

COMPARATIVE ANALYSIS OF 'CHILDREN WHO BREAK THE LAW' DEVELOPMENT PROGRAM IN INDONESIA AND MALAYSIA

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ABSTRACT

This article aims to compare legal child development programs in Indonesia and Malaysia, the meaning and ages of children, and the basic principles of child protection law in Indonesia and Malaysia. The method used is a comparative study of the legal systems for child protection between Indonesia and Malaysia, as well as the method of analyzing the contents of different references to the topics discussed. There are many similarities when comparing the legal systems for child protection in Indonesia and Malaysia; two legal systems protecting children in each country. Special protection such as care, education, care and adoption, religion and abandoned children and care, rehabilitation, care for children, child protection, investigation, and care or exploitation of children, economically, sexually, educationally, or at school, as well as providing special protection against beatings, disability, and child abuse. The difference is that the protection law in Malaysia has been incorporated into the Child Protection Act 2001 (Tapu 611), whereas in Indonesia it remains separate from the Child Protection Act.

Keywords: Children Who Break the Law, Indonesia, Malaysia

INTRODUCTION

It seems that the problem of crime in Indonesia has never disappeared and has never been completely resolved the graph is increasing both in quantity and quality. This situation is also effective in increasing the number of juvenile delinquents. Currently, the number of minors involved in alleged criminal activities is increasing. It's about the patterns of children's daily lives and social pressures. There is a learning process from conditions like that that must be done to survive even in difficult conditions. One of their efforts is to commit theft, robbery, or other crimes. (Mariam, 2008).

Children cannot be fully blamed for violating the law or committing crimes because environmental factors also influence the attitudes, behavior, and actions of children. If you look at the fate of these children, they are victims of the environment. Therefore, it is more appropriate to call these children not children who are guilty but children who break the law. In this regard, the dilemma that arises in society regarding children who break the law cannot

be simply ignored. On the one hand, society must see that children are victims of the environment, on the other hand, their behavior is increasingly dangerous and intolerable. (Lickona, 2022)

The status of child victims before the law is closely related. Here, children are cared for, educated, and guided to change their behavior for the better. The manipulative system that is applied only at the Special Child Development Institution (LPKA) is only for deterrence purposes and does not pay special attention to these children so it pays little attention to their rights to be protected for the growth and development of children. (Zubaedi, 2016)

Beijing rules provide for legal treatment for children who break the law. Children who break the law need special treatment to developing good attitudes and behavior. Another way to punish children who break the law is to force them to serve society with the guarantee of their families. With this understanding, there are efforts to intimidate children, but more than that there are efforts to educate morals. (Lubis, 2019)

Children who break the law must be seen as socially, psychologically, and formally complex. If we are vigilant, we will make every effort to comprehensively protect children's rights and human rights. And we all hope that this era of change is the right time to build things for the better in various fields, legal, social, and political. Different institutions have different focuses and positions and have created new models of serving society. In the end, we hope that the support from the parties involved in this program can play a positive role in the best interests of the children. (Nola, 2017)

Based on the existing facts, the authors are interested in evaluating coaching programs for lawbreakers in correctional institutions. What type of development program fits the needs of the child and how does it compare to a country like Malaysia which has implemented the concept of a child development program based on my child-friendly education services? I chose this country because the country's child welfare model has adopted a more restorative and advanced approach to justice for cases where children have violated the law from the start and concerns juvenile justice. (Ahmad Bahiej, 2013)

METHOD

This research is a type of literature study research by looking for theoretical references that are relevant to the cases or problems found. The theoretical references obtained using literature study research are used as the basic foundation and the main tool for research practice in the middle of the field. (Nazir, 1988)

A literature study is a method used to collect data or sources related to the topic raised in a study. Literature studies can be obtained from various sources, journals, documentation books, the internet, and libraries. (Ramdhan, 2021)

The data that has been obtained is then analyzed using the descriptive analysis method. The method of descriptive analysis is carried out by describing facts which are then followed by analysis, not merely describing, but also providing sufficient understanding and explanation. (Creswell & Poth, 2016)

The type of data used by the author in this study is primary data by observation and secondary data, namely data obtained from journals, documentation books, and the internet. (Jamil et al., 2020)

