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## Child Rights Education in Law No. 35 of 2014 on Child Protection

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### Abstract

Protection of children and their rights is the domain of all groups, including parents, students, educators, regional governments, central government and other parties. The role of the State is also urgently needed to formulate regulations that regulate the protection of children's rights from various negative actions that make children victims and protect children as perpetrators of crimes. One of the regulations currently in effect is Law No. 35 of 2014 concerning Child Protection. This law must be interpreted as a guideline for all parties so as not to violate children's rights. However, children must also know and be aware of their rights and the protection of these rights. Massive education must be carried out throughout society, including schools or Islamic boarding schools. This community service activity aims to determine the level of understanding of students at Darul Quran Science High School Colomadu Karanganyar regarding Law No. 35 of 2014 concerning Child Protection before community service activities are carried out and how students understand it after the child rights education program in Law No. 35 of 2014 concerning Child Protection. This community service activity uses an interactive method, where the resource persons provide socialization and understanding of the contents of Law No. 35 of 2014 concerning Child Protection to students, and the resource persons provide opportunities for students to ask questions. The resource person then asked questions related to the material that had been presented to the students and the students answered them. The results of the activity show that students do not know Law No. 35 of 2014 concerning Child Protection and its materials. However, after the resource person explained the various rights of children in law, protection for children in the event that children become victims and perpetrators of crimes, state instruments that provide protection for children and so on, the students understood the material presented by the resource person. This can be seen from students' understanding of the questions asked by the resource person regarding the material that was presented previously.

**Keywords:** *Law No. 35 of 2014 concerning Child Protection , education, children's rights*

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### INTRODUCTION

Cases involving children still occur a lot in society, both children as perpetrators and children as victims. For example, cases of child marriage, violence by and against children, children who are victims of bullying, children who are victims of divorce and so on. Reflecting on the problems above, it is important for children to know their rights that must be fought for or protected by parents, society, and the state.

The state has issued regulations on child protection through Law No. 35 of 2014. Although it has been enacted for a long time, it is possible that many parties do not yet understand the contents of the law. Therefore, it is important for all competent parties, both academics and the government, to actively conduct socialization and education about children's rights in various events and opportunities. An important location to get socialization attention is Islamic boarding schools.

Islamic educational institutions inhabited by students who live together and study under the guidance of teachers better known as kiai and have dormitories for lodging.<sup>1</sup> Islamic boarding schools have an important role in educating their students to become religious, moral and knowledgeable individuals. The formal education of students is under the guidance of Islamic boarding schools, but informally students can gain any knowledge from various sources, one of which is higher education.

Higher education as an educational institution houses lecturers, education staff and students.

Lecturers and students in particular are required to carry out the Tri Dharma of Higher Education, namely education and teaching, research, and community service. These three main tasks are specifically attached to lecturers as internal campus *stakeholders*. One of the areas of duty carried out by lecturers is community service activities. This activity can be directed at mentoring, socializing or educating important things to be known and understood by the community in general and Islamic boarding schools in particular. Among the important things to be socialized or educated to students are related to children's rights. This is because most students are still children (under 18 years old).

The theme of activities on children's rights in Law No. 35 of 2014 has been widely carried out, but this activity will look at the educational side of Islamic boarding school students who have so far focused on studying the Qur'an and other religious knowledge. Several articles on community service with the theme of Child Rights Protection have been widely carried out, including:

The article entitled "Increasing Awareness of Child Protection and Rights in the Family Environment at SMPN 5 Sei Merah Village" written by Muhammad Rizki Ramadhan, et al. explains that families must have a high level of concern for children and the relationships they have. The community must also increase their family's concern regarding the activities carried out by children so that their children are protected, do not go astray, and are not influenced by free association.<sup>ii</sup> The article above only discusses the role of families and communities in protecting their children from getting caught up in bad relationships so that children will be protected. This is different from what the team did, namely providing education in Islamic boarding schools as religious-based educational institutions about children's rights in Law No. 35 of 2014 concerning Child Protection.

The article entitled "Education and Consultation on the Protection of Children's Rights in Obtaining Education and Talent Development" written by *Athina Kartika Sari, Much Nurachmad, Irdanurprida Irdanurprida* explains about activities that focus on providing knowledge about the protection of children's rights in obtaining education and talent development in the Aisha Smart House environment.<sup>iii</sup> The above community service activities differ in terms of the object of the activity, and the theme carried out. If the community service activity above is carried out to provide an understanding of child protection in the field of education and talent development, then the Team's community service activities are carried out at Islamic Boarding Schools and the focus of the activities is on educating children's rights in the Child Protection Law.

