

IMPLEMENTATION OF SOCIAL REINTEGRATION OF CHILDREN AS INMATES AFTER UNDERGOING GUIDANCE AT A SPECIAL GUIDANCE INSTITUTION FOR CHILDREN CLASS I IN TANGERANG

Guntarto Widodo

Fakultas Hukum Universitas Pamulang, Indonesia

* Email untuk Korespondensi: dosen00485@unpam.ac.id

ABSTRACT

The presence of Law Number 22 of 2022 concerning Corrections is expected to strengthen the concept of social reintegration and also the concept of restorative justice. This concept has actually been alive and in line with the concept of social reintegration which is the goal of the Correctional System. The author uses descriptive analytical methods, namely research that describes and analyzes problems related to the concept or system of prisoner guidance. The results of this study indicate that the rehabilitation process is not only limited to the form of supervision, but the perpetrators' children are also provided with various skills, in addition to the fulfillment of education to take the package chase exam which is given the opportunity to the perpetrators' children. Specifically for the issue of reintegration for child perpetrators, LPKA Class 1 Tangerang City does not only carry out the return or handover of child perpetrators who have completed their detention to their families, but also provides a follow-up monitoring process whether the child perpetrators can adapt to the environment and be accepted openly by the surrounding community, this is in accordance with Law Number 22 of 2022 concerning Corrections. The social reintegration process regulated in the Corrections Law emphasizes the creation of justice, balance, restoration of relationships, legal protection, and guarantees for the human rights of prisoners, children, convicts, foster children, victims, and the community.

Keywords:

*Social Reintegration,
LPKA, Foster
Children.*

*Ini adalah artikel akses terbuka di bawah lisensi [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/).
This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.*

INTRODUCTION

Children are the forerunners of the young generation who have a strategic role as the next generation of a nation (Nurmalisa, 2017). The 1945 Constitution of the Republic of Indonesia explicitly mandates that the state guarantees the rights of every child to survival, growth, and development as well as protection from violence and discrimination. They are a very potential force in developing sustainable life, therefore it is necessary to provide continuous guidance, growth and development both physically, mentally and socially as well as protection from all possibilities that will endanger children in the future. All the wrong and endangering treatment of children that occurs today illustrates the disruption of the life of the nation in the future. Children are human resources who have great potential to continue the ideals of the Indonesian nation in the future, children need guidance to ensure their growth physically, socially, mentally in a gradual and balanced manner (Fauziah et al., 2024; Harun, 2024). As a very unique individual with distinctive characteristics, a child can act based on his/her own feelings, thoughts and will. In addition to his/her own will, a child's actions or behavior can also be influenced by his/her surrounding environment. A child can carry out actions or deeds that are out of control, they can commit crimes and thus break the law (Isroani et al., 2023; Rahman et al., 2020).

Children should be given special attention from an early age until they reach adolescence and adulthood, because children are still unstable in thinking and acting, so that in order to understand children, of course, it can be observed starting from their lives with the family environment, school environment, and children's play environment, thus more extra, considering that a nation will progress and develop where the next generation is more potential, of course by paying attention to the welfare aspect, protection of the child so that their development can be understood both physically and psychologically. In fact, child development

consists of 3 (three) main activities, namely: Guidance, Development and Protection. Child development is an effort to provide the best for their growth. Development is to grow all the abilities and talents contained in the child. While protection is all activities to keep children naturally physically and mentally and free from all threats, obstacles and disturbances (Safari, 2021; Suryana, 2021).

Due to children who have problems with the law, sometimes they are placed in a Correctional Institution (LP) where the place is stated as a place of guidance for perpetrators of criminal acts. Criminalization can be interpreted as the stage of determining sanctions and also the stage of giving sanctions in criminal law. The word "criminal" is generally interpreted as law, while "criminalization" is interpreted as punishment. Doctrine distinguishes between material criminal law and formal criminal law. J.M. Van Bemmelen explains both as follows (Barda & Rampai, 2014): According to Sudarto, what is meant by criminal punishment is suffering that is deliberately imposed on people who commit acts that fulfill certain conditions (Agung et al., 2020; Leasa, 2020). Meanwhile, according to Roeslan Saleh, criminal law is a reaction to a crime, and this aims to cause misery that the state deliberately imposes on the perpetrator of the crime (Montolalu, 2021; Sundari, 2024).