DISCUSSION

Child Development Program at LPKA Kelas II Bandung Indonesia

One view is contained in the Juvenile Court Law No. 3 of 1997: "Children are part of the younger generation, human resources who have a strategic role and special qualifications, continue the ideals of the nation's struggle. . . characteristics that need to be oriented and protected to ensure a series, synchronous, and balanced growth and development for the whole body, soul, and society. (Waworuntu, 2020)

Even if the child is punished by court order, the right to education continues. This provision is explained in Article 22 (1) of Social Organizations Law No. 12 of 1995, concerning the implementation of the right to education, and stipulates that "children who commit criminal acts have the rights regulated in Article 14 concerning the rights of convicts." One of the rights of naughty children is the right to education and training. This is also by Article 1 (3) of Government Regulation instead of Law 32 Years. Corrected Prisoners Implementation states that "education and training are mitigating efforts to prepare releases for re-education through activities that focus on leading or coaching future and future roles." (Nurini Apriandi, 2014).

According to (Ramdani et al., 2017) following is a training and coaching program at LPKA Kelas II Bandung:

Education

Several educational programs at LPKA Kelas II Bandung are Islamic boarding schools and formal and non-formal education. The implementation of Islamic boarding schools, namely through the "Miftahul Jannah Islamic Boarding School" and the "Taruna Wiyata Mandiri Islamic Boarding School" include:

Education Special Services School

Special Service Schools in LPKA, especially Langlang Buana High School (for non-professional students), PU Bandung State Vocational School (for automotive and service majors), and Lembang State Agriculture Vocational School (for agriculture, plantation, and fisheries), were created with the support of the Education Office West Java Provincial Government to implement the West Java Governor's Decree on the Principles of Special Service Education (PLK) for Children Contrary to the LPKA Law. The Langlang Buana High School Special Service School, Public Works Vocational School, and Agriculture Vocational School at LPKA Bandung currently have 85 (eighty-five) students divided into Grades 10, 11, and 12.

Open High School

Open High School in LPKA has an office at SMA Negeri 08 Bandung, this was done with the help of the Bandung City Education Office when implementing the Minutes of Memorandum between the Indonesian Book of Laws and Human Rights. . . Rights of the Ministry of Education and Culture of the Republic of Indonesia, Edition: M. HH-08.

HM.05.02 the Year 2015, No: 02/IV/NK/2015 Organizing education in educational institutions, special child development institutions, child care institutions, state correctional institutions, and educational institutions. LPKA Bandung Open High School 08 currently has 53 (fifty-three) students divided into different classes, namely Grade 7, Grade 8, and Grade 9.

Special Education

Schools Special Education Schools in LPKA, are aimed at children in the elementary school education level, for elementary school education considering that the children are over the age of elementary school children, the education level for them is in the form of Package A, through the Community Learning Activity Center (PKBM). The Special Education School, Package A at LPKA Bandung currently has 33 (thirty-three) students.

Coaching

Some of the coaching programs in LPKA Bandung include:

Spiritual Mental Development

Every child who is a Muslim is obliged to take part in mental and spiritual development routinely every day through Miftakhul Jannah Islamic boarding school education. In its implementation, it cooperates with various private and governmental foundations related to religion, including: (1) For Islam: Dep. Religion, West Java Dakwah Council, Indonesian Ulama Council in West Java, Darul Qur'an, Qur'an Study Institute, Al-Qur'an Waqf, Tadabur Qur'an, etc; (2) For Christianity: in practice, it cooperates with the HKBP, BKPFKK, and every Friday a priest is brought in to give spiritual cleansing to the students.

Intellectual Development and National Insight

As for increasing the intellectual and national insight of the students, courses are held in collaboration with NGOs and participants who care about children, including English courses, article writing training, providing motivation, etc. For national insight through education on national insight and leadership, scouting education, which includes marching (PBB) training, holding ceremonies on every 17th which aims to increase awareness of the nation and state and train discipline, as well as national insight training in collaboration with: Scouts Dharma Sukamiskin Group Kwartir Arcamanik, LAHA (Children's Rights Advocacy Institute), LPA, BP3AKB, Ombudsman, UPI (Indonesian Education University), UNPAD (Padjajaran University), ITB (Bandung Technical Institute), School of Nursing, STKS (Higher School of Social Welfare), UNJANI (General Ahmad Yani University), MARANATHA University, UNISBA, UNPAS (Pasundan University), Student Sharing Movement, etc.

