisions submitted to the state to be educated and placed in the LAPAS Anak no later than 18 (eighteen) years. Status as a State Child until 18 (eighteen) years old. Even though the age has exceeded this limit, the State Child is not transferred to a LAPAS (for adults), because the child is not sentenced to prison. The State Child remains in the LAPAS Anak. If the State Child has undergone a minimum of one year of education, which is considered to be of good behavior so that it is deemed not necessary to be educated in the LAPAS Anak may submit permission to the Minister of Justice, so that the child is released from the Child Correctional Institution with or without conditions; (3) Civil Children are children who, at the request of their parents or guardians, obtain a court decision to be educated at a LAPAS Anak. Determination of Civil Children in LAPAS Anak no later than 18 (eighteen) years. For a maximum of 6 (six) months for those who are not yet 14 (fourteen) years old and no longer than 1 (one) year for those who at the time of the court's determination are 14 (fourteen) years old and every 1 (one) year is extended with the provisions at the latest 18 (eighteen) years (Pasal 32 ayat (3) UU. No. 12 Tahun1995).

# Data about children in LAPAS Anak Bandung are as follows

|  |  |  |
| --- | --- | --- |
| **No** | **Information** | **Number** |
| 1 | <14 years | 3 children |
| 2 | 15 years | 13 children |
| 3 | 16 years | 23 children |
| 4 | 17 years | 44 children |
| 5 | 18 years | 44 children |
| 6 | > 18 years | 25 children |
|  | Amount A + B |  |

##  Education for Students b. Age Type

|  |  |  |
| --- | --- | --- |
| **No** | **Information** | **Number** |
| 1 | Not graduating from elementary / elementary school | 42 children |
| 2 | SMP  | 60 children |
| 3 | Vocational High School  | 50 children |
|  | Jumlah A + B |  |

1. Type of Crime

|  |  |  |
| --- | --- | --- |
| **No** | **Information** | **Number** |
| 1 | Theft | 11 children |
| 2 | Murder  |  |
| 3 | Robbery | 13 children |
| 4 | Gen. order | 41 children |
| 5 | A moral | 2 children |
| 6 | Child protection | 60 children |
| 7 | N drugs  |  |
| 8 | Persecution | 6 children |
| 9 | Extortion | 2 children |
| 10 | Emphasis  |  |
|  | Amount of A + B | 152 children |

# 2. Education and Coaching Program

*a*. Education

Some programs that are in the Institute for Special Development of Class II LPKA Bandung, which must be followed by each student in the form of pesantren education, formal and informal education. Religious education / pesantren through a boarding school called "Miftakhul Jannah Islamic Boarding School" and a public school called the "Independent Midshipman School", which includes:

* + Special Service Schools, Special Service Schools in LPKA, aimed at children in the senior secondary education level, head to Langlang Buana High School (for non vocational), Bandung PU Public Vocational School (for Automotive and Workshop Programs) and Lembang Agricultural Country Vocational School ( for agriculture, cropping and fisheries majors), this was accomplished with assistance from the West Java Provincial Government Education Office, as an implementation of the West Java Governor Regulation concerning Special Service Education Guidelines (PLK) for Children Facing Laws in LPKA. Schools Special Services School Langlang Buana, SMK PU and Vocational Agriculture in Bandung LPKA students today have 85 (eighty-five) children, which is divided into several classes, namely class 10, class 11 and class 12.
	+ Open Middle School, Open Middle School in LAPAS Anak Bandung is in SMP Negeri 08 Bandung, this was done with assistance from the Bandung City Education Office, as an implementation of the Memorandum of Understanding between Kementrian Hukum dan HAM RI dengan Kementrian Pendidikan dan Kebudayaan RI, Nomor : M.HH-08. HM.05.02 TAHUN 2015, Nomor: 02/IV/NK/2015 Concerning the Implementation of Education in Correctional Centers, Special Guidance Institutions for Children, Temporary Child Placement Institutions, State Detention Houses and Correctional Institutions. 08 Open Junior High School in Bandung LPKA currently has students of 53 (fifty three) children, which is divided into several classes, grade 7, grade 8 and grade 9
	+ The Special Education School, the Special Education School in LPKA, is intended for children in the Elementary School level, for primary school education considering the age of the child is above the age of elementary school children, the education level for them is in Package A, through the Community Learning Center (PKBM ) The Special Education School, Package A in LPKA Bandung currently has 33 (thirty three) children.

