



## Compulsory Education as a Fulfilment of Children's Right to Education Based on the Principles of Non-Discrimination and the Best Interests of the Child

Candra Hayatul Iman<sup>1✉</sup>, Rani Apriani<sup>2</sup>, Devi Siti Hamzah Marpaung<sup>3</sup>, Muhammad Rusli Arafat<sup>4</sup>

<sup>1,2,3,4</sup> Faculty of Law, Universitas Singaperbangsa Karawang, Indonesia

Corresponding: candra.hayatul@fh.unsika.ac.id

### Article Process

#### Submitted:

11-02-2025

#### Reviewed:

11-03-2025

#### Accepted:

28-03-2025

#### Published:

29-03-2025

### Abstract

Education is essential for human development, enabling individuals to cultivate their potential through formal learning processes and other socially recognized means. It serves as a transformative tool that shapes human character and broadens knowledge. This study aims to analyze the implementation of policies related to the fulfillment of children's right to education within the compulsory education program in Dongkal Village, Pedes District, Karawang Regency. The research employs a normative juridical approach, examining the application of legal provisions in practice and their role in addressing legal issues within society. A qualitative research method with a prescriptive analysis approach is utilized to critically evaluate the effectiveness of these policies. This study not only assesses the fulfillment of children's educational rights but also contributes to a broader discourse on sustainable development by integrating legal and socio-economic perspectives. The findings of this research provide valuable insights into the effectiveness of compulsory education policies and their implementation at the local level. Furthermore, this study offers recommendations for policymakers to enhance the legal framework governing compulsory education, ensuring equitable access to quality education for all children. By addressing gaps in policy enforcement and aligning educational initiatives with human rights principles, this research contributes to the development of more inclusive and sustainable education policies in Indonesia.

**Keywords:** Rights, Children, Education, Compulsory Education

## I. Introduction

Education is one of the most essential aspects of human life. It equips every child with the necessary knowledge and skills to bear the responsibility of continuing the nation's aspirations. Therefore, access to education must be provided as widely as possible. The significance of education is evident in the recognition of the right to education as a fundamental human right. Human rights are inherent to every individual and must be protected and upheld. As stated in the preamble to the 1945 Constitution of the Republic of Indonesia (Fourth Amendment), Indonesia's national objectives include education, specifically the goal of "enlightening the life of

the nation.” This reflects the hope that an educated society will contribute to developing a superior nation and achieving a just, prosperous, and thriving life.

Limited access to education in Indonesia remains one of the major challenges faced today. Although the Indonesian government has made efforts to improve educational access through various policies, significant challenges persist, especially in remote and isolated areas. Indonesia, as an archipelagic country, has many remote and hard-to-reach regions with limited infrastructure. This condition makes it difficult for children in these areas to access education. For instance, in isolated regions of Papua, East Nusa Tenggara, and Kalimantan, children often have to walk long distances to reach school or, in some cases, lack adequate educational facilities in their area. According to data from Statistics Indonesia in 2020, approximately 4.5 million children aged 7–18 years were not enrolled in school, with the majority of them living in remote or isolated areas.

Poverty is one of the main factors preventing children from attending school. Many children are forced to work to support their family’s economic needs, leaving them with little time or opportunity to pursue education. Even though basic education in Indonesia is legally mandated to be free of charge, many families still struggle with related costs such as transportation, uniforms, and school supplies. According to a 2020 report from UNICEF Indonesia, approximately 1 in 5 Indonesian children live in poverty, making them more vulnerable to dropping out of school. Beyond access, the quality of education also remains a significant issue. Despite efforts to improve education in Indonesia, disparities persist between regions with well-equipped schools and trained teachers and those lacking adequate educational resources. In many remote areas, there is a severe shortage of qualified teachers, and school facilities are often inadequate. A report from the United Nations Development Programme (UNDP) indicates that in 2020, Indonesia ranked 107th out of 189 countries in the Human Development Index (HDI). This ranking highlights the uneven distribution of educational resources, with some regions still lagging far behind.

In some regions, particularly rural areas and communities with more traditional cultural values, there are societal norms that restrict children’s access to education, especially for girls. There is a common belief that girls are better suited to staying at home to help with household chores or marrying at a young age, preventing them from continuing their education. According to UNICEF, around 7% of girls in Indonesia marry before the age of 18, which contributes to their low participation in secondary education. Indonesia is highly vulnerable to natural disasters such as earthquakes, floods, and landslides, which frequently damage educational infrastructure and force children to discontinue their studies. Additionally, areas affected by social conflicts or terrorism struggle to maintain stable access to education. A report by Save the Children Indonesia highlighted that the 2018 natural disasters in Palu and Donggala disrupted education for more than 200,000 children, illustrating the severe impact of such events on the country’s education system.

Limited access to education in Indonesia is a complex issue involving economic, geographical, social, and cultural factors. Although the government and various organisations have made efforts to address this problem, many children still struggle to obtain a proper education. Therefore, it is crucial to continue developing more inclusive solutions that reach all children, especially those living in remote or underprivileged areas.

Based on Article 26 of the Universal Declaration of Human Rights, it is evident that education must begin at an early age, especially for children. As a trust from Almighty God, children must be protected and nurtured as best as possible by their parents, both physically and in terms of their rights as children. Fulfilling children’s needs for their growth and development is a parental obligation from birth until they marry and become independent. This obligation includes ensuring their right to education.<sup>1</sup>

The fulfilment of children’s education is essential and a right that must be guaranteed, particularly by the state, as education serves as a benchmark for the welfare of the people and an indicator of whether the state can protect and meet the rights of its citizens. Since the

---

<sup>1</sup> M. Isnaeni, *Hukum Perkawinan Indonesia* (Bandung: PT Refika Aditama, 2016).

administration of President Soekarno, the Compulsory Education Programme, specifically the Six-Year Compulsory Education, has been introduced. This was outlined in Law No. 4 of 1950 on the Principles of Teaching in Schools, which later became the foundation for the 1984 Education Law.<sup>2</sup> The law stipulates a compulsory 6-year education (completion of primary school), with its funding covered by the state.<sup>3</sup> Meanwhile, the Nine-Year Compulsory Basic Education Programme, hereinafter referred to as *Wajar Dikdas 9 Tahun*, is a continuation of the Six-Year Compulsory Education Programme and was officially launched following the issuance of Government Regulation (PP) No. 28 of 1990 on Nine-Year Basic Education. This regulation was further reinforced by Presidential Instruction No. 1 of 1994 on the Implementation of Compulsory Basic Education.

Another normative foundation for the implementation of the Compulsory Education Programme is the 1945 Constitution of the Republic of Indonesia (UUD NRI 1945), specifically Article 31, paragraphs (1) and (2) (as amended in the fourth amendment on 10 August 2002), which mandates that: (1) Every citizen has the right to education; (2) Every citizen is required to complete basic education, and the government is responsible for funding it. Similarly, Law No. 20 of 2003 on the National Education System (*Sisdiknas*), Article 6, paragraph (1), states that every citizen aged seven to fifteen years is required to complete basic education. Paragraph (2) further states that every citizen is responsible for ensuring the continuity of education provision. Based on Article 6, paragraph (1) of the *Sisdiknas* Law, it is explicitly stated that the law only regulates compulsory education up to the nine-year basic education level (primary and junior secondary school).<sup>4</sup> In its development, to ensure the continuity of the *Wajar Dikdas 9 Tahun* Programme<sup>5</sup>, and address the relatively high number of junior secondary school (*SMP*) graduates who do not continue their education and are not yet eligible to enter the workforce potentially leading to negative social impacts—the government introduced the Universal Secondary Education Programme (*Program Pendidikan Menengah Universal* or *PMU*) as a preliminary step towards the Twelve-Year Compulsory Education Programme. This programme was implemented in 2013, with a budget allocation of approximately IDR 10 trillion in the 2013 State Budget (*APBN*), which had been approved by the House of Representatives (*DPR*). The allocated funds were intended to cover 70% of the operational costs of education at the senior secondary level (*SMA/SMK and equivalent*), facilitating the reduction of school fees.