Sports and Arts Development

Regularly every day, sports activities such as morning gymnastics are carried out, while other sports such as futsal, badminton, and table tennis which are expected to be carried out in turns, most have not been implemented due to the limitations of art and sports equipment owned by LPKA Bandung, for arts that can be carried out are Calung exercises, nasyid, marawis, etc.

Community/Social Development

To support the Correctional System, namely to restore the unity of life relationships, life and livelihood of children as individuals and members of the community, in implementing this program students are given: opportunities to take part in events outside of LPKA which are organized by partners or NGOs (LAHA) and agencies outside through the Assimilation program, Leave Before Release (CMB), Conditional Release (PB), etc. events that have been participated in include: Nasyid competitions for all prisons and detention centers in West Java (1st winner), Indomart music festival, a music festival at Saung Bambu Lembang Bandung, National Children's Day event at the Bogor Palace in 2015, and other activities performing music at prisons/detention centers in the Greater Bandung area.

Development of independence through the Skills Training program

Among them are tailoring, animal husbandry, mechanic/motorcycle and car repair shop, landscaping, fisheries, hair clippers, training on making lanterns, screen printing, making children's toys from old newspapers, painting, cell phone service courses, etc.

Program Management

Program management is carried out with the following activity stages:

Selection/Assessment

As an initial stage of coaching activities, sorting and selection of prospective education and skills development participants is carried out, based on the level of ability and potential possessed and the process of further development. In this stage, especially for the skill development program, participants who meet the criteria will be determined through a priority scale, with the following steps: (1) Identify competence/ability and potential through documentation research; (2) Conducting interviews and observations as well as assessments of students' interests and talents; (3) Analyze data from interviews and observations/assessments; (4) Checking the completeness of identification results files/data as well as other administrative and technical requirements. As material in the meeting to determine the results of the selection; (5) Carry out selection meetings to classify students which then determine the type of coaching program that will be followed by a student.

Motivation

At this stage it is a follow-up activity in the context of conditioning the mental attitude of students so that they are better prepared to take part in coaching, with the following steps: (1) Carry out interviews and observations of filling in the candidate's data on the registration form; (2) Provide motivation and understanding to students regarding the importance and benefits of coaching activities to be carried out.

Methodology

Educational methods and techniques include theory and practice with the following description: (1) Theory, Theoretical activities include the provision of material according to the type of education and coaching programs carried out in the coaching room, in the school classroom; (2) Practice, Practical Activities are activities in the field to better understand and apply the theories that have been given theoretically in one type of coaching and educational activity.

Implementation

Implementation of coaching includes the following: (1) There is a timetable for implementation; (2) Facilitators and coaches are officers and other parties who have been working with the Bandung Children's Penitentiary; (3) Theory and practice activities are held at the Special Development Institute for Class II Children in Bandung, Jalan Pacuan Kuda No. 3A Bandung.

Evaluation

Namely the activities of studying, analyzing, analyzing, and concluding the activities that have been carried out, both evaluating the process and the results, and whether the goals and objectives have been achieved or not.

Model of Guiding Children in Conflict with the Law in Malaysia

Malaysia in dealing with children in conflict with the law uses the guidelines of The Child Act 2001. Malaysia prefers to use the English system in its approach to children who have problems with the law, which still focuses on formal law where children who violate the law will face the police and a court decision that ends in rehabilitation in institutions for children who are processed in the criminal justice system. Malaysia has established several important safeguards to safeguard the safety of children in conflict with the law, starting from the arrest and detention process to their placement in institutions (Ramdani et al., 2017)

Children who are in detention include high levels. This condition does not have a good impact, apart from costing the state money, the most important thing is that it can also have an impact on the high rate of recidivism. Juvenile trials are separated from adults, and within one week a special day is prepared for juvenile trials, to protect the participation of children and parents, trials that are child-friendly and not intimidating. (Sujadmiko et al., 2021)

In (Sujadmiko et al., 2021) Malaysia has made progress in recent years in increasing community-based supervision and rehabilitation programs for children, especially through the introduction of interactive workshops. Malaysia has also developed a rehabilitation concept within prison institutions for children in conflict with the law, including low-security facilities (low-security facilities under the responsibility of the Jabatan Kebajikan Malaysia/JKM (Department of Social Welfare) and correctional centers under the responsibility of Prison Service In all prison institutions, boys in conflict with the law are completely separated from adults, except for surviving girls who are placed with adult women.