Punishment is an effort to make prisoners or juvenile detainees aware of their actions and return them to being clean citizens, obedient to the law, upholding moral, social and religious values so that a safe, orderly and peaceful community life is achieved (Puji, 2021). In relation to criminal and criminal matters which in classical legal literature are often used the term criminal system, it was also expressed by Roeslan Saleh, that criminal law in an effort to achieve its goals is certainly not solely by imposing punishment, but also by using actions (*maatregelen*), so besides punishment there are also actions (Dwiyanti et al., 2024; Zaidan, 2022).

The government has designed laws concerning how children should be treated, especially children who have problems with the law, in this case the government has enacted several laws to pay more attention or prioritize attention to children who are in conflict with the law, for example Law Number 11 of 2012 concerning the Juvenile Criminal Justice System which is enforced 2 years from the date of enactment, however, one observer of child criminalization (Amalia, 2018). Adi Fachruddin said "Imprisonment of children is not appropriate because the root of the problem is in the Juvenile Court Law, so I support the law being improved by means of a judicial review," said Adi, more firmly he said in the practice of justice, "judges prioritize imprisonment for naughty children or children involved in criminal acts. "In the future, the Juvenile Court Law should be reversed, it should prioritize social rehabilitation or community service orders for children after the court's decision," he said. In addition, there is also Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection. And in the development of child prisoners in Correctional Institutions, it is regulated in Law Number 12 of 1995 concerning Corrections, which was updated with the new Correctional Law, namely Law Number 22 of 2022 concerning Corrections, it is hoped that it can strengthen the position of correctional institutions in the integrated criminal justice system. Especially those who enforce the law regarding the treatment of children and other inmates. In addition, the law also guarantees the protection of the rights of all prisoners in addition to improving the quality of children and inmates, which explains that children who are guilty are placed in Juvenile Correctional Institutions. Placement of guilty children in juvenile correctional institutions, separated according to their respective statuses, namely criminal children, state children and civil children. The correctional system determines the length of implementation of the child prisoner's development according to their respective statuses, which consist of:

- a. Criminal Children are children who, based on a court decision, are serving a sentence in a Children's Penitentiary until they are 18 (eighteen) years old at the latest.
- b. State Children are children who, based on a court decision, are handed over to the state to be educated and placed in a Children's Penitentiary until they are 18 (eighteen) years old at the latest.
- c. Civil Children are children who, based on a court decision, are placed in a Children's Penitentiary for a maximum of 6 months for those who are not yet 14 years old, and a maximum of 1 year for those who are 14 years old at the time of their placement by the court, and can be extended for 1 year each time, with the provision that the maximum period is until they are 18 years old.

In Law Number 11 of 2012 concerning the Juvenile Criminal Justice System, it has been determined that there is Diversion for Juvenile cases. This is a form of diversion of the resolution of juvenile cases from criminal to processes outside the criminal justice system. The term Correctional Student is currently no longer used. This is in accordance with the provisions in force in Law Number 11 of 2012 concerning the Juvenile Criminal Justice System, namely in Article 1 letter 3 which reads, "A child in conflict with the law, hereinafter referred to as a Child, is a child who is 12 (twelve) years old, but not yet 18 (eighteen) years old who is suspected of committing a crime.

So in accordance with these provisions, the term Children in Conflict with the Law who undergo guidance which is usually referred to as Correctional Students, As previously discussed discussing child crime, cannot be separated from the role of all parties, especially the family, because in childhood, the most important

role in shaping the child's personality is the family environment, especially both parents, because the earliest known to the child are both parents and relatives, but when the child approaches adolescence, the child starts playing outside the home, in an environment that he likes, which becomes a problem, this often cannot be controlled by the child's family, especially both parents, while the child is inseparable from his social environment, the wider social environment can provide certain labels because of the child's behavior that tends to be repeated by the child, even though in fact the child's behavior is not like that, from the family environment and the environment in which he plays, the child's behavior and character are formed which are sometimes difficult to understand, one of the reasons for the child's behavior is the lack of parental attention with the busy routine of parents in modern life and a very supportive environment. At the age of children between the ages of 8-12 years, it is certain that Indonesian children are still classified as unstable and their psychological development is not easy to understand. Indonesia is a developing country where the economic lifestyle is low, many children drop out of school at an early age, resulting in various factors that encourage deviant behavior towards children. As reported in the media, both electronic media and newspapers, the level of child crime is very serious and it is not uncommon for children to commit crimes like adult crimes, such as killing, raping, and can also cooperate (participate) with adults to commit crimes.