The success of the Twelve-Year Compulsory Education Programme is not solely the responsibility of the central and regional governments but also that of society. Therefore, public participation is expected in its implementation, whether as students, parents or guardians, domestic and foreign private institutions, community organisations, or individuals. One of the responsibilities shared by the government, regional governments, and society is providing scholarship assistance. In addition to scholarships, regional governments, in accordance with their authority, are responsible for ensuring the availability of operational funding for every secondary education institution implementing the Twelve-Year Compulsory Education Programme.<sup>6</sup> The provision of scholarships and operational funding is expected to reduce the dropout rate, particularly among students who discontinue their education due to economic constraints. This research is essential to ensure that all levels of society understand the importance of providing proper education for children as the nation's future generation. Through the Twelve-Year Compulsory Education Programme, future generations are expected to achieve

---

<sup>2</sup> Pipit Pratiwi dan Edhi Siswanto, "Implementasi Program Wajib Belajar 12 Tahun di Desa Pakis," *Provider Jurnal Ilmu Pemerintahan* 2, no. 2 (2023): 01–14, <https://doi.org/10.59713/projip.v2i2.646>.

<sup>3</sup> Dwi Wulan Sari dan Qolbi Khoiri, "Pendidikan untuk Semua: Studi pada Kebijakan Wajib Belajar 9 Tahun," *Journal on Education* 5, no. 3 (2023): 9441–50.

<sup>4</sup> Sari dan Khoiri.

<sup>5</sup> Sari dan Khoiri.

<sup>6</sup> S Marwiyah, V Septiandika, dan ..., "Efektivitas UU No 16 Tahun 2019 Tentang Batas Usia Minimal Pernikahan Terkait Kebijakan Wajib Belajar 12 Tahun (Studi Kasus: Desa Banyuwang Tengah)," *Innovative: Journal Of ...* 4, no. 16 (2024): 6313–22, <http://j-innovative.org/index.php/Innovative/article/view/13622%0Ahttp://j-innovative.org/index.php/Innovative/article/download/13622/9224>.

greater success, and the number of children left neglected due to financial barriers to education will significantly decrease.<sup>7</sup>

Previous studies conducted by several researchers have shown that the responsibility of education providers—including parents, teachers, and the government—in ensuring equitable education for urban fringe communities plays a crucial role in developing literacy and numeracy skills. Subsequent research focuses on identifying the dominant factors that influence access to education<sup>8</sup>, and finally, studies on the social structure in rural communities have examined how it affects educational access<sup>9</sup>. Based on the background outlined above, the author further analyses the Twelve-Year Compulsory Education Programme, as education is a crucial aspect that children, at a minimum age of 7 to 18 years, must pursue. Considering the rapid advancement of technology and the increasing modernisation of society, access to education particularly in Karawang Regency has become highly significant and needs to be optimised.

## **II. Research Problems**

Based on the background outlined above, this study will address the following issues:

1. How is the fulfilment of the right to compulsory education for children in Karawang Regency guaranteed?
2. What are the government policies in ensuring the fulfilment of the right to compulsory education for children in Karawang Regency?

## **III. Research Methods**

This study employs a sociological legal approach (socio-legal approach), as the issue under examination is analyzed from a societal perspective, particularly regarding policies on children's right to education within the compulsory education program. The research follows a descriptive approach, wherein the problem-solving procedure involves depicting the current conditions of the object and subject under study based on factual data. Karawang Regency has been selected as the research location to ensure accessibility to relevant data and enhance the accuracy and validity of the findings.

The data used in this study consists of three types: primary, secondary, and tertiary data. Primary data is collected directly from the field through interviews with community members and government officials in Karawang Regency. Secondary data includes legal and regulatory documents, such as the 1945 Constitution of the Republic of Indonesia (UUD 1945), the Civil Code (KUHPerdata), Law No. 35 of 2014 amending Law No. 23 of 2002 on Child Protection, Minister of Education and Culture Regulation (PermenDikbud) No. 19 of 2016 on the Smart Indonesia Program, Karawang Regency Regional Regulation (Perda Kab. Karawang) No. 19 of 2019 on the Implementation of Education, and Karawang Regent Regulation (PerBup Kab. Karawang) No. 33 of 2021 on the Smart Karawang Program. Tertiary data comprises literature, legal references, and other relevant regulations that provide additional context to the research.

To collect the necessary data, this study employs interviews and literature review as primary data collection techniques. Interviews are conducted with selected respondents, including members of the community and government officials, to obtain firsthand information regarding the implementation of compulsory education policies. Meanwhile, the literature review serves as a secondary data collection method by analyzing legal regulations, academic works, and other relevant sources related to the research problem.

The study population consists of both community members and government authorities in Karawang Regency. The research applies a qualitative analysis method, which integrates data

---

<sup>7</sup> Elvima Nofrianni Arisman Sabir, Aldino, "Pelaksanaan Program Wajib Belajar 9 Tahun Di Desa Datar Kecamatan Muko-Muko Bathin Vii," *Ilmiah, Jurnal Pendidikan, Wahana* 9, no. 20 (2023): 409–16.

<sup>8</sup> Sri Pingit Wulandari Trian Servica, Jasmine Rayra Martiza, "Analisis Faktor-Faktor Yang Mempengaruhi Akses Pendidikan Di Provinsi Papua Tahun 2022 Menggunakan Metode Analisis Komponen Utama Dan Faktor" 8, no. 12 (2024): 127–35.

<sup>9</sup> Rendy Yudha dan Pratama Ulfa, "Pengaruh Struktur Sosial terhadap Akses Pendidikan di Masyarakat Pedesaan" 4, no. 1 (2025): 23–26.

from observations, interviews, and written materials, including books and legal documents relevant to the study. Through this approach, the study aims to provide a comprehensive legal and social evaluation of compulsory education policies in Indonesia.

#### IV. Result And Discussion

##### 1. Guarantee of the Fulfilment of the Right to Compulsory Education for Children

John Rawls introduced the concept of justice in his 1971 book, *A Theory of Justice*. In his view, access to education must be regulated fairly so that all individuals, especially the least advantaged, have equal opportunities for development. Rawls' core concept consists of two main principles: the Principle of Liberty and the Difference Principle. The first principle states that everyone is entitled to the same basic freedoms, including the right to education. However, this principle alone is not sufficient to achieve justice in education. Therefore, the second principle – the Difference Principle – is key to ensuring that inequality is justified only if it benefits the least advantaged groups. In the context of education, this means that the education system must be designed in such a way that students from economically disadvantaged backgrounds or marginalised groups have equal access, and even receive more support than those who are already privileged.<sup>10</sup>

Rawls introduced the concept of the “veil of ignorance”, a thought experiment used to assess whether a policy is truly just. He argued that if we were to design an education system without knowing our social, economic, or intellectual position in society, we would naturally choose a system that is fair for everyone. This implies that access to education should not depend on family wealth, background, or social status. In practical application, Rawls' approach supports affirmative policies and government interventions that provide additional assistance to students from impoverished families or underdeveloped regions. Programs such as scholarships, educational subsidies, free schooling, and support facilities for students with special needs are concrete examples of the implementation of Rawls' Difference Principle. Without these efforts, the education system would only reinforce existing inequalities.