## Fostering

Some existing guidance programs in LPKA Bandung include:

* Spiritual Mental Development. Mental spiritual development, for those who are Muslim every child must follow regularly every day through the Miftakhul Jannah Islamic Boarding School in implementing cooperation with various private and government foundations related to religion including:
* Intellectual Development and Nationalism Insights. As for increasing Intellectual and national insight of the students, it was held: courses held in collaboration with NGOs as well as participants who care about children include: English language courses, training in writing articles, motivation, etc. For their National Insight through education on nationality and leadership, Scouting education, which includes marching training (UN), carrying out ceremonies on each 17th which aims to raise awareness of nation and state and train discipline, and train nationalism in cooperation with: Scouts Sukamiskin Kwartir Arcamanik Dharma Group, LAHA (Child Rights Advocacy Institute), LPA, BP3AKB, Ombudsman, UPI (Indonesian Education University), UNPAD (Padjajaran University), ITB (Bandung Technical Institute), School of Nursing, STKS (College of Social Welfare) , UNJANI (Jenderal Ahmad Yani University), MARANATHA University, UNISBA, UNPAS (Pasundan University), Sharing Student Movement, etc.
* Sports and Arts Coaching. Sports activities are routinely carried out such as morning gymnastics, while other sports such as futsal, badminton and table tennis are expected to take turns, most of which have not been carried out due to limited art and sports tools owned by LPKA Bandung, for arts that can be done is practice drum band, Angklung and band, music, nasyid, marawis, etc.,
1. Community / Social Development

To support the Correctional System, which is to restore the unity of the relationship of life, life and livelihood of children as individuals, and members of the community, the program is given to the students: the opportunity to participate in events outside the LPKA organized by partners or NGOs ( LAHA) and outside agencies through Assimilation programs, Free Ahead Leave (CMB), Conditional Release (PB), etc. Events that have been attended include: Nasyid competitions throughout Prisons and Detention Centers throughout West Java (1st place), Indomart music festivals, music festivals at Saung Bambu Lembang Bandung, National Children's Day Events at Bogor Palace Th 2015, and activities musical performances in prisons / detention centers in the Greater Bandung Area.

 d. Independent Development

Through Skills Training programs: including Suturing, animal husbandry, mechanic / motorcycle repair shop and cars, landscaping, fishing, hair scissors, training in making lantern lights, screen printing, making children's toys from used newspapers, painting, HP service courses, etc.

1. **Conclusion**

Based on the results of research at LAPAS Anak Bandung which aims to explore information about how the implementation of character education in LAPAS Children can be concluded that: (1) character education has been carried out by Bandung LAPAS Anak bai officers conducted through formal education in schools and informal education; (2) Character education is more applied through various daily activities in the LAPAS Anak so that character education is inherent in every activity of the fostered child; (3) Character education in LAPAS Anak is primarily intended so that the fostered children can adapt to the community after they leave the LAPAS Anak; (3) the results of interviews with assisted children in LAPAS show that character education in LAPAS has helped them to understand good character and will try to apply it after they leave the LAPAS Anak.

**Bibliography**

Creswell,John W. 2007. Qualitative Inquiry and Research Design: Choosing Among Five Approaches. London: SAGE Publications

Lickona, Thomas. 2012. Mendidik Untuk Membangun Karakter” Bagaimana Sekolah dalam Memberikan Pendidikan Tentang Sikap Hormat dan Bertanggung jawab” judul asli: Educating for Character: How Our Schools Can Teach Respect And Reponsibility. Jakarta: Bumi Aksara.

Maidin Gultom. 2008. Perlindungan Hukum Terhadap Anak dalam Sistem Peradilan Anak di Indonesia. Bandung; PT. Rafika Aditama

Miles, Mattew B dan Huberman, A Michael. 2009. Manajemen Data dan Metode Analisis dalam Denzin, N.K. & Lincoln, Y.S. (eds.) Handbook of Qualitative Research. Yogyakarta, Pustaka Pelajar.

Moleong, Lexy J. 2013. Metodologi Penelitian Kualitatif. Bandung: PT Remaja Rosdakarya.

Ratna Megawangi. 2007. Semua Berakar Pada Karakter (Jakarta: Lembaga Penerbit FE—UI)

Satjipto Raharjo. 2009. Perspektif Peradilan Anak. (Jakarta: Sinar Grafika)

Serly Rahmawati. 2016. Analisis Penerapan Hak-Hak Anak dalam LembagaPemasyarakatan Anak (Studi Lembaga Pemasyarakatan Anak Kelas III Bandar Lampung)

Tim Pendidikan Karakter Kemendiknas. 2010. Nilai-nilai Luhur dan Perilaku Berkarakter

W. Lawrence Neuman. 1997. Social Research Methods: Qualitative and Quantitative Approaches. Needham Heights, MA: Allyn& Bacon.

Williams, Russell.T. & Ratna Megawangi. 2010. Dampak Pendidikan Karakter, <https://pondokibu.com/dampak-pendidikan-karakter-terhadap-akademi-anak.html>