JKM and the Department of Prisons have developed vocational education and training programs designed to guide children to return to society after they are released. The collaboration between the Malaysian Prison Service and the Ministry of Education is a step forward for the Malaysian government in its efforts to fulfill its obligations under the Convention on the Rights of a Child. JKM and Prison Services in the approach to fostering children, still use methods based on discipline, skills training, and religion. There is no coaching with an individual approach. In general, all juvenile prison institutions have limited capacity for individual coaching. To facilitate the reintegration of children and prevent a repetition of crimes, children who are released from prison serve an additional year under the supervision of a probation officer. (Yansah, 2022).

Malaysian Criminal Justice System: Law, Structure, and Process

The Child Act 2001 came into force in August 2002. This law is a combination of 3 previous laws, namely the Juvenile Courts Act, the Child Protection Act 1999, and the Women and Girls Protection Act 1973 (NASIONAL, n.d.). The Child Act handles 4 categories of children's interests, namely: (a) Children need care and protection; (b) Children need protection and rehabilitation; (c) Children beyond control / naughty children; (d) The child conflicts with the law

The Child Act 2001 focuses on structures, processes, and procedures for dealing responsibly with children who break the law. Part X of the Child Act 2001 establishes special procedures for children in arrest, payment of suspended detention, trial, and sentencing, as defined in the roles and responsibilities of the police, probation officers, juvenile courts, and other related institutions. By section 83 (1) of the law, children who are arrested, detained, and tried for various offenses must be handled according to the provisions of The Child Act 2001, different and better than those applied to adults (Sujadmiko et al., 2021).

The Child Act 2001 stipulates the definition of a child, that is, a person under 18 years of age. The Penal Code section 82 states that children aged 10-12 years are not held responsible for their criminal behavior. The Child Act establishes specific procedures to be strictly followed in terms of bail suspension and detention for children. Section 84 of this law states that a child who is arrested must be brought to the Juvenile Court within 24 hours, and for that, the court must release the child with suspended detention guaranteed by his parents (with or without the obligation to deposit cash) in an amount according to court is sufficient to guarantee that the child will return to court. The amount of money guaranteed is around RM 1000 to RM 3000. For children who are not Malaysian citizens or children who do not have clear documents, it is difficult to get a bail suspension. Usually, they are detained pending trial. When a child who violates the law is caught, the police will contact the probation officer and their parents or guardians as soon as possible (Yansah, 2022)

Malaysia currently does not have a program or implement Diversion, including minor violations, such as traffic violations, fights, and others. For petty crimes the police often use discretion. Sometimes the police also carry out mediation methods for two troubled parties, rather than processing the child. However, this method is still somewhat ineffective. (Sujadmiko et al., 2021).

Implementation of Guidance for Children in Conflict with the Law

In (Aldgate & Stratham, 2001) there are 4 (four) different types of institutions for children who violate the law, with varying levels of security:

Probation hostels (dormitories)

Probation Hostels / Dormitories are appointed and determined by the Minister for Women, Family, and Community Development. Regulation, management, and inspection by JKM. Its implementation is guided by The Probation Hostels Regulation 1982.

Sekolah Tunas Bangsa (STBs)

The Child Act stipulates that STBs are established for the education, training, and detention of children. STBs are formed and determined by the Minister of Social Welfare,

and management and inspection regulations by JKM, with the guidelines of The Approved School Regulations 1981.

Henry Gurney Schools

Henry Gurney Schools are operated by the Department of Corrections with a higher level of security than STBs. Activities are organized according to the guidelines of The Henry Gurney School Rules 1949

Prison

Children sentenced to imprisonment are placed in a Youth Rehabilitation Center run by Jawa Kependidikan. The Child Act 2001 stipulates that a child who is sentenced to imprisonment will not be permitted to have intercourse with or associate with adult inmates. Apart from these general protections, the care and formation of these children are controlled by The Prison Act 1995, which stipulates that anyone aged 21 and under is called a “youth offender”.