An article written by Sri Watini, et al. on "Counseling on Legal Policy and Protection of Children's Rights in PAUD Units throughout West Jakarta with KPAT" in "Almufi Jurnal Pengabdian Masyarakat" focuses on activities to improve teachers' knowledge and competence in providing holistic services in the form of child protection, including: active participation of PAUD educators in participating in socialization activities on legal policies and protection of early childhood.<sup>iv</sup> The above activities focus on the socialization of legal policies and child protection to PAUD teachers. This is different from the TIM activities carried out for students of Ponpes Darul Qur'an in educating students about children's rights in the Child Protection Law.

The article by Safrin Salam, Edy Nurcahyo, et al on "Legal Counseling to Increase Legal Awareness of the Fulfillment and Protection of Children's Rights" discusses the FGD activities of community service with results showing that children under the age of 18 receive legal protection in accordance with Law Number 35 of 2014. Likewise, teachers need to receive legal protection when teachers apply disciplinary sanctions to students who violate school rules. The implementation of this legal education can be a guideline for parents, schools and the government in responding to various cases of violence against children. The government can develop appropriate programs to reduce the amount of violence involving school children by strengthening the role of teachers and parents.<sup>v</sup> The community service activities above are carried out through the FGD method in the context of legal counseling to increase legal awareness of the fulfillment and protection of children's rights. This activity is not much different from what the Faculty of Sharia service team will do, but the object of the team's activities is students at the Darul Qur'an Colomadu Karanganyar Islamic Boarding School.

The article entitled "Education on Law No. 35 of 2014 concerning Child Protection for Indigenous Children" written by Anna Maria Salamor, et al. discusses the socialization of Law No. 35 of 2014 concerning Child Protection for indigenous children in Akoon Village. This activity was carried out by involving lecturers, students and the community in increasing their insight and understanding of issues related to child protection.<sup>vi</sup> This activity has the same focus of study, namely education on children's rights in the Child Protection Law, but differs in the object of service.

In contrast to what has been done by the Community Service Team of several educational institutions above, the community service activities carried out by the Sharia Faculty Team of UIN Raden Mas Said were carried out at the Science High School of the Darul Qur'an Islamic Boarding

School, Colomadu, Karanganyar. This Islamic boarding school aims to form memorizers of the Qur'an who have noble morals, are skilled in Arabic and English and read yellow books, foster science and technology, form students who are faithful, pious and fighters, and instill a spirit of nationalism and love for the homeland .vii

The community service activities focused on two things, namely the extent to which students understood children's rights in Law No. 35 of 2014 before the community service activities and how the students understood after the children's rights education program in Law No. 35 of 2014 concerning Child Protection was carried out.

## METHODS

Based on the focus of the problem above, the community service activity with the theme **"Education on Children's Rights in Law No. 35 of 2014 concerning Child Protection at Darul Qur'an Colomadu Karanganyar Science High School"** is divided into 4 (four) stages, namely:

1. Preparation

In the first stage, a team was formed to carry out community service activities. In the second stage, the team conducted a survey and coordination with SMA Sains Darul Qur'an Colomadu Karanganyar. In the third stage, the team held a coordination meeting with SMA Sains Darul Qur'an Colomadu Karanganyar consisting of the Principal, Deputy Chairperson for Academic Affairs, Deputy Chairperson for Student Affairs, regarding the time and location of the activity, as well as the facilities and infrastructure needed in the community service activities. And the last stage was the preparation of materials in the form of Power Points that were delivered during the implementation of the activity.

2. Implementation of Socialization

At the initial activity stage of children's rights education, the activity was carried out using an interactive model, namely the resource person delivered material on children's rights in Law No. 35 of 2014 concerning Child Protection through PPT. To attract students' interest, the resource person provided song material related to the deprivation of children's rights as a warm-up before entering the core material of the law. The students listened to the presentation of material from the resource person. Then after the resource person ended his material, the students were invited to ask questions,

3. Evaluation

At this stage, the resource person gave a number of questions to the students about children's rights in Law No. 35 of 2014 concerning Child Protection. A number of children answered correctly to the questions asked by the resource person, even among the participants of this child rights education, they took notes on what was conveyed by the resource person.