Rawls formulated two fundamental principles as the basis of justice:

The Principle of Equal Basic Liberties: Every individual has the right to the same basic freedoms, including the right to education. These freedoms must be universally applied, regardless of economic, social, or cultural background. In the context of education, this means that every child should have equal opportunities to attend school and acquire knowledge without being hindered by their family's social status. The Difference Principle: Rawls acknowledged that inequality is inevitable, but he argued that it is only justifiable if it benefits the least advantaged in society. In education, this principle requires special treatment for marginalised or underprivileged groups. For example, children from low-income families or remote areas should receive additional support and resources to help them catch up with more advantaged students.

In the context of educational access, the veil of ignorance leads to the idea that education policies should not be designed to favour the elite but rather to ensure that children from diverse backgrounds – especially those who are marginalised – have equal opportunities. The application of Rawls' theory in the real world is evident in various affirmative policies, such as scholarships for underprivileged students, inclusive school programmes for children with special needs, and the development of schools in remote areas.

The policy on fulfilling children's right to education within the compulsory education programme is the government's effort to ensure equal access to education for all children in Indonesia. This aims to guarantee that every child has the same opportunity to receive a proper and quality education. Through this policy, it is expected that educational equality can be achieved and educational disparities within society can be reduced. Additionally, this policy serves as a foundation for the government in developing an inclusive and equitable education

---

<sup>10</sup> Hermanto Halil dan I A I Miftahul Ulum, “Sistem Zonasi Pendidikan Di Indonesia Perspektif John Rawls” 2, no. 2 (2024), <https://doi.org/https://doi.org/10.61815/gahwa.v2i2.399>.

system.<sup>11</sup> For example, with the 12-year compulsory education programme, all children in Indonesia have the right to receive formal education up to the Senior Secondary School level without exception.<sup>12</sup> In addition, the government also provides assistance such as scholarships and non-formal education programmes to ensure that children from underprivileged families can access proper education. However, despite the 12-year compulsory education policy, there are still cases where children from low-income families or remote areas struggle to access education due to economic factors and poor infrastructure.

The government continues to strive to reach and support children in these difficult situations to ensure that they do not fall behind in receiving proper education.<sup>13</sup> In addition, there needs to be adequate support programmes and facilities to ensure that all children have equal access to education. By doing so, we can create a truly inclusive and fair education system for all children in Indonesia. These efforts must be carried out comprehensively and sustainably, involving various stakeholders such as the government, educational institutions, the community, and parents.<sup>14</sup> With good cooperation, we can ensure that every child has the same opportunity to access quality education without exception.<sup>15</sup> Additionally, it is also important to continuously evaluate and monitor the inclusive education programmes that have been implemented to ensure ongoing improvements and necessary enhancements.

Thus, we can achieve true educational inclusion and equity, ensuring that every child can grow and develop optimally according to their potential.<sup>16</sup> This will help create an inclusive and equitable educational environment for all children, without exception. Additionally, it is crucial to involve parents and the community in the educational process so that they can support and understand the importance of educational inclusion for children's development.<sup>17</sup> Thus, we can ensure that every child receives fair treatment and equal opportunities to access quality education.

In addition, the role of teachers and educators is also crucial in creating an inclusive educational environment.<sup>18</sup> They must possess adequate knowledge and skills to accommodate the diverse needs of children, including those with special needs. Through collaboration between parents, communities, teachers, and educators, we can create a supportive learning environment for all children. Additionally, the government plays a significant role in ensuring that inclusive education policies are implemented effectively and fairly at all levels of education.<sup>19</sup> Thus, we can ensure that every child has an equal opportunity to achieve success through education.<sup>20</sup> They need to be equipped with adequate knowledge and skills to provide education that meets the

---

<sup>11</sup> Shashank Pandey dan Peehu Bhardwaj, "An Evaluation of the 2009 Children's Right to Free Compulsory Education Act," *Journal of Research in Vocational Education* 6, no. 7 (2024): 36–39, [https://doi.org/10.53469/jrve.2024.06\(07\).09](https://doi.org/10.53469/jrve.2024.06(07).09).

<sup>12</sup> Pratiwi dan Siswanto, "Implementasi Program Wajib Belajar 12 Tahun di Desa Pakis."

<sup>13</sup> Farida Ariany, Murtiana Ningsih, dan Eneng Garnika, "Pemenuhan Hak Anak Atas Pendidikan Dasar Berdasarkan Perspektif Hukum," *Empiricism Journal* 4, no. 1 (2023): 175–80, <https://doi.org/10.36312/ej.v4i1.1158>.

<sup>14</sup> Jiangran Yu, "Education for All-Round Student Development" 41, no. 4 (2022): 655–61.

<sup>15</sup> Qingsong Xiang, "an Analysis of Taiwan ' S " Nine-Year Compulsory Education " Policy Uma Análise Da Política De " Ensino Obrigatório De," 2024, 313–29.

<sup>16</sup> Neil Kenny, Selina McCoy, dan James O'Higgins Norman, "A Whole Education Approach to Inclusive Education: An Integrated Model to Guide Planning, Policy, and Provision," *Education Sciences* 13, no. 9 (2023): 959.

<sup>17</sup> Janak Raj Pant, "Free and Compulsory Education Policy Practice in Ruby Valley : An Analysis of Impacts and Inequalities," no. August (2024), <https://doi.org/10.13140/RG.2.2.32517.97769>.

<sup>18</sup> Dominika P. Stolinská, Miluše Rašková, dan Eva Šmelová, "Communication Competencies of the Child before Starting Compulsory Education as a Factor Affecting the Readiness for School," *Procedia - Social and Behavioral Sciences* 233, no. May (2016): 240–46, <https://doi.org/10.1016/j.sbspro.2016.10.211>.

<sup>19</sup> Umi Nadhiroh dan Anas Ahmadi, "Pendidikan Inklusif: Membangun Lingkungan Pembelajaran Yang Mendukung Kesetaraan Dan Kearifan Budaya," *Ilmu Budaya: Jurnal Bahasa, Sastra, Seni, dan Budaya* 8, no. 1 (2024): 11, <https://doi.org/10.30872/jbssb.v8i1.14072>.

<sup>20</sup> Ujang Cepi Barlian et al., "Peran Guru Kelas Dan Guru Pendamping Khusus Dalam Meningkatkan Layanan Pendidikan Inklusi Di TK Ibnu Sina," *al-Afkar, Journal For Islamic Studies* 6, no. 2 (2023): 623–34.

needs of every child. With strong collaboration between parents, the community, teachers, and educators, inclusive education can become a tangible reality and bring significant benefits to children's development in the future. For example, in an inclusive school, a student with special needs is given access to appropriate educational services without discrimination.

