Fulfillment Of The Rights Of Children In Conflict With The Law With The Law In The Child Development Institution Special Child Development Institution (Lpka) Class I Medan

Josep Manahan¹, Robi Krisna²

¹Universitas Pembangunan Panca Budi.
²Universitas Pembangunan Panca Budi

Corresponding email: josepdosa25@gmail.com

ABSTRACT
Children are the next generation of a nation, so that the growth and development of children must be considered properly, and even not only the responsibility of the family and parents but also the responsibility of society and the state, considering that Indonesia is a welfare state that has an obligation to guarantee the rights of its state colors properly. In this case, including the rights possessed by children in conflict with the law (ABH), even though they are children in trouble with the law, they are children who must be protected for the fulfillment of their rights. This study was conducted using the method of literature and document studies, in the form of books, journal articles, or other types of writings and various laws and regulations relating to cases of children in conflict with the law (ABH). The results of the study indicate that the fulfillment of the rights of correctional students consisting of the right to survive and develop, the right to protection and the right to participate has been carried out well by LPKA. Although there is still a lack of correction social workers in LPKA who act as facilitators and bridges for ABH to get education and carry out the rehabilitation process according to the needs of children.

Keywords: Children's rights, children in conflict with the law, children's special development institutions.

1. INTRODUCTION

In the preamble of the 1945 Constitution, it is explained that one of the objectives of national development is to educate the nation, in order to create quality, responsible, advanced and independent human resources in accordance with the order of life of a society based on Pancasila. In order to educate the nation's life, it is necessary to organize education that can ensure the survival of the nation and state. In this case, strengthening character education starts from the family environment, schools, and extends to the community environment. Strengthening character education in the current era is very important to do considering the many events that show a moral crisis among children, adolescents, and parents (Sekolah & Buton, 2020).

The family environment as the first and main environment for children is expected to play a role in laying values and shaping children's character. Mulyana (2018) states that parenting has a very important role for the development of moral behavior in children, because the basis of moral behavior is first obtained by children from within the home, namely from their parents.
As for the serious problems faced by families, such as divorce between the two parents, the child will be affected. Harsanti and Verasari (2013) explain that divorce can make children have a high risk of becoming delinquent with anti-social actions, the cause of child and adolescent delinquency comes from families who lack the love and attention of their parents. As the next generation of the nation, children must be given the widest possible opportunity to get their rights, including in this case are correctional students. If children's rights are not fulfilled, the growth and development and welfare of children will be disrupted (Apsari, 2015).

Furthermore, according to Djamil (2013) and Simorangkir et al. (2016) emphasize that there is an important role of the parties involved in the judicial process of children in conflict with the law to pay attention to the conditions, needs and rights of children in conflict with the law.

Children are the next generation of a nation. The good or bad future of the nation depends on the young generation who will build the nation later. It is very important for the state to pay attention and provide facilities and infrastructure to support the growth and development of children who are still in their infancy, especially formal education, moral and religious education. Education serves as a child's initial capital in thinking and acting, hence the importance of organizing education from an early age. According to Article 1 point (1) of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, the definition of education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

With the existence of Law Number 11 of 2012 concerning the Juvenile Criminal Justice System (SPPA), which explains the obligation to prioritize restorative justice and diversion approaches. This aims to transfer the settlement of children's cases from the criminal justice process to outside the criminal process, as stated in article 1 point 7 of Law Number 11/2012. Diversion can be carried out by the prosecutor's office, courts, police or correctional institution supervisors. The enactment of this law is to reduce the negative impact of children's involvement in the judicial process, children's rights will be better guaranteed, and children will not be labeled with the stigma of "naughty children", because criminal acts allegedly involving a child can be handled even though they do not go through the legal process.In this case, not all cases of offenses involving children can be pursued for diversion, because diversion can only be carried out in cases of children who are punishable by a sentence of under seven years and are not repeat offenders.

Based on the results of research by Puslitbang Kesos in 2015 on the Readiness of the Ministry of Social Affairs in the implementation of Law Number 11 of 2012 concerning the Juvenile Criminal Justice System, it was found that each Social Welfare Provider Institution (LPKS) that functions for the protection and rehabilitation of children in conflict with the law still varies in its targets, namely some have the duty and function of rehabilitating perpetrators, victims and witnesses and some also carry out protection and rehabilitation for victims and witnesses only.