4. Writing the Final Report

After the community service activity, the team compiled a final report as a form of accountability for the implementation of the activity and as a learning medium for students and all readers. The results of this activity are expected to provide an understanding to all parties about children's rights, protection of their rights, parties who are obliged to protect children's rights, both in the family, school, community and state environments. and the prohibition of making children the object of interest of certain parties that can harm the child itself.

## RESULTS AND DISCUSSION

Community service activities are activities designed by various universities to help certain communities in various activities without expecting any form of reward. Community service programs aim to provide real contributions to the nation, especially in developing the welfare and progress of society. Community Service Activities are one part of the Tri Dharma of Higher Education in addition to educational and teaching activities and research.viii

The activity themed "Education of Children's Rights in Law No. 35 of 2014" began with mapping the target of the activity program, namely high school or senior high school students in the Islamic boarding school environment. The selection of this target is important because high school age is the age where children are still in a state of searching for their identity, where children prefer to socialize intensively with their friends rather than being in a family environment. In conditions like this, children are very vulnerable to negative influences from anywhere. SMA Sains Darul Qur'an Colomadu was chosen as a community service partner. The partner provided facilities for the place, mobilization of participants, documentation, and participated in overseeing the activity. Teachers consisting of the

Principal, Deputy Head of Student Affairs, and Deputy Head of Curriculum Affairs were also involved in the activity. It is hoped that, in addition to students, teachers will also participate in socializing and understanding Law No. 35 concerning Child Protection. In addition, teachers are expected to disseminate information on children's rights to other students who do not participate in this community service activity. Especially for students, they are expected to understand their rights both in the family, school, community and state environments.

In achieving the objectives of this service, community service activities are realized in the form of education on children's rights which students may not have understood so far. Education is everything that makes a person or group of people change their attitudes and behavior in an effort to mature themselves through a learning and training system.<sup>ix</sup> From the definition above, this activity provides an understanding of the material on children's rights in Law No. 35 of 2014 and has a two-way discussion so that students can ask about their lack of understanding of the material on children's rights in the law and so that they can change the perspective of children's rights as they understand it to be broader in meaning. Children who initially did not know their rights become aware of their rights and the protection of their rights. The selection of this topic is based on the many cases of crimes committed by and against children. Children can act as perpetrators or children can be victims. Acts of violating children's rights do not only occur in families, but also occur in several places such as schools, Islamic boarding schools and in the community.



Figure 1: Implementation of Socialization

Children's rights education is important because many children do not know their rights. And even many parents do not know who to report their problems to if their child becomes a victim of a crime or other acts that harm children. Likewise, many cases of violence against children occur in schools and Islamic boarding schools which are educational institutions whose purpose is to educate children. In addition, many violations of the law are committed by children. Problems like this must receive attention from all groups so that they understand and are able to act when violations of children's rights or violations of the law by children occur.

The resource person as a party who understands Law No. 35 of 2014 concerning Child Protection, provides an understanding of children's rights as stated in the law, forms of violations of children's rights, sanctions against parties who commit crimes against children, parties who are required to protect children's rights. During the activity, the students listened to the presentation of the material seriously and some even took notes on what the resource person said. The teachers as educators also listened to what the resource person said. At the end of the material session, the resource person gave a number of questions to the students related to the material on children's rights in the law. A number of students answered the questions from the resource person correctly. This indicates that the students understand what the resource person has said. In addition to questions from the resource person, several students asked about the form of state protection for children, parties who are required to protect children's rights. The resource person gave answers based on the intent of several articles in the law and provided examples of protecting children from violence against children. The educational activities took place smoothly and in accordance with the planning that had been prepared.





Figure 2: Implementation of Socialization

Through this activity, education on children's rights with a wider target for parents, schools, and the community and understanding of children's rights are implemented by all groups massively. At least there are several things that have been explained during the children's rights education activity, namely:

- a. children understand their rights
- b. children receive protection of their rights from various parties.
- c. prohibition on making children the object of activities that are detrimental to children, such as involving children in political activities, war and so on.
- d. reporting of actions regarding violations and crimes against children's rights.

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## CONCLUSION

Community service activities with the theme of children's rights education are important for all groups so that children, parents, schools, and the community understand children's rights as stated in Law No. 35 of 2014 concerning Child Protection. Through this activity, students of SMA Sains Darul Qur'an Colomadu Karanganyar under the Darul Qur'an Foundation and teachers understand children's rights, legal protection against violations of children's rights, and parties responsible for protecting children. With this education, students and teachers can disseminate this information widely to other students who do not yet know their rights. It is hoped that students will be aware of their rights, obligations, and avoid violations and crimes against children.

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