The purpose of this research is to evaluate the implementation of social reintegration of children who have been inmates after undergoing coaching at the Tangerang Class I Special Children's Development Institution, with reference to Law No. 22 of 2022 concerning Correctional Institutions. This research aims to identify and analyze various aspects of the child's social reintegration process, including strategies, challenges, and results achieved. The benefits of this research are to provide an in-depth understanding of the effectiveness of social reintegration policies and practices in the new legal context, as well as to provide recommendations for improving the system of coaching and reintegration of children in correctional institutions. Thus, this research is expected to support the development of more effective policies and focus on children's social recovery in order to better reintegrate into society and prevent reoffending.

METHOD

The research employs a descriptive analytical method to examine and analyze issues related to the prisoner development system outlined in Law Number 12 of 1995, which was amended by Law Number 22 of 2022 concerning Corrections, with a focus on protecting children as part of national defense objectives. Data collection is conducted through library research, involving secondary data sources such as books, concepts, theories, expert opinions, and other relevant findings. Primary data are obtained from direct sources at the Special Child Development Institution (LPKA) Class I Tangerang, while secondary data consist of existing documents and interviews conducted at the same institution.

Primary data in this legal research involve observing the behavior of child prisoners at LPKA Level I Tangerang, which the author considers sufficient for the study. The research also utilizes secondary data, including normative and sociological juridical research that relies on secondary data as initial input, followed by primary data from fieldwork to assess the effectiveness of Law Number 22 of 2022 concerning Corrections.

The research materials are categorized into three types: primary legal materials (including various Indonesian laws and ministerial decrees), secondary legal materials (books, research reports, articles, etc.), and tertiary legal materials (legal dictionaries, journals, and relevant materials outside the legal field). Data collection is carried out through document studies.

The author uses two techniques to gather data: library research, which examines written materials like books, legislation, and other documents, and field research, which involves observing correctional institutions and conducting interviews to obtain primary data. The research location is focused on the Class I Special Child Development Institution in Tangerang, where data related to the Social Reintegration Program and other relevant documents are collected to analyze the institution's efforts to guide prisoners toward positive change.

RESULTS AND DISCUSSION

A. Treatment of Children in Special Child Development Institutions (LPKA)

A child who is in conflict with the law can be a perpetrator, victim or witness. There are several definitions related to children based on several applicable laws. In the Criminal Code according to the explanation of article 332 of the Criminal Code, it is stated that a child who is still a minor is considered a child who is not yet an adult, where it is stated that a minor is someone who has not reached the age of 21 or has never been married. In the Civil Code, it is not specified in detail, but concretely, the definition of a minor is also identified with someone who is not yet an adult, where the definition of a minor according to civil law is clearly regulated in article 330 of the Civil Code, where according to this article,

Implementation of Social Reintegration of Children as Inmates After Undergoing Guidance at a Special Guidance Institution for Children Class I in Tangerang

a minor is considered someone who is not yet 21 years old. Law No. 1 of 1974 also does not specify the age limit for someone who is not yet an adult, only that the Law in article 7 paragraph 1 states that marriage is only permitted if the man is 19 years old and the woman is 16 years old. Article 1 point 1 of Law No. 23 of 2002 concerning Child Protection, a child is a person who is not yet 18 (eighteen) years old, including a child who is still in the womb. Meanwhile, children in conflict with the law are defined based on Law Number 11 of 2012 concerning the Juvenile Criminal Justice System, Article 1 paragraph 2 and 3, namely Article 2. Children in Conflict with the Law are children in conflict with the law, children who are victims of criminal acts, and children who are witnesses to criminal acts. Article 3. Children in Conflict with the Law, hereinafter referred to as Children, are children who are 12 (twelve) years old, but not yet 18 (eighteen) years old who are suspected of committing a crime. Law Number 11 of 2012 concerning the Juvenile Criminal Justice System seeks to change the form of protection of children's rights, especially Children in Conflict with the Law (ABH) from a retributive paradigm to a restorative one, which is emphasized in Article 1 Number 6, which states that restorative justice is the resolution of criminal cases by involving the perpetrator, victim, family of the perpetrator/victim, and other related parties to jointly seek a just resolution by emphasizing restoration to the original state, and not retaliation. Policies that prioritize children's rights by implementing restorative justice can be realized by involving related parties in analyzing by adjusting the cultural conditions of the local community. Efforts to restore to the original state are one of the goals to eliminate trauma in children and provide opportunities for children to be accepted back into their environment with dignity so that they can rebuild their better future.