The Children's Special Development Institution is a coaching agency for children who commit criminal offenses that is obliged to be able to carry out its institutional duties and functions in carrying out education in order to prepare correctional students to integrate healthily into society. Broadly speaking, education can also be interpreted as civilization.
through each child, who is born with greater learning potential than other breastfeeding creatures, is formed to become a full member of a society, living and practicing together with other members with a certain culture. Children who are in Child Development Institutions are generally unable to participate in education outside the Institution freely and freely. Educational activities carried out at the Child Development Institution in addition to the form of school education can also be carried out in the form of skills education or vocational training. Education carried out for students is one form of coaching effort in order to restore the behavior and mental attitude of children towards a good direction.

Furthermore, from the above phenomenon, the author is interested in the implementation of providing formal education to correctional students in order to prepare for social life later after undergoing guidance, so the author tries to discuss the problem, namely the fulfillment of the rights of children in conflict with the law at the Class I Medan Special Development Institute for Children (LPKA). In order to achieve goals in a good educational process, inseparable from the problems that must be solved in order to achieve the goals and background of the problem, the author formulates the problem, namely: "How is the fulfillment of the rights of children in conflict with the law at the Class I Medan Child Special Development Institution (LPKA)? The purpose of the research is to find out the fulfillment of the rights of children who are in conflict with the law at the Class I Medan Special Development Institute for Children (LPKA). The benefits of the research are that it is hoped that a sense of responsibility will arise in the practice of fulfilling the rights of children who are in conflict with the law at the Class I Medan Child Special Development Institution (LPKA), so that instructions and guidelines for correctional officers in order to fulfill the implementation of formal education in the Class I Medan Child Special Development Institution effectively.

**Literature Review**

**Definition of Child**

In general, what is meant by children are offspring or generations as a result of sexual intercourse between a man and a woman both in marriage and outside of marriage. Then in customary law as stated by Soerojo Wignodipoero quoted by Tholib Setiadi, it is stated that: unless seen by his parents as a successor to the generation, the child is also seen as a container in which all the hopes of his parents in the future must be shed, also seen as a protector of his parents in the future when the parents are no longer physically able to make a living.

Furthermore, the protection of children, it is said that children are the trust and gift of God Almighty, in which he inheres the dignity and dignity as a whole human being, it is further said that children are buds, potential, and the next generation of the ideals of the nation's struggle, have a strategic role and have special characteristics and characteristics that ensure the continued existence of the nation and state in the future.

Therefore, in order for every child to be able to assume these responsibilities, he needs to have the widest possible opportunity to grow and develop optimally, both physically, mentally and socially, and have a noble character, it is necessary to make efforts to protect and to realize the welfare of children by providing guarantees for the fulfillment of their rights and treatment without discrimination (Djamil, 2013).

Children are the next generation to come. The good and bad future of the nation also depends on the good and bad condition of children today. In this regard, the treatment of
children in a good way is our common obligation, so that they can grow and develop properly and can become bearers of the treatise of this nation's civilization.2 Children must be educated properly because children are immature individuals both physically, mentally and socially. Because of their vulnerable, dependent and developing condition, children compared to adults are more at risk of exploitation, violence, neglect.

The presence of children in places of detention and imprisonment with adults puts children in a vulnerable situation to become victims of various acts of violence. Child protection can be done directly or indirectly. Directly, meaning that the activities are directly aimed at the child who is the target of direct handling. Such activities can include, among others, protecting children from various threats both from outside and from within themselves, educating, fostering, assisting children in various ways, preventing hunger and seeking their health in various ways, and by providing self-development for children. Meanwhile, what is meant by indirect child protection is an activity that is not directly aimed at the child, but other people who are involved or carry out activities in the protection of the child.

**Legal Conflict**

Etymologically, conflict comes from Latin, namely configure which means hitting each other. While sociologically, conflict is interpreted as a social process between two or more people (it can also be a group) in which one party tries to get rid of the other party by destroying it or destroying it, making him helpless. The definition of conflict conflict as the impact of a situation that brings together different or opposing desires or wills between one party and another, which causes one of these parties or even both of them to be disturbed. (Wahyudi, 2015).

The definition of conflict as a social process in which individuals or groups attempt to fulfill their goals by opposing other parties or opposing parties followed by threats or violence (Enda, 2017).