Teachers and educators collaborate with parents and therapists to create individualised education programmes to ensure the student can develop optimally. However, in practice, cooperation between parents, the community, teachers, and educators does not always run smoothly.<sup>21</sup> For example, there may be differences in opinion between parents and teachers regarding the best teaching methods for students with special needs, which can hinder the student's development<sup>22</sup>. Moreover, a lack of understanding or awareness from the school regarding the needs of students with special needs can also prevent inclusive education from being implemented effectively.<sup>23</sup> This highlights the importance of effective communication and strong collaboration among all parties involved in inclusive education.<sup>24</sup> An open dialogue and mutual support between parents, teachers, the community, and educators are essential to achieving a shared goal of optimally supporting each student's development. Thus, strong collaboration among all stakeholders can help create an inclusive and supportive educational environment for students with special needs.

According to Article 1, point 1 of Law No. 35 of 2014, a child is defined as a person who has not yet reached the age of 18. Children must be provided with protection to ensure the fulfilment of their rights, including the right to life and development, one of which is the right to education.<sup>25</sup> Essentially, education is a fundamental element of life and is always needed in every societal structure. As long as life continues, there will always be room for education, highlighting its crucial role as one of the main pillars of life. Moreover, education is a key factor in improving the quality and competence of Indonesia's future generations. As a country with a high proportion of the productive-age population in 2045, quality education will be the key to preparing competitive and highly skilled human resources on a global scale.<sup>26</sup> Or often referred to as *Indonesia Emas*, ensuring the best possible education is a crucial investment for the nation's future. In Indonesia, education has become one of the nation's mandates, which, in principle and practice, must be provided and implemented by the state to uphold the constitutional mandate outlined in the 1945 Constitution.

A proper education is one of the fundamental pillars in developing quality human resources while also fulfilling the state's responsibility to ensure children's right to education. One manifestation of this commitment is the government's policy through the 12-Year Compulsory Education Program<sup>27</sup> also known as *Pendidikan Menengah Universal* (PMU). This programme embodies hopes and strategic efforts to guarantee that every child in Indonesia can receive a proper education without being hindered by economic or geographical factors.

The government's policy in the field of education, namely the 12-Year Compulsory Education Program, is a continuation or an enhancement of the previously implemented 9-Year Compulsory Education Program. In relation to Law No. 20/2003 on the National Education System, compulsory education is defined as a *minimum* educational programme that is the

---

<sup>21</sup> Pandey dan Bhardwaj, "An Evaluation of the 2009 Children's Right to Free Compulsory Education Act."

<sup>22</sup> Jiancheng Gu, "Stay behind children's differential educational performance: The impact of parental migration arrangements in China," *International Journal of Educational Research Open* 7, no. May (2024): 100364, <https://doi.org/10.1016/j.ijedro.2024.100364>.

<sup>23</sup> Maya Selviana et al., "Tanggung Jawab Negara Dalam Pemenuhan Hak Atas Pendidikan Menurut Undang-Undang 1945," *Mediation: Journal of Law*, 2024, 44–51.

<sup>24</sup> Nadhiroh dan Ahmadi, "Pendidikan Inklusif: Membangun Lingkungan Pembelajaran Yang Mendukung Kesenjangan Dan Kearifan Budaya."

<sup>25</sup> Persepsi Guru et al., "Teachers and Parents Perceptions of the 9-Year Compulsory Education Policy in Indonesia" 2, no. 2 (2024): 81–87.

<sup>26</sup> Ariany, Ningsih, dan Garnika, "Pemenuhan Hak Anak Atas Pendidikan Dasar Berdasarkan Perspektif Hukum."

<sup>27</sup> Yenny Merinatul Hasanah dan Cepi Safruddin Abdul Jabar, "Evaluasi program wajib belajar 12 tahun pemerintah daerah Kota Yogyakarta," *Jurnal Akuntabilitas Manajemen Pendidikan* 5, no. 2 (2017): 228–39.

government's responsibility and must be attended by Indonesian citizens, particularly children.<sup>28</sup> This means that the 12-year period in children's education represents the minimum duration that must be completed to ensure that children fully receive their right to education. According to Regional Regulation of Karawang Regency No. 19 of 2019, Article 1 paragraph (43), "*Compulsory Education is an educational program that must be attended by citizens under the responsibility of the Government and the Regional Government.*"

In fulfilling the right to education, Indonesia refers to several key regulations and legal provisions, including the 1945 Constitution and other legislative frameworks. Article 31 of the 1945 Constitution affirms that every citizen has the right to education, and the government is obligated to fund basic education for all citizens.<sup>29</sup> The 12-Year Compulsory Education Program, also known as Universal Secondary Education, would not succeed as a public policy without proper implementation. Without execution, the policy would remain mere ink on paper or a paper tiger, lacking real impact on society<sup>30</sup> because another crucial cycle of public policy, aside from its formulation, is its implementation.<sup>31</sup>

One of the government's implementations to support public policy in fulfilling education rights is allocating a budget for the necessary facilities and infrastructure. In practice, as mandated by the constitution, the 1945 Constitution prioritises the allocation of the National Budget (APBN) and Regional Budget (APBD) for education<sup>32</sup>, which must be at least 20 per cent of both. Consequently, since 2009 until now, Indonesia's education budget has consistently exceeded the mandated 20 per cent of the total budget.<sup>33</sup> Based on data from the Ministry of Education and Culture (Kemendikbud), the population of early childhood education (PAUD) age groups in West Java is 3,131,062, with a total of 1,485,512 enrolled students, which is equal to the number of students by age group. The Gross Enrollment Ratio (APK) for PAUD is 47.444349552963, while the Net Enrollment Ratio (APM) is 0.

Additionally, the Gross Enrollment Ratio (APK) for primary school (SD) and its equivalents is 101.995844857733, with a Net Enrollment Ratio (APM) of 95.228252421663. For junior secondary school (SMP) and its equivalents, the APK stands at 102.14991279683, while the APM is 80.170688234279. Meanwhile, for senior secondary school (SM) and its equivalents, the APK is 98.823809214057, and the APM is 72.305059112419.<sup>34</sup> It requires greater efforts and collaboration among various stakeholders to ensure that every student, including those with special needs, has access to quality education. The current state of education policy in Indonesia highlights the importance of addressing these issues to promote a more inclusive and equitable education system for all students. For instance, teachers can collaborate with professionals in special education to design learning programmes tailored to the needs of students with special needs. Cooperation between schools, parents, and relevant parties can also help integrate these students into an inclusive and supportive educational environment. However, in practice, teachers and special education professionals often struggle to collaborate effectively in creating suitable learning programmes. A lack of support and training for educators can also hinder efforts to integrate students with special needs into an inclusive educational environment. Nonetheless,

---

<sup>28</sup> Iis Margiyanti dan Siti Tiara Maulia, "Kebijakan Pendidikan Implementasi Program Wajib Belajar 12 Tahun," *Jurnal Pendidikan Dan Sastra Inggris* 3, no. 1 (2023): 199–208.

<sup>29</sup> I. Margiyanti dan S. T. Maulia., "Kebijakan Pendidikan Implementasi Program Wajib Belajar 12 Tahun," *Jurnal Pendidikan dan Sastra Inggris* 3, no. 1 (2023).

<sup>30</sup> M. Dr. H. Tachjan, *Implementasi Kebijakan Publik* (Bandung: Asosiasi Ilmu Politik Indonesia (AIPI), 2006).

<sup>31</sup> Sitta Aulia, "Desentralisasi Kebijakan pendidikan (studi tentang pelaksanaan wajib belajar 12 tahun di kota surabaya pada tingkat pendidikan menengah dan kejuruan)," *Jurnal Politik Muda* 2, no. 1 (2013): 2014–2216.