However, if the implementation of restorative justice cannot be achieved because the requirements are not met, in the end the Child in Conflict with the Law will undergo a juvenile justice process. After going through the case resolution process and it is decided that the child perpetrator is found guilty, the child perpetrator will undergo a period of guidance, during this guidance period the rehabilitation stage is carried out for the child perpetrator. Rehabilitation is any effort intended to restore self-confidence and self-esteem, awareness and social responsibility for the future of oneself, family and the surrounding community, so that they have the will and ability to avoid actions that violate the law, religion, and socio-culture, and restore the will to carry out their social functions properly. In order to realize the implementation of the correctional system, especially in handling children, it is necessary to create a model that can be used as a reference in carrying out tasks so that it will be easier to determine human resources with qualifications and competencies that can support the model or treatment system. The implementation also needs to be supported by institutions and ideal systems for children and other supporting facilities and infrastructure.

Children who are sentenced to prison based on a court decision are placed in a Special Child Development Institution (LPKA). Children as referred to are entitled to receive services, care, education and training, guidance and assistance and other rights in accordance with the provisions of laws and regulations. In carrying out the matters referred to, officers at LPKA are required to prioritize the principles of the Juvenile Criminal Justice System which include:

1. Protection
2. Justice
3. Non-discrimination
4. Best interests of the child
5. Respect for the child's opinion
6. Survival and development of the child
7. Guidance and counseling of the child
8. Proportional
9. Deprivation of liberty and punishment as a last resort, and
10. Avoidance of retaliation

Law Number 11 of 2012, Concerning the Juvenile Criminal Justice System (SPPA) also regulates the Treatment of Children in foster care which includes:

1. Treated humanely by considering needs according to their age
2. Separated from adults
3. Obtaining legal assistance and other assistance effectively
4. Carrying out recreational activities
5. Free from torture, punishment or other cruel, inhumane, and degrading treatment and dignity
6. Not sentenced to death or life imprisonment
7. Not arrested, detained or imprisoned except as a last resort and for the shortest possible time
8. Obtaining justice before a Juvenile court that is objective, impartial, and in a closed trial for general.
9. Identity not published

10. Obtaining assistance from parents/guardians/caregivers and people trusted by the child
11. Obtaining social advocacy
12. Obtaining a private life
13. Obtaining accessibility, especially for children with disabilities
14. Obtaining education
15. Obtaining health services
16. Obtaining other rights in accordance with statutory provisions.

LPKA officers must also pay attention to the rights of children who are serving sentences as regulated in Article 4 Paragraph (1) of Law Number 11 of 2012 concerning the Juvenile Criminal Justice System which includes:

1. Receiving a reduction in sentence
2. Obtaining assimilation
3. Obtaining leave to visit family
4. Obtaining conditional release
5. Obtaining leave before release
6. Obtaining conditional leave
7. Obtaining other rights in accordance with statutory provisions

B. Process and Stages of Correctional Development.

In principle, the system of treatment and guidance of lawbreakers based on the correctional system is an integrated, continuous and ongoing treatment process from pre-trial, adjudication and post-trial, even to the stage of guidance after serving a sentence. Every change and development that occurs in the criminal justice process, the Community Guidance Officer (PK) is required to provide assistance, follow developments and record every event that occurs, to determine the guidance and guidance program. Therefore, the treatment and guidance program at LPKA must be based on the process and stages of correctional guidance with certainty. The Guidance Process at LPKA is carried out until the child is 18 (eighteen) years old. Every child is required to follow and carry out the process and stages of guidance with certainty, what is important is how the student follows the process. The Community Guidance Officer (PK) is required to pay attention to every development and change in the behavior of students by supervising and conducting periodic evaluations of the guidance process and stages that have been determined according to the process and stages of guidance that have been determined. After undergoing the process and stages of correctional guidance, children will undergo a social reintegration program. The process and stages of correctional guidance for children are as follows:

1. INITIAL STAGE - 1/3 MP

ADMISSION ORIENTATION (AO)