The definition of conflict is as a perception of perceived divergence of interest or a belief that the aspirations of conflicting parties cannot be achieved simultaneously. The definition of conflict is a situation that occurs because of a misalignment or incompatibility between values and goals to be achieved, both within the individual and his relationship with other parties. In life, conflict is a situation that we will always encounter without exception. Conflict occurs because of a difference in both the will and the goals to be achieved by one party and the other. For example, when someone fights over a territory, they will not only fight over the territory but also everything contained or available in the territory. Every social group will always have the seeds of conflict between individuals with individuals, individuals with groups, groups with groups, even individuals and groups with the government.

The meaning of conflict has been confused by many different definitions and conceptions. In essence, conflict can be defined as any kind of adversarial or antagonistic interaction between two or more parties. Organizational conflict is a disagreement between two or more members or groups of an organization that arises due to the fact that they must share limited resources or work activities and/or due to the fact that they have differences in status, goals, values or perceptions.

Conflict is an opposition that occurs between what a person expects of himself, others, the organization with the reality of what he expects. (Mangkunegara, 2013). Conflict
is an unhealthy competition based on ambition and emotional attitudes in obtaining victory. Conflict will cause tension, confrontation, fights, and frustration if it cannot be resolved.

Community Development

Development is an activity to improve the quality, devotion to God, intellectual, behavior, and attitude, skills training, professional, and physical and spiritual health of children both inside and outside the criminal justice process. The purpose of coaching for correctional students and children in conflict or dealing with the law is closely related to the purpose of punishment. Broadly speaking, coaching can be interpreted as a series of professional control efforts over all elements of the organization so that these elements can function properly, so that plans to achieve goals can be carried out efficiently and successfully. Coaching provides an important direction in the development of children, especially in the development of attitudes and behavior. Therefore, coaching for children is definitely needed from an early age in order to provide direction and determination of their outlook on life. The formation of morals is influenced by internal factors, namely the child's innate, and external factors, namely education and coaching made specifically or through interaction in the social environment.

Coaching is a conscious human effort to guide and direct the personality and abilities of children, both in formal and non-formal education. Coaching provides an important direction in the developmental period of children, especially in the development of attitudes and behavior from an early age in order to provide direction and determination of their outlook on life. The formation of morals is influenced by internal factors, namely the child's innate, and external factors, namely education and coaching that is specifically made, or through interactions in the social environment. The coaching pattern is basically created to establish daily relationships with foster children. Coaching patterns are accompanied by actions from institutions or caregivers to shape children. The coaching pattern is a method or technique used by the institution or caregiver in educating and guiding foster children so that they become useful people.

2. RESEARCH METHOD

This article is prepared using the literature and document study method, namely literature in the form of books, journal articles, or other types of writings and the results of a study of various kinds of documents related to the topic of placement of children in conflict with the law (ABH) and various laws and regulations relating to cases of children in conflict with the law (ABH).

3. RESULTS AND DISCUSSION

The world recognizes the term Children in Especially Difficult Circumstance (CECD) or children who are in difficult conditions. The difficult conditions in question are not fulfilling their rights and are prone to violations of their rights. But when Children in Especially Difficult Circumstance (CECD) changes to Children in Need of Special Protection (CNSP), the term special protection is an active work step, namely a step to prevent and take the necessary actions to protect children from all forms of violation of their rights. Regarding children with special needs in the UN Committee on the Rights of the Child regulates children in conflict with the law, namely the avoidance of cruel punishment, the death penalty, and child detention arrangements. This Convention has been ratified by
all countries in the world, except Somalia and the United States. Indonesia has ratified the Convention on the Rights of the Child. On Child Protection states that the implementation of child protection

Pancasila and based on the 1945 Constitution and in accordance with the basic principles of the Convention on the Rights of the Child, which include:

a. Non-discrimination, meaning that in providing treatment to children, there should be no discrimination between one another, for any reason whatsoever.

b. The best interests of the child, meaning that in all actions concerning children carried out by the government, society, legislative bodies, and judicial bodies, the best interests of the child must be the main consideration.

c. The right to life, survival and development. These three elements are the most basic human rights for children that are protected by the state, society, family and parents.

d. Respect for children's opinions, meaning: respect for the rights of children to participate and express their opinions in decision-making, especially when it comes to matters that affect their lives.