Malaysia currently has 11 Probation Hostels (3 for women and 8 for men) and 9 STBs (6 for men and 3 for girls) which are run by the Kebajikan Masyarakat Department. 2 Henry Gurney School and 6 operations under the control of the Department of Prisons. Monitoring of these facilities is carried out by regular inspections by the JKM/Prison Office and periodic visits by the Visitor Council and Human Rights Watch (SUHAKAM). During their visits, they respond to complaints and they can also visit, inspect and meet with these children. However, SUHAKAM does not necessarily have the authority to visit without notification or visit these children personally. The records they keep are reported to the relevant ministries and include an annual report that is submitted to parliament. (Sujadmiko et al., 2021)

Probation Hostels

Probation Hostels serve children in detention, transit children waiting for the transition to STBs, and children who have been sentenced by the court to be detained for 12 months because the child has committed a crime or action beyond their control. These places are generally smaller than STBs with a capacity of between 50 and 80 children. Probation Hostels generally operate at below capacity and the majority of children placed are children in custody rather than children on probation. For example, in Kuala Lumpur, only 3 out of 15 children are on probation and in Johor Baru, only 7 out of 20 children are on probation. Johor Baru recently completed the construction of a new probation hostel with a capacity for 200 people.

Probation Hostels generally have a regular schedule of activities for children, which consist of periodic roll calls, marching exercises, education, training, religious activities, sports, recreation, and leisure time. The staff gives full attention to the implementation of activities and programs to keep the children settled. Children who go to school are prioritized to be placed in Probation Hostels, allowing them to be allowed to continue their education in regular schools outside of Probation Hostels. (Although, in general, the number is still small)

Sekolah Tunas Bakti (STBs)

STBs serve lawbreakers, children beyond control, and sometimes children in custody. In general, the capacity of STBs for 100 to 200 children is larger than Probation

Hostels. Children who are not enrolled in schools are provided basic reading and writing education (Early Reading and Writing Intervention Class – KIA 2M) and some skills training. Training facilities at STBs are more numerous and complete than at Probation Hostels, especially in basic activities, and practical skills such as hair cutting, gardening, fishing, cooking, and music classes. This institution also schedules regular outings with the community to watch movies, exercise, sports matches, and other. There are currently 9 STBs in Malaysia. The majority of children in STBs are aged between 15-18 years, sometimes children aged 10 to 12 are allowed to stay.

Similar to Probation Hostels, children in STBs attend structured routine programs, including morning meetings, regular roll calls, marching exercises, vocational/skill education and training, religious and recreational activities, or leisure time. Several STBs, including Sg Lereh in Melaka and STB Marang in Terengganu, offer formal in-house schools, which provide PMR and SPM level classes, as well as a basic “2Ms” class for illiterate children.

The formal education program can be said to be good with qualified teachers appointed by the Ministry of Education and following the same curriculum as in State Schools. These children also take the same exams as children from outside the community with the same status, so there is no educational document indicating that they attended STBs.

For children who do not attend formal education, most STBs offer vocational training programs, including skills such as gardening, animal husbandry, motor mechanics, furniture making, welding, construction, electricity (for boys), sewing, batik, as well as cooking (for girls).

Probation Hostels and STBs are both led by a head (prison head/school principal) who is assisted by a group of people from welfare assistants, religious instructors, teachers, security guards, and other support staff. Most STBs have a staff of full-time counselors, whereas probation hostels rely on visiting district counselors. Welfare assistants come from a variety of diverse backgrounds.

Probation Hostels and STBs follow the same general admission process. When the child enters the institution, Welfare Assistants interview the child and record information about the child, including family background, health conditions, and educational status. Personal/individual documents are opened to see the child's development and record all developments or disciplinary problems. However, there is no written individual assessment or individual development plan, apart from some decision-making concerning education and skills training.

Generally, children in Probation Hostels and STBs undergo the same general program, with no individual approach to coaching or rehabilitation. Some Dormitories and STBs have periodic motivational programs, often implemented with support from Child Welfare Committees or Boards of Visitors.