<sup>32</sup> R. Cristianingrum, "Pengaruh Anggaran Pendidikan Terhadap Pembangunan Pendidikan Indonesia," *Jurnal Budget* 3, no. 2 (2018).

<sup>33</sup> R. Cristianingrum.

<sup>34</sup> BPS Kabupaten Karawang, "Angka Partisipasi Murni," 2023, <https://karawangkab.bps.go.id/statictable/2023/10/13/318/angka-partisipasi-murni-2011-2022.html>.



this inability to collaborate is not always due to a lack of training but may also result from insufficient resources and inadequate support from schools and the government.

Administratively, Karawang Regency consists of 30 sub-districts, 12 urban villages, and 297 rural villages. Based on data from the Central Statistics Agency (*BPS*) of Karawang Regency, several key issues in children's education can be identified: the low level of education, indicated by an average length of schooling of only 7.45 years, a high dropout rate, inadequate quality of educational facilities and infrastructure, and suboptimal education governance.<sup>35</sup> In Karawang Regency in 2023, the Net Enrollment Rate was as follows: 99.99 for primary school (*SD*) and its equivalents, 82.60 for junior secondary school (*SMP*) and its equivalents, 57.22 for senior secondary school (*SM*) and its equivalents, and 16.45 for higher education.<sup>36</sup> In order to implement the mandate of the law assigned to the Regional Government, Karawang Regency has established regulations to support the success of the 12-Year Compulsory Education Programme (*Pendidikan Menengah Universal – PMU*). This is outlined in Karawang Regency Regional Regulation No. 19 of 2019 on the Implementation of Education.

Karawang Regency, as an autonomous region, actively participates in expanding equitable access to quality education for children and future generations of Indonesia. One of its key efforts includes managing and administering education within Karawang Regency, formulating regional educational policies, and overseeing education management. To optimise the financing and funding of education beyond the School Operational Assistance Fund (*Dana BOS*), the Karawang Regency Government has introduced the Karawang Cerdas Scholarship. This programme provides financial assistance to students at the primary, secondary, and higher education levels. The initiative is formally regulated under Karawang Regent Regulation No. 33 of 2021 on the Karawang Cerdas Programme.

Thus, the Regional Government, particularly Karawang Regency, has actively fulfilled its obligation to provide education for children through the Compulsory Education Programme. This effort is further strengthened by the Karawang Cerdas Scholarship Programme, which aims to optimise children's education by providing financial support to those in need.

## 2. Policy on Fulfilling Children's Right to Education

The mandatory education policy in Indonesia, also known as the Compulsory Education Programme, has a long history dating back to the early years of independence. This policy was first introduced in 1945 with the aim of ensuring that all children have access to basic education. Over the years, the implementation of this policy has faced numerous challenges, including issues related to funding, infrastructure, and teacher training. Despite these challenges, the government continues to prioritise education as a key tool for national development and has made significant progress in improving access to education for all children in the country. For example, in rural areas with limited resources, the government has implemented mobile schools to reach children in remote regions. These mobile schools are equipped with teachers and educational materials, providing access to education for children who would otherwise have no opportunity to attend school. However, a counterexample to this progress can be seen in the lack of funding and infrastructure in some regions, leading to overcrowded classrooms and inadequate resources for both students and teachers. Additionally, despite efforts to provide teacher training, there may still be a shortage of qualified educators in certain fields, further hindering the quality of education delivered to children in these communities. While schools may provide access to education for some children, insufficient funding and infrastructure in certain areas can result in overcrowded classrooms and a lack of essential learning resources, ultimately affecting the quality of education students receive. Furthermore, even with teacher training initiatives, some regions may still face a shortage of competent educators, which in turn affects the overall learning experience of children in these communities.

---

<sup>35</sup> Wawan, D. Kurniansyah dan K. Febriantini., "Efektifitas Program Karawang Cerdas dalam meningkatkan sumberdaya manusia di Kabupaten Karawang," *Kinerja* 2 (2021).

<sup>36</sup> Karawang, "Angka Partisipasi Murni."

Several regulations related to the Compulsory Education Programme began with the Nine-Year Compulsory Education Programme and were later extended through the Twelve-Year Compulsory Education Programme, also known as the Universal Secondary Education Programme. These policies were established as part of efforts to ensure the success and continuity of the compulsory education initiative itself. The ultimate goal is to prepare Indonesia's Golden Generation by 2045, equipping them with the necessary education and skills to contribute to national development.<sup>37</sup> However, despite the government's implementation of the Compulsory Education Programme for Indonesian children and future generations, data indicates that the dropout rate remains significantly high. In West Java alone, at least 5,675 children have dropped out of school, according to data from the Ministry of Education, Culture, Research, and Technology (*Kemendikbudristek*) Portal. This highlights the need for continuous evaluation of the Compulsory Education Programme, ensuring that the dropout rate decreases significantly each year.

The shortage of qualified educators can lead to a higher student-teacher ratio, making it difficult for teachers to provide individual attention and support to each student. As a result, students in underserved communities may struggle to keep up with their peers in more affluent areas, perpetuating the cycle of educational inequality. Without adequate resources and support, these students may find themselves at a disadvantage in terms of academic achievement and future opportunities. Addressing these systemic issues is crucial to ensuring that all children have access to quality education, regardless of their postcode. By investing in schools in underserved communities and providing additional support to both students and teachers, we can work towards levelling the playing field and giving every child an equal chance for success. This may involve allocating more funding to these schools, implementing tailored programmes to meet the specific needs of students in these communities, and offering professional development opportunities for teachers to better support their students.<sup>38</sup> Additionally, building partnerships between schools, community organisations, and businesses can help create a support network for students both inside and outside the classroom. By working together to address these challenges, we can develop a more equitable education system that prepares all students for success.<sup>39</sup>

Although the Central Government and Regional Governments have implemented several policies to cover children's education costs from primary to secondary education, further efforts are needed to optimise the fulfilment of children's educational rights in line with constitutional mandates. One such initiative is the Karawang Cerdas Scholarship Programme, which was introduced due to the relatively high education costs in Karawang Regency. As a result, many children from economically disadvantaged backgrounds struggle to fully access their right to education.<sup>40</sup>

The Kacer Scholarship is one of the Karawang Regency Government's initiatives to fulfil children's right to education and promote equal access to educational services. This programme aims to provide equal opportunities for everyone to receive an education, ensuring both equality (*kesempatan yang sama*) and equity (*keadilan dalam akses pendidikan*).<sup>41</sup>

Moreover, the Gross Enrolment Rate and Net Enrolment Rate in Karawang Regency remain high. Therefore, efforts must be intensified to accelerate the achievement of Compulsory

---

<sup>37</sup> Ramli mohammad Wijayanti Rina,; Iswahyudi Didik ,; Akbar, "Model Pembelajaran Hukum Untuk Anak Usia Dini," *Prosiding Seminar Nasional Hasil Penelitian Universitas Kanjuruhan Malang* 2017 1, no. 60 (2017): 454-59, [https://seminas.unikama.ac.id/lppm/prosiding/2017/4.PENDIDIKAN/Rina\\_Wijayanti\\_Penelitian\\_Pendidikan.pdf](https://seminas.unikama.ac.id/lppm/prosiding/2017/4.PENDIDIKAN/Rina_Wijayanti_Penelitian_Pendidikan.pdf).

<sup>38</sup> Dana L Mitra, "Balancing power in communities of practice: An examination of increasing student voice through school-based youth-adult partnerships," *Journal of Educational Change* 9 (2008): 221-42.

<sup>39</sup> Jamaluddin Jamaluddin, Yazid Adnan Quthny, dan Babul Bahrudin, "Persepsi Masyarakat Terhadap Pentingnya Pendidikan Pada Remaja Di Desa Liprak Kidul Kecamatan Banyuanyar Kabupaten Probolinggo," *Pendekar: Jurnal Pendidikan Berkarakter* 5, no. 2 (2022): 105, <https://doi.org/10.31764/pendekar.v5i2.9980>.

<sup>40</sup> J. I. W. Pendidikan, "Implementasi Kebijakan Beasiswa Karawang Cerdas dalam upaya Meningkatkan Kesejahteraan Pelajar di Kabupaten Karawang," *Jurnal Ilmiah Wahana Pendidikan*, 2021.

<sup>41</sup> Pendidikan.

Basic Education (*Wajar Dikdas*) up to Universal Secondary Education (Pendidikan Menengah Universal) in accordance with the challenges faced. In Karawang Regency, education particularly in remote areas normally only extends up to the junior secondary school level for children<sup>42</sup>. Many members of the community believe that after graduating from junior secondary school (SMP), children can start working, and many girls even get married at a young age. This reflects the low motivation of both children and parents regarding the importance of education, particularly in ensuring the quality and future potential of children as the next generation.

By mandating compulsory education and providing support for students who may face barriers to schooling, the Compulsory Education Programme aims to create a more inclusive and equitable education system. Additionally, this programme seeks to promote lifelong learning and skill development to prepare students for success in an increasingly competitive global economy. Through its goals and objectives, the programme hopes to address systemic inequalities and create a more level playing field for all students to thrive and succeed in their educational journey. This includes providing resources and support for students from marginalised communities, such as low-income families or individuals with disabilities, to ensure they have equal access to quality education. By addressing these gaps, the Compulsory Education Programme not only aims to improve individual outcomes but also to contribute to the overall development and prosperity of society. Through a combination of targeted interventions and systemic reforms,<sup>43</sup> this programme strives to create a more inclusive and just educational environment that fosters success for all students, regardless of their background or circumstances.

By providing additional resources and support to students in need, the Compulsory Education Programme strives to level the playing field and give every individual an equal opportunity to thrive academically.<sup>44</sup> This not only benefits the students themselves but also creates a ripple effect on society by breaking the cycle of poverty and promoting social mobility. Ultimately, by investing in the education of all students, regardless of their background, the programme aims to create a fairer and more prosperous future for everyone. While guidance is a valuable component of the Compulsory Education Programme, it is important to consider the potential limitations of a one-size-fits-all approach to education and support. Individualised attention and tailored resources may be more effective in addressing the diverse needs of students.

Ensuring that all children have equal access to quality education is essential in creating a fairer and more equitable society.<sup>45</sup> This includes addressing issues such as poverty, discrimination, and lack of resources that may prevent certain children from receiving a proper education. By implementing policies that prioritise children's right to education and providing support for marginalised communities, we can work towards creating a more inclusive and equitable education system for all. Additionally, it is crucial to recognise the intersectionality of factors that may affect a child's ability to access education, such as race<sup>46</sup>, gender, socio-economic status, and geographic location. These factors can create barriers that prevent children from fully participating in the education system and reaching their full potential. Therefore, it is essential that policies addressing children's right to education take these intersecting factors into account and work to eliminate systemic inequalities that perpetuate educational disparities. By doing so, it can be ensured that every child has the opportunity to receive a quality education and thrive in their academic pursuits.

---

<sup>42</sup> Karawang, "Angka Partisipasi Murni."

<sup>43</sup> David Knapp, Melody Yao, dan Mauricio Avendano, "Gateway Policy Explorer : Education Policy Series International Compulsory Schooling Policy Details" 0, no. July (2024): 1-95.

<sup>44</sup> Angel Deroncele-Acosta dan Althia Ellis, "Overcoming challenges and promoting positive education in inclusive schools: A multi-country study," *Education Sciences* 14, no. 11 (2024): 1169.

<sup>45</sup> Hongxin Luo, "How is Educational Equity Possible: The Evolutionary Logic of Compulsory Education Enrollment Policies from the Perspective of Historical Institutionalism," *Journal of Education and Educational Research* 9, no. 3 (2024): 395-404, <https://doi.org/10.54097/fjjvhh17>.

<sup>46</sup> Charles Ellis dan Diane Kendall, "Time to act: Confronting systemic racism in communication sciences and disorders academic training programs," *American Journal of Speech-Language Pathology* 30, no. 5 (2021): 1916-24.

To address these systemic inequalities, it is crucial for policymakers to implement targeted interventions that specifically serve marginalised communities.<sup>47</sup> This may involve increasing access to resources such as qualified teachers, updated educational materials, and adequate school facilities in underserved areas. Additionally, efforts should be made to provide support services, such as counselling and mentoring programmes, to address the unique challenges faced by students from disadvantaged backgrounds. By adopting a holistic approach to education policy, we can create a more inclusive and equitable learning environment for all children. This will not only help close the achievement gap but also promote social mobility and economic opportunities for those who have historically been marginalised. Furthermore, investing in education for underserved communities is not just a matter of equality but also one of social justice.<sup>48</sup>

By addressing the root causes of educational inequality, we can work towards creating a fairer and more just society for future generations.<sup>49</sup> It is crucial for policymakers to prioritise these initiatives and allocate appropriate resources to ensure that all students have the opportunity to succeed and thrive within the education system. For example, providing access to high-quality early childhood education programmes in low-income communities can help level the playing field for children from disadvantaged backgrounds.<sup>50</sup> Additionally, offering scholarships and financial aid to students from underrepresented communities can make higher education more accessible and affordable, leading to increased social mobility and economic empowerment. However, simply providing access to early childhood education programmes and scholarships may not be sufficient to address systemic inequalities in the education system. Research has shown that factors such as implicit biases in standardised testing, limited resources in schools serving low-income students, and the lack of culturally relevant curricula can still hinder the academic success of marginalised groups. To truly level the playing field, policymakers must also address these structural barriers and work towards creating a more equitable and inclusive educational environment for all students. While early childhood education programmes and scholarships can support some students,<sup>51</sup> Addressing systemic inequality requires a comprehensive approach that tackles all aspects of the education system, including curriculum, resources, and testing practices. Simply providing access to these programmes may not be sufficient to bridge the gap.

It is important for educators to recognise that not every student will readily embrace these initiatives and to find alternative ways to engage all students in discussions about social justice and community service.<sup>52</sup> This may involve incorporating diverse perspectives and voices into the curriculum, providing opportunities for students to explore issues that are personally meaningful to them, and offering support and resources for students who may be hesitant to participate.<sup>53</sup> By creating a more inclusive and supportive environment, schools can better equip students to become active and empathetic members of society. For example, a teacher can design

---

<sup>47</sup> Knapp, Yao, dan Avendano, "Gateway Policy Explorer: Education Policy Series International Compulsory Schooling Policy Details."

<sup>48</sup> Tianheng Wang, "The impact of education on mental health: evidence from compulsory education law in China," *Applied Economics Letters* 29, no. 16 (2022): 1515–21, <https://doi.org/10.1080/13504851.2021.1946002>.

<sup>49</sup> Alexis Zickafoose et al., "Barriers and Challenges Affecting Quality Education (Sustainable Development Goal# 4) in Sub-Saharan Africa by 2030," *Sustainability* 16, no. 7 (2024): 2657.

<sup>50</sup> Doaa Mohamed dan Ibrahim Badran, "E NSURING CHILDREN ' S RIGHT TO EDUCATION B ALANCING LEGAL RESPONSIBILITY AND PARENTAL AUTHORITY ARBITRARINESS," 2024, 180–92.

<sup>51</sup> Ade Sofa, Iga Mawarni, dan Asra'i Maros, "Implementasi Program Wajib Belajar Pendidikan Dasar 9 Tahun Bagi Suku Anak Dalam," *Administraus* 7, no. 1 (2023): 31–42, <https://doi.org/10.56662/administraus.v7i1.175>.

<sup>52</sup> Sumati Dhingra, "Right to Education as a Human Right," *SSRN Electronic Journal* 5, no. March (2021): 636–46, <https://doi.org/10.2139/ssrn.2607993>.

<sup>53</sup> Nadhiroh dan Ahmadi, "Pendidikan Inklusif: Membangun Lingkungan Pembelajaran Yang Mendukung Kesetaraan Dan Kearifan Budaya."

assignments that allow students to choose topics related to social justice that are relevant to their own experiences, such as racial inequality. Additionally, schools can offer mentoring programs or counseling services for students who may need extra support in discussing these topics and navigating difficult conversations.<sup>54</sup> Additionally, schools can organise workshops or invite guest speakers to educate students on various social justice issues and provide them with the tools to advocate for change in their communities. By taking these proactive steps, schools can foster a culture of inclusivity and empower students to make a positive impact on the world around them.

These initiatives can also help create a more welcoming and accepting environment for all students, regardless of their background or beliefs.<sup>55</sup> Furthermore, by providing resources and support for students who may face discrimination or injustice, schools can play a crucial role in promoting social justice and equality within their communities. Through these efforts, schools can truly make a difference in their students' lives and contribute to a fairer and more just society for all. Some may argue that promoting open dialogue and understanding could lead to division and conflict among students with differing beliefs or backgrounds. Additionally, providing resources and support for specific groups might unintentionally marginalise others who also experience discrimination or injustice.

Educational policies play a crucial role in shaping the quality of education that children receive, as well as the resources and support available to them. By advocating for policies that prioritise equity, access, and excellence in education, policymakers can help ensure that all children have the opportunity to thrive and succeed in school and beyond. Additionally, educational policies can influence professional development and support for teachers, which in turn can have a direct impact on the quality of teaching and the support available to students. Ultimately, decisions made at the policy level can have far-reaching implications for children's educational experiences and outcomes, making it essential for policymakers to prioritise the needs of students and educators in their decision-making processes. For example, policies that allocate funding for professional development programmes for teachers can lead to improved teaching practices and better student outcomes.

Policies that focus solely on standardised testing and tie funding to exam scores overlook the holistic needs of both students and educators.<sup>56</sup> This can lead to a narrow focus on exam preparation at the expense of essential social-emotional learning and mental health support for students. While funding for professional development programmes for teachers can improve teaching practices and student outcomes, neglecting resources for school counsellors may negatively impact students' well-being and academic success. Additionally, prioritising standardised testing and linking funding to test scores can hinder students' overall development by disregarding the importance of social-emotional learning and mental health support.

## V. Conclusion

The government's education policy, in the form of the 12-year compulsory education programme, is an extension and optimisation of the previously implemented 9-year compulsory education programme. In line with Law No. 20/2003 on the national education system, compulsory education is considered a 'minimum' educational programme that is the government's responsibility and must be followed by Indonesian citizens, particularly children. As an autonomous region, Karawang Regency participates in efforts to expand equal opportunities for quality education for children and future generations of Indonesia. This includes managing and implementing education in the Karawang region, formulating local education policies, and overseeing educational administration. To optimise the management of educational funding beyond the School Operational Assistance Fund (BOS), the Karawang

---

<sup>54</sup> Stephen D Brookfield dan Stephen Preskill, *Discussion as a way of teaching: Tools and techniques for democratic classrooms* (John Wiley & Sons, 2012).

<sup>55</sup> Mitra, "Balancing power in communities of practice: An examination of increasing student voice through school-based youth-adult partnerships."

<sup>56</sup> Terrence E Deal dan Kent D Peterson, *Shaping school culture* (John Wiley & Sons, 2016).

Regency Government provides the Karawang Smart Scholarship for children in Karawang. This scholarship supports students at the primary, secondary, and higher education levels, as outlined in Karawang Regent Regulation No. 33 of 2021 on the Karawang Smart Programme.

The Karawang Regency Government has implemented various strategic policies to ensure the fulfilment of the right to compulsory education for children in its region. These efforts include innovative programmes, supportive regulations, and initiatives focused on children's well-being and development. One concrete step taken is the launch of the Karawang Smart Scholarship (Kacer) programme. This initiative is designed to provide financial assistance to students from primary school (SD), junior high school (SMP), senior high school (SMA), and higher education institutions. In the 2022 fiscal year, a total of 12,545 students benefited from this programme. To create a safe and conducive learning environment, the Karawang Regency Government has declared all schools as Child-Friendly Schools. This initiative aims to ensure that every child feels safe and valued throughout the learning process.

## References

- Ariany, Farida, Murtiana Ningsih, dan Eneng Garnika. "Pemenuhan Hak Anak Atas Pendidikan Dasar Berdasarkan Perspektif Hukum." *Empiricism Journal* 4, no. 1 (2023): 175–80. <https://doi.org/10.36312/ej.v4i1.1158>.
- Arisman Sabir, Aldino, Elvima Nofrianni. "Pelaksanaan Program Wajib Belajar 9 Tahun Di Desa Desa Datar Kecamatan Muko-Muko Bathin VII." *Ilmiah, Jurnal Pendidikan, Wahana* 9, no. 20 (2023): 409–16.
- Aulia, Sitta. "Desentralisasi Kebijakan pendidikan (studi tentang pelaksanaan wajib belajar 12 tahun di kota surabaya pada tingkat pendidikan menengah dan kejuruan)." *Jurnal Politik Muda* 2, no. 1 (2013): 2014–2216.
- Bahder Johan Nasution. *Metode Penelitian Hukum*. Bandung: Mandar Maju, 2008.
- Barlian, Ujang Cepi, Riska Putri Wulandari, Muliati Said, dan Nuri Lathifa Brilianti. "Peran Guru Kelas Dan Guru Pendamping Khusus Dalam Meningkatkan Layanan Pendidikan Inklusi Di TK Ibnu Sina." *al-Afkar, Journal For Islamic Studies* 6, no. 2 (2023): 623–34.
- Brookfield, Stephen D, dan Stephen Preskill. *Discussion as a way of teaching: Tools and techniques for democratic classrooms*. John Wiley & Sons, 2012.
- Deal, Terrence E, dan Kent D Peterson. *Shaping school culture*. John Wiley & Sons, 2016.
- Deroncele-Acosta, Angel, dan Althia Ellis. "Overcoming challenges and promoting positive education in inclusive schools: A multi-country study." *Education Sciences* 14, no. 11 (2024): 1169.
- Dhingra, Sumati. "Right to Education as a Human Right." *SSRN Electronic Journal* 5, no. March (2021): 636–46. <https://doi.org/10.2139/ssrn.2607993>.
- E. Krisnawati. *Aspek Hukum Perlindungan Anak*. Bandung: CV Utomo, 2005.
- Ellis, Charles, dan Diane Kendall. "Time to act: Confronting systemic racism in communication sciences and disorders academic training programs." *American Journal of Speech-Language Pathology* 30, no. 5 (2021): 1916–24.
- Gu, Jiancheng. "Stay behind children's differential educational performance: The impact of parental migration arrangements in China." *International Journal of Educational Research Open* 7, no. May (2024): 100364. <https://doi.org/10.1016/j.ijedro.2024.100364>.
- Guru, Persepsi, Kebijakan Wajib, Belajar Tahun, M Ferry Irawan, Sinta Bella, dan Alia Latifah. "Teachers and Parents Perceptions of the 9-Year Compulsory Education Policy in Indonesia" 2, no. 2 (2024): 81–87.

- Halil, Hermanto, dan I A I Miftahul Ulum. "Sistem Zonasi Pendidikan Di Indonesia Perspektif John Rawls" 2, no. 2 (2024). <https://doi.org/https://doi.org/10.61815/gahwa.v2i2.399>.
- Hasanah, Yenny Merinatul, dan Cepi Safruddin Abdul Jabar. "Evaluasi program wajib belajar 12 tahun pemerintah daerah Kota Yogyakarta." *Jurnal Akuntabilitas Manajemen Pendidikan* 5, no. 2 (2017): 228-39.
- I. Margiyanti dan S. T. Maulia., ". "Kebijakan Pendidikan Implementasi Program Wajib Belajar 12 Tahun." *Jurnal Pendidikan dan Sastra Inggris* 3, no. 1 (2023).
- Jamaluddin, Jamaluddin, Yazid Adnan Quthny, dan Babul Bahrudin. "Persepsi Masyarakat Terhadap Pentingnya Pendidikan Pada Remaja Di Desa Liprak Kidul Kecamatan Banyuwangi Kabupaten Probolinggo." *Pendekar: Jurnal Pendidikan Berkarakter* 5, no. 2 (2022): 105. <https://doi.org/10.31764/pendekar.v5i2.9980>.
- Karawang, BPS Kabupaten. "Angka Partisipasi Murni," 2023. <https://karawangkab.bps.go.id/statictable/2023/10/13/318/angka-partisipasi-murni-2011-2022.html>.
- Kenny, Neil, Selina McCoy, dan James O'Higgins Norman. "A Whole Education Approach to Inclusive Education: An Integrated Model to Guide Planning, Policy, and Provision." *Education Sciences* 13, no. 9 (2023): 959.
- Knapp, David, Melody Yao, dan Mauricio Avendano. "Gateway Policy Explorer : Education Policy Series International Compulsory Schooling Policy Details" 0, no. July (2024): 1-95.
- Luo, Hongxin. "How is Educational Equity Possible: The Evolutionary Logic of Compulsory Education Enrollment Policies from the Perspective of Historical Institutionalism." *Journal of Education and Educational Research* 9, no. 3 (2024): 395-404. <https://doi.org/10.54097/fjjvhh17>.
- M. Dr. H. Tachjan. *Implementasi Kebijakan Publik*. Bandung: Asosiasi Ilmu Politik Indonesia (AIPi), 2006.
- M. Isnaeni. *Hukum Perkawinan Indonesia*. Bandung: PT Refika Aditama, 2016.
- Margiyanti, Iis, dan Siti Tiara Maulia. "Kebijakan Pendidikan Implementasi Program Wajib Belajar 12 Tahun." *Jurnal Pendidikan Dan Sastra Inggris* 3, no. 1 (2023): 199-208.
- Marwiyah, S, V Septiandika, dan ... "Efektivitas UU No 16 Tahun 2019 Tentang Batas Usia Minimal Pernikahan Terkait Kebijakan Wajib Belajar 12 Tahun (Studi Kasus: Desa Banyuwangi Tengah)." *Innovative: Journal Of ...* 4, no. 16 (2024): 6313-22. <http://j-innovative.org/index.php/Innovative/article/view/13622%0Ahttp://j-innovative.org/index.php/Innovative/article/download/13622/9224>.
- Mitra, Dana L. "Balancing power in communities of practice: An examination of increasing student voice through school-based youth-adult partnerships." *Journal of Educational Change* 9 (2008): 221-42.
- Mohamed, Doaa, dan Ibrahim Badran. "Ensuring Children's Right To Education B Alancing Legal Responsibility And Parental Authority Arbitrariness," 2024, 180-92.
- Muhaimin. *Metode Penelitian Hukum*. Mataram: Mataram University Press, 2020.
- Nadhiroh, Umi, dan Anas Ahmadi. "Pendidikan Inklusif: Membangun Lingkungan Pembelajaran Yang Mendukung Kesetaraan Dan Kearifan Budaya." *Ilmu Budaya: Jurnal Bahasa, Sastra, Seni, dan Budaya* 8, no. 1 (2024): 11. <https://doi.org/10.30872/jbssb.v8i1.14072>.
- Pandey, Shashank, dan Peehu Bhardwaj. "An Evaluation of the 2009 Children's Right to Free Compulsory Education Act." *Journal of Research in Vocational Education* 6, no. 7 (2024): 36-39. [https://doi.org/10.53469/jrve.2024.06\(07\).09](https://doi.org/10.53469/jrve.2024.06(07).09).

- Pant, Janak Raj. "Free and Compulsory Education Policy Practice in Ruby Valley : An Analysis of Impacts and Inequalities," no. August (2024).  
<https://doi.org/10.13140/RG.2.2.32517.97769>.
- Pendidikan, J. I. W. "Implementasi Kebijakan Beasiswa Karawang Cerdas dalam upaya Meningkatkan Kesejahteraan Pelajar di Kabupaten Karawang." *Jurnal Ilmiah Wahana Pendidikan*, 2021.
- Pratiwi, Pipit, dan Edhi Siswanto. "Implementasi Program Wajib Belajar 12 Tahun di Desa Pakis." *Provider Jurnal Ilmu Pemerintahan* 2, no. 2 (2023): 01-14.  
<https://doi.org/10.59713/projip.v2i2.646>.
- R. Cristianingrum. "Pengaruh Anggaran Pendidikan Terhadap Pembangunan Pendidikan Indonesia." *Jurnal Budget* 3, no. 2 (2018).
- Romlah, Siti, Ali Imron, Maisyaroh, Asep Sunandar, dan Zummy Anselmus Dami. "A free education policy in Indonesia for equitable access and improvement of the quality of learning." *Cogent Education* 10, no. 2 (2023).  
<https://doi.org/10.1080/2331186X.2023.2245734>.
- Saputra, Firgiawan Rangga dkk. "TADBIR : Jurnal Manajemen Pendidikan Islam TADBIR : Jurnal Manajemen Pendidikan Islam." *TADBIR: Jurnal Manajemen Pendidikan Islam* 11, no. 02 (2023): 102-13.
- Sari, Dwi Wulan, dan Qolbi Khoiri. "Pendidikan untuk Semua: Studi pada Kebijakan Wajib Belajar 9 Tahun." *Journal on Education* 5, no. 3 (2023): 9441-50.
- Selviana, Maya, Ikhsan Rahim Syahputra, Alfi Mawaddah, Muhammad Rafly