Furthermore on Child Protection (as amended by Law No. 35 of 2014 on Child Protection), which states that the State seeks protection for children in conflict with the law, therefore the State is obliged to seek:

a. Humane treatment of children in accordance with the dignity and rights of the child;

b. Provision of special child support officers from an early age;

c. Provision of special facilities and infrastructure;

d. Appropriate sanctions for the best interest of the child;

e. Continuous monitoring and recording of the development of children in conflict with the law;

f. Providing guarantees to maintain relationships with parents or institutions; and

g. Protection from identity reporting through mass media and to avoid labeling.

In Indonesia, the law that regulates children in conflict with the law is Law Number 11 of 2012 concerning the Juvenile Criminal Justice System (UU SPPA) which came into force two years after its enactment, namely on July 30, 2012 as referred to in its Closing Provisions (Article 108 of UU SPPA), meaning that this UU SPPA came into force on July 31, 2014. The Law on Juvenile Courts (Law on Juvenile Courts) aims to realize a judiciary that truly guarantees the protection of the best interests of children in conflict with the law. The Juvenile Court Law is considered no longer in accordance with the legal needs in society and has not comprehensively provided special protection to children in conflict with the law. The substance regulated in the SPPA Law, among others, is the placement of children undergoing the judicial process can be placed in the Special Development Institute for Children (LPKA). The substance of the most Fundamental in this Law is the explicit regulation of Restorative Justice and Diversion which is intended to avoid and keep children away from the judicial process, so as to avoid stigmatization of children in conflict with the law and it is hoped that children can return to the social environment reasonably. Legal protection is not only given to children who are victims of crime or victims of crime, but also given to children in conflict with the law (ABH) where the state is obliged to provide legal protection in resolving the case and must prioritize the Restorative Justice approach and do diversion. The SPPA Law defines minors as children who are 12 years old but not yet 18 years old, and the SPPA Law distinguishes children involved in a criminal offense in three categories:
1) Children who are perpetrators of criminal offenses (Article 1 paragraph 3);
2) Children who are victims of criminal acts (Child Victims) (Article 1 paragraph 4);
3) Children who are witnesses to criminal acts (Child Witnesses) (Article 1 paragraph 5).

A juvenile offender can be subject to two types of sanctions, namely action, for offenders under 14 years of age (Article 69 paragraph (2) of the SPPA Law) and punishment, for offenders aged 15 years and over. The SPPA Law allows children involved in criminal offenses to obtain legal assistance regardless of the type of criminal offense they have committed. Children are entitled to legal assistance at every stage of the examination, both in the investigation stage, investigation, prosecution, and examination stage in court (Article 23 of the SPPA Law). If a trial must be carried out, it is expected that the result will be to restore the child's condition, not to impose a prison sentence. Children who are in institutions must also fulfill other children's rights, such as health, the right to the assimilation process and the right to participate in coaching activities based on applicable laws and regulations.

Social protection for children in conflict with the law (ABH) is one form of social service for ABH. This form of social service is a human right that must be received by ABH. Therefore, social protection for ABH is a state obligation for its citizens. Based on the SPPA Law, the Government is required to make 6 materials in the form of Government Regulations and 2 materials in the form of Presidential Regulations. However, until now the supporting regulations are still not all available. The government has only finalized two Government Regulations (PP on Diversion and Handling of Children Under the Age of Twelve (12) Years) and a Presidential Regulation on the Training of Law Enforcement Officials. One of the most concerning issues is the lack of new institutions to replace places of arrest and detention for children. The SPPA Law has encouraged the birth of four institutions namely LPKA, LPKS, RPKA and LPAS as a substitute for places of detention, coaching and children's prisons. Lembaga Pembinaan Khusus Anak (LPKA) is an institution or place where children serve their sentence, while the Temporary Child Placement Institution (LPAS) is a temporary place for children during the judicial process.

Furthermore, Article 3 of Law No. 11/2012 on the Juvenile Criminal Justice System (SPPA Law) stipulates the rights of children as follows:

a. Treated humanely by paying attention to the needs in accordance with the general;
b. Separated from adults;
c. Obtaining legal aid and other assistance effectively;
d. Perform recreational activities;
e. Free from torture, punishment or other cruel, inhuman, and degrading treatment;
f. Not sentenced to death penalty and life sentence;
g. Not be arrested, detained, or imprisoned, except as a last resort and for the shortest period of time;
h. Obtaining justice before a Children's Court that is objective, impartial, and in a hearing that is closed to the public;
i. Not have their identity published;
j. Obtaining assistance from parents/guardians and people trusted by the child;
k. Obtaining social advocacy;
l. Obtaining a private life;
m. Obtaining accessibility, especially for disabled children;
n. Obtaining education;
o. Obtaining health services; and
p. Obtaining other rights in accordance with the provisions of laws and regulations.

Psychological Aspects in Cases of Children in Conflict with the Law (ABH)

Next, according to Erickson's opinion, he initiated the stages of children's social-emotional development, where in the age range of 9-10 years, children are in the phase of industry and inferiority (perseverance versus feelings of inferiority). In this phase, children experience development in deductive thinking, self-discipline, ability to relate to peers, and deep curiosity. Children are able to learn the causal relationships they will do, are able to pay attention to what will happen around them, and the ability to imagine while children who are in the age range of 7 to 14 years generally have the desire to commit criminal acts, meaning that children are capable of crime (Abdillah, 2016).

Furthermore, in accordance with Law Number 11 of 2012 concerning the Child Criminal Justice System (UU SPPA), children in conflict with the law (ABH) are children aged between 12-18 years. In this age range in a psychological perspective, namely children aged 10 to 22 years are in the adolescent stage of development. The moral reasoning of children / adolescents is one of the needs important as a guide to finding their identity, developing harmonious personal relationships and avoiding role conflicts that occur in the transition period (Desmita, 2013).

The ability of children/adolescents to make decisions is increasing, for example the ability to make decisions about the future, choose friends, decide whether to continue school or work and so on. The transition in children's ability to make decisions appears around the age of 11-12 years and at 15-16 years. One of the strategies that can be done to protect children/adolescents in this phase is to improve their ability to make decisions as a provision in solving the problems they experience or in dealing with problems that occur around them such as the problem of free sex, the use of illegal drugs, motorcycle gangs or wild racing behavior in children/adolescents and various other problems among children/adolescents. The ability to make decisions in children / adolescents is not enough to be able to guarantee that the ability will be applied in real life, because in the real world experience is an important thing. Therefore, children/adolescents need to have more opportunities to practice and discuss realistic decision-making in their lives, so that every knowledge and experience they have can be understood as provisions in living their lives. In children who are delinquent, this decision-making ability is low, due to the lack of experience gained (Chusniyah, 2017).

The next time a child in conflict with the law (ABH) completes the examination, court process, and is finally sentenced to prison, the child will have the status of a prisoner. With the status as a prisoner, the child gets a bad impact that greatly affects his life. Prisoners with the age of children and adolescents certainly still need guidance, direction, and assistance from parents / guardians and their closest environment in order to develop towards positive maturation.

Child prisoners will lose physical freedom, loss of control over life, loss of family, loss of possessions owned and liked, loss of security, loss of heterosexual relationships, lack of stimulation, and psychological disorders. One of the most likely psychological symptoms to emerge during incarceration is anxiety. If even adults feel anxiety, let alone children/adolescents with unstable psychological conditions.

Next, anxiety is not easy to recognize and is often referred to as discomfort. When someone feels uncomfortable, it will also have an impact on their physical, emotional, mental and spiritual conditions. Feelings of anxiety cause a child/adolescent to become
restless, giving rise to negative feelings, can also result in irritability, doubt, panic, and feeling terrorized.

**Condition of Fulfillment of Children's Rights in the Special Development Institution for Children (LPKA) Class II Bandung**

The fulfillment of children's rights has been protected by various regulations, both at the national and international levels. Indonesia, as a country that has ratified the Convention on the Rights of the Child, has an obligation to provide, provide and facilitate the fulfillment of children's rights, including the fulfillment of rights for correctional students. The fulfillment of children's rights referred to in this case is the right to survive and develop, the right to obtain protection and the right to participate in decision-making related to children's lives (Apsari, 2015: 46).

Meanwhile, based on a review of various literature, the following are some of the conditions of children in community institutions in Indonesia based on the fulfillment of their rights:

1. **Right to survival and development**

   As a form of government responsibility and concern for the fulfillment of children's rights in correctional institutions, the government mandates and provides several institutions to provide rights for correctional students, one of which is the Child Special Development Institution (LPKA) Class I Medan. The fulfillment of the right to survive and develop consists of nine aspects, namely: food, shelter, clean water, health, leisure time, cultural activities, information, dignity and self-esteem. From these nine aspects, the fulfillment of children's rights in the Class I Medan Special Development Institute (LPKA) has been carried out quite well. However, for the education aspect, it cannot be implemented properly, instead the prison organizes murobi activities as a substitute for teaching and learning activities.

   In the same case, many occur in other correctional institutions in Indonesia. In terms of physical fulfillment of rights, it has been fulfilled enough, but for the spiritual and educational aspects, it has not been achieved properly. Seeing the importance of education for the development and future of children, it would be nice for correctional institutions in Indonesia to cooperate with other institutions in organizing learning and teaching activities for children.

   Meanwhile, according to Simorangkir et al. (2016) revealed that Correctional Social Workers as a profession that has attention to children dealing (in conflict) with the law (ABH) carry out the process of helping and rehabilitating children who have problems violating the law by providing services that are not based on efforts of revenge or punishment, but rather focus on professional efforts in order to improve and improve ABH's social functioning abilities, so that in the future ABH can interact socially well again in society and can carry out their life tasks again. Social workers who have a role as facilitators can bridge children who are in prison to be able to get education as their rights and carry out the rehabilitation process according to the needs of children.

   Furthermore, as carried out by one of the prisons in the North Sulawesi region in collaboration with local organizations and volunteers who are concerned about the fulfillment of children's rights in the context of providing non-formal education. NGOs such as Save the Children can also be invited to collaborate in overcoming this problem.
2. Right to protection

In general, the fulfillment of the right to protection if we see and explore it can be fulfilled, and there are not many problems. As research conducted by Nuriyana (2016) at the Child Special Development Institution (LPKA) Class I Medan, which states that the fulfillment of children's rights to obtain protection has gone well, which is indicated by the behavior of officers who do not commit violence in efforts to foster children and do not exploit community students to do a certain job. However, there are still some problems that occur at the Class I Medan Special Development Institution (LPKA) such as the theft of clothes, toiletries and sandals by community students from their friends' belongings.

Furthermore, according to the officers, such cases are still classified as normal cases. However, there are several cases that prove that there is still violence and exploitation of children in foster care institutions in Indonesia, especially when the police conduct an investigation and interrogation. In addition, there are still many cases of children experiencing bullying while in prison. This should not be allowed because even though children have been proven guilty, they must still get the right to protection. Bullying in children has a negative impact on the continuity of the child's social life, especially for children living in prison, so bullying behavior in prison must be addressed immediately.

There needs to be mindblowing in the coaching activities of community students such as socialization activities on the negative impacts of bullying behavior. In addition, in an effort to prevent bullying behavior, coaches and guardians in prison, which have been carried out by correction social workers, should not only check the condition of children in prison, but must be able to play a more active and closer role in daily relationships with children in prison. This is useful to find out and prevent early acts of ostracizing, mocking, especially acts of violence that occur among fellow children in prison and for children who are victims of bullying if they immediately carry out a rehabilitation process for children who are traumatized by the act of bullying.

3. The right to participate

Furthermore, the fulfillment of children's rights in correctional institutions in terms of freedom of participation is quite well done, namely in the sense that children are freed to participate in various activities that have been provided in the LPKA. As the results of research conducted by Nuryana (2016) in Class I Medan Special Child Development (LPKA) show that the prison provides opportunities for children who are in conflict with the law to freely express their opinions and abilities in the fields of art or sports as a form of entertainment.

All residents of correctional institutions including children have the right to actively participate in activities in correctional institutions and this is very important to do considering that children are very vulnerable to traumatic events and so that students can actively socialize with fellow prisoners to eliminate the trauma, sadness and boredom they feel. From some literature data that the author can get, it states that some Children's Special Development Institutions in Indonesia generally only have one officer with a background as a social worker and it is very disproportionate to the number of prisoners who exist and must be fulfilled their rights. Therefore, to maximize the role of correction social workers in fulfilling children's rights in prison, it is necessary to recruit social workers in the field of correction who have the ability to rehabilitate and fulfill the rights of correctional students.
4. CONCLUSION

Based on the research and review of various literatures that have been conducted, it shows that the fulfillment of the rights of correctional students at the Class I Medan Special Development Institute for Children (LPKA) consisting of the right to survive and develop, the right to protection and the right to participate has been carried out well. However, the lack of correction social workers in the LPKA who act as facilitators and bridges for ABH to get education and carry out the rehabilitation process according to the needs of children is one of the important things to note, given the problems faced by students in the LPKA.

LITERATURE
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