At STBs, counselors also carry out periodic group work activities with various themes such as self-esteem, self-development, planning for the future, and building trust and respect for the law. They also talk to children about their problems with their families. However, there are no standardized modules or approaches. For the most part, the rehabilitation approach is centered around disciplinary, religious, and vocational training, with some individual counseling if the child is having personal difficulties.

The head and staff of the institution thought that additional training and adopting an international rehabilitation model would be more beneficial. They noted important needs to better understand adolescent development, how to deal with child behavior problems, how

to deal with children who are violent or aggressive, and how to understand and help children to overcome their specific behavior problems.

Probation Hostels and STBs share relatively low levels of security and children are generally free to go out for walks, wandering around all day. Children who go to school in the community are allowed to go every day, while other children leave the institution on group outings. Prisoner children are not allowed to join this excursion. Meanwhile, the area of Probation Hostels is not as large as in STBs. STBs in Taiping have a very large area, almost the same as the campus area.

Henry Gurney Schools

Malaysia currently has 3 (three) Henry Gurney Schools, one for girls and boys in Melaka, one for girls in Kota Kinabalu, and one for boys in Keningau, Sabah. In general, these schools have a large area, with a capacity of approximately 300 students. Children placed here are offenders aged between 14 to 21 years, as well as children who are currently in detention, as well as "beyond control" children sent from STBs who have repeatedly run away or have very serious behavioral problems, usually occurring in female children.

The Henry Gurney Schools are run by the Bureau of Prisons with a higher level of security and discipline compared to JKM facilities (Probation Hostels and STBs). These institutions usually have a large area, with green open spaces, even though they are surrounded by armed security guards. The children's residence is in a dormitory style, which is divided into houses supervised by a housemaster. Unlike the adult system which focuses more on security, The Henry Gurney Schools encourages a closer relationship (one-to-one) between the head of the house and the children.

The Henry Gurney Schools are designed on the British Borstal model, and like the JKM facilities, the approach adopted is discipline, strict routines, religious activities, and skills training. Excellent leadership and sporting skills are also developed. In 2008, the Prison Service introduced the "Son model" for integration rehabilitation activities for individuals, which included 4 (four) phases, namely: (1) Phase 1 (2 months) Orientation and Discipline Building, At this stage, children are directed to understand school rules and participate in civic and religious education activities, as well as marching activities to build discipline; (2) Phase 2 (6-12 months) Character Reinforcement, This phase applies the Therapeutic Community (TC) model for personality development. This stage includes counseling sessions, moral education, religious communication, and academic education. The academic program follows the curriculum in force in public schools, with teachers appointed by the Ministry of Education; (3) Phase 3 (6-12 months) Skill Building, In this phase, Boys can choose a certified skills training program through the Malaysian Skill Certificate or the CIDB Program. The programs are welding, sewing, electricity, construction, and landscaping, as well as non-certified skill activities, such as laundry, carpentry, and cooking. For girls, the school offers courses in landscaping, cooking, sewing, and batik. Religious, counseling, and sports activities continue at this stage; (4) Phase 4 (6 months), At this stage, children are prepared for reintegration into society by volunteering outside the school institution. Each child at Henry Gurney School has a personal document and progress is recorded, and evaluated every 3 months. Apart from skill activities, in general, children follow the same coaching program. All school personnel have received counseling training but are still not skilled enough to undertake individual coaching or behavior change approaches. All staff received general training through the Correctional Academy but did not receive specific lessons on Male Models for dealing with prisoners/child detainees.

Children's development consists of various stages, depending on their behavior and performance. Children who get a higher level will get special privileges such as additional pocket money and leave to visit family. They may also be appointed as group leaders or school captains. Children who break the rules or behave badly will go down a level and lose all their privileges and may also be given punishments such as marching, cleaning, and being placed in an isolation room for a maximum of 14 days until food restrictions are imposed.

Family visits are determined based on the child's level/level in the ranking system. Children who are at the "brown" level are allowed 1 hour 45 minutes every two weeks and can send 1 letter every week. According to the rules of Henry Gurney Schools, this basic level (brown level) cannot be limited if the child is punished. Children who reach the blue level will be allowed to visit Malacca for 5 days with their families, as well as leave for 7 days to stay with their families. Almost all children are regularly visited by their families, except for those who live far away. The staff is also proactive in contacting their families if their families don't visit regularly. Unfortunately, there is no special fund to pay for transportation for poor families to visit.

Juvenile Correctional Centers (JCC)

This institution fosters male prisoners and convicts aged 14 to 21 years. Children under 18 years of age are placed separately from children aged 18-21 years, to avoid bullying or exploitation of younger children. Girls are currently still placed with adult women, although they are still placed separately. Currently the new JCC is being built specifically for girls and boys. JCC has a high level of security, equal to prison standards. Apart from the obligation to place children separately from adults, The Prison Act does not specifically contain care and guidance for child prisoners. Its staff members rotate between juvenile and adult prisons. The training provided at the Correctional Academy Office is only in the form of a short course, and not a special course for dealing with child prisoners.

The coaching model provided is the same as that applied at Henry Gurney School, including evaluation, level determination, and forms of punishment. Initially, educational activities at JCC were only informal education, where the teaching staff came from volunteers, retired teachers, community groups, and NGOs. At the end of 2007, the Bureau of Prisons approached the Ministry of Education to establish a formal education system for children of lawbreakers. In 2008 "Integrity School" was implemented at JCC and Henry Gurney School. All educational facilities and qualified teachers are qualified and appointed by the Ministry of Education. Lessons given Forms 3-6, also 3M class. The Ministry of Education fully finances the placement of qualified teachers, as well as funds for books and other teaching and learning needs. All teachers who will be teaching at the Integrity School are required to attend a 4-day "prison orientation" course.

The name "Integrity School" given is adjusted to the name of JCC, such as Kajang Integrity School, Sg Petani Integrity School, and others. Many children feel that school in integrity school is better than outside prison. This is because the teachers at the Integrity School provide better attention and guidance. Integrity School is felt to have an impact on improving the quality of children's education. Although there are still challenges regarding the low interest of some children in formal education, the weakness of children in understanding the lessons provided, as well as the greater interest of children in skills education due to considerations of material benefits.

Apart from Integrity School, JCC also organizes skills training programs similar to the Henry Gurney School. Children who have graduated at each level of education can continue their education to a higher level. At Kajang Integrity School, the Open University

has offered 10 seats. Scholarships are also provided for child prisoners by the University of Malaysia and the Islamic University of Malaysia. To develop facilities, Kajang Integrity School has started involving NGOs, and students and cooperation with sponsors to develop educational programs for young prisoners. Through partnerships and cooperation with the Ministry of Science, Technology, and Innovation, Kajang has computer facilities and children who have been selected to take part in e-skill training programs in multimedia and computer devices.

Malaysia Care organizes religious guidance, music classes, and character-building. The Character-Building program is conducted three times per week over 16 weeks, focusing on values, responsibility, leadership, loyalty, and planning for the future. The University of Malaya runs a community program in collaboration with the Prison Service. In addition to collaborating with several universities, cooperation is also established with NGOs, which have funded the provision of libraries, television, and audio-visual equipment and computers, as well as providing health facilities and legal aid services.

Integrity school and other programs are highly appreciated by both the children and the prison staff. More interaction with people outside the institution has a positive effect on the development of children's behavior. The programs provided are very beneficial for the child rehabilitation process and reduce the possibility of repetition of criminal acts. (Yansah, 2022).

CONCLUSION

Based on the results of a field observation study conducted by the author, it is known that education and development programs in the legal system for child protection in Indonesia are quite optimal, such as the existence of the Special Service Education program, Open Junior High Schools, and Special Education Schools. Meanwhile, in coaching, there are mental-spiritual development programs, intellectual development and national insight, sports and arts development, community/social development, and independence development.

The child protection legal system in Indonesia and Malaysia when compared there are very many similarities, where the two-child protection legal systems of each country have regulated the obligations and responsibilities of the state, community, family, and parents, the child's position, and power of attorney. foster care, guardianship, care and adoption of children, child religion, and neglected children and special protection, such as maintenance, recovery, child care, child protection, examination and care of children or exploitation, economic, sexual, education or school and special protection from flogging, disabilities, and child molesters. The difference is that the protection law in Malaysia has been unified in the Child Protection Act 2001 (Deed 611), while in Indonesia it is still separated from the Child Protection Act

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