1. *Observation period, introduction and environmental research,*
2. *Assessment:*
 - a. *Risk*
 - b. *Psychosocial*
 - c. *Economic*
 - d. *Community service*
3. *Individual and group counseling*
4. *Introduction to rights and obligations*
5. *Planning of the guidance program through the TPP session*
6. *Monitoring by Bapas and the community*
7. *Community service for the initial stage of the Guidance Program*

GUIDANCE

1. *Determination of the Guidance Program for Children through the TPP session*
2. *Monitoring by Bapas*
3. *Evaluation*

2. ADVANCED STAGE 1/3 - 1/2 MP

1/3 - 1/2 MP

1. *Assessment*
2. *Continuing and Improving the initial stage of the guidance program*
3. *Inviting community and family participation in joint activities in the prison*
4. *Counseling*
5. *Monitoring by Bapas*

6. *Evaluation*

1/2 MP - 2/3 MP ASIMILASI

1. *Assessment*
2. *School outside prison*
3. *Visiting Family Leave (CMK)*
4. *Sports*
5. *Performing Worship*
6. *Counseling*
7. *Monitoring by Bapas*
8. *Evaluation*

3. **ADVANCED STAGE 1/3 - 1/2 MP**

FINAL STAGE 2/3 MP - BEBAS

1. *Assessment*
2. *Implementation of the Child Reintegration Program, including:*
 - a. *Conditional Release*
 - b. *Leave before Release*
 - c. *Conditional Leave*

C. Social Reintegration at the Special Development Institution for Class I Children in Tangerang

After undergoing the process and stages of correctional guidance, children will undergo a social reintegration program, by fulfilling the applicable requirements and procedures. The Conditional Release Program is a Guidance Program to integrate Prisoners and Children into community life after fulfilling the specified requirements. Which consists of the following requirements:

Substantive Requirements (Articles 89-92 of the Regulation of the Minister of Law and Human Rights of the Republic of Indonesia No. 3 of 2018)**Article 89**

Conditional Release may be granted to children serving a prison sentence in LPKA who have fulfilled the following requirements:

1. has served a sentence of at least 1/2 (one half) of the sentence; and
2. has behaved well during the sentence of at least 3 (three) months calculated before the date of 1/2 (one half) of the sentence.

Article 90

- 1) In the event that a Child is sentenced to a cumulative sentence in the form of imprisonment and a fine, the fine shall be replaced with job training.
- 2) Job training as referred to in paragraph (1) shall be carried out in accordance with the provisions of laws and regulations.

Article 91

- 1) A Child who receives Conditional Release may first carry out job training before undergoing Conditional Release.
- 2) Job training as referred to in paragraph (1) shall be carried out at another designated institution according to the recommendation of the Community Guidance Officer

Article 92

While the Child is undergoing job training in lieu of a fine, the Child shall live with parents/guardians, social institutions, or other designated institutions.

Administrative Requirements (Article 93 of the Regulation of the Minister of Law and Human Rights of the Republic of Indonesia No. 3 of 2018))**Article 93**

The requirements for granting Conditional Release as referred to in Article 89 are proven by the completeness of the following documents:

- a. Photocopy of the judge's decision and the minutes of the implementation of the court decision;
- b. Photocopy of the birth certificate or a statement from the Head of LPKA stating that the Child is not yet 18 (eighteen) years old;
- c. Report on the development of guidance signed by the Head of LPKA
- d. Report on community research made by the Community Guidance Officer which is acknowledged by the Head of Bapas;

- e. Notification letter to the District Attorney's Office regarding the plan to grant Conditional Release to the Child concerned;
 - f. Copy of register F from the Head of LPKA;
 - g. Copy of the list of changes from the Head of LPKA;
 - h. Statement letter from the Child that he will not commit any unlawful act; and
 - i. Letter of guarantee of commitment from the Family, Guardian, Social Institution or Foundation acknowledged by the village head or other name stating that:
 1. The child will not run away and/or not commit any unlawful acts; and
 2. Assist in guiding and supervising the child during the Leave Before Release program.
- Conditional Leave is a coaching program for the Reintegration of Prisoners and Children into community life after meeting the specified requirements.

CONCLUSION

Legal regulations regarding the guidance of children in correctional institutions in accommodating children's rights, as outlined in Law Number 22 of 2022 concerning Corrections, emphasize social reintegration as a key process in restoring the social relationships of children in foster care with the community. This reintegration process ensures that these relationships become whole, allowing children to interact socially with the community without discrimination or harm. The rights and obligations of children in foster care, as specified in Law Number 22 of 2022, differ from those in the previous Law Number 12 of 1995. According to Article 1, number 8 of Law Number 22 of 2022, children in foster care are defined as individuals under community guidance, regardless of age. These children are entitled to assistance at various stages, including pre-adjudication, adjudication, post-adjudication, and further guidance. In the case of LPKA Class I Tangerang, the social reintegration of foster children involves a comprehensive guidance program at each stage, tailored to the child's characteristics through Community Research by Community Guidance (PK). This program not only restores social relations but also aims to reintegrate the child's personality, ensuring alignment with societal norms and values. This includes improvements in behavior, communication with family, understanding of ethics and morals, emotional control, and spiritual development, all of which are crucial for the child's successful reintegration into society.

REFERENCE

- Agung, A. P. D., Sepud, I. M., & Dewi, A. A. S. L. (2020). Sanksi Pidana terhadap Pelaku Penculikan Anak. *Jurnal Preferensi Hukum*, 1(2), 195.
- Amalia, M. (2018). Prostitusi dan perzinahan dalam perspektif hukum islam. *Tahkim (Jurnal Peradaban Dan Hukum Islam)*, 1(1).
- Barda, N. A., & Rampai, B. (2014). Kebijakan Hukum Pidana (Perkembangan Penyusunan Konsep KUHP Baru). *Semarang: Prenada Media Group*.
- Dwiyanti, A., Citranu, C., Sari, O. N., Budiyanto, B., Muntazar, A., Girsang, H., Kusumawardhani, D. L. L. H. N., & Amalia, M. (2024). *Pengantar Hukum Pidana: Teori, Prinsip, dan Implementasi*. PT. Green Pustaka Indonesia.
- Fauziah, S., Dewi, N. K., & Prahesti, S. I. (2024). *Buku Ajar Konsep Dasar pendidikan Anak Usia Dini*. PT. Sonpedia Publishing Indonesia.
- Harun, K. (2024). Tantangan Ibu Single Parent Dalam Memenuhi Hak Anak Perspektif Perlindungan Anak Dan Kesejahteraan Ibu. *Jurnal Risalah Addariyah: Studi Ilmu-Ilmu Keislaman, Pendidikan & Sosial Kemasyarakatan*, 10(2), 41–51.
- Isroani, F., Mahmud, M. P. S., Qurtubi, P. D. D. H. A., Pebriana, M. A. P. H., Karim, M. P. D. A. R., & Yuwansyah, M. P. Y. (2023). *Psikologi Perkembangan*. LovRinz Publishing.
- Leasa, E. Z. (2020). Eksistensi Ancaman Pidana Mati Dalam Tindak Pidana Korupsi Pada Masa Pandemi Covid-19. *Jurnal Belo*, 6(1), 73–88.
- Montolalu, P. P. (2021). Kajian Yuridis Tentang Pemberatan Pidana Pada Recidive. *Lex Privatum*, 9(11).
- Nurmalisa, Y. (2017). *Pendidikan generasi muda*. Media Akademi.
- Puji, S. P. (2021). Faktor Penyebab Perceraian Warga Binaan Pemasyarakatan (WBP) Perempuan Rutan Jepara Dan Upaya Penguatan Ketahanan Keluarga Melalui Konsep Keluarga Sakinah. *Istidal: Jurnal Studi Hukum Islam*, 8(2), 244–261.
- Rahman, M. H., Kencana, R., & NurFaizah, S. P. (2020). *Pengembangan nilai moral dan agama anak usia dini: panduan bagi orang tua, guru, mahasiswa, dan praktisi PAUD*. Edu Publisher.

- Safari, M. (2021). *Psikologi pendidikan anak usia dini*. CV. Dotplus Publisher.
- Sundari, I. L. (2024). Perspektif Hakim Dalam Penjatuhan Hukuman Tindak Pidana Narkotika. *Media Hukum Indonesia (MHI)*, 2(1).
- Suryana, D. (2021). *Pendidikan anak usia dini teori dan praktik pembelajaran*. Prenada Media.
- Zaidan, M. A. (2022). *Menuju pembaruan hukum pidana*. Sinar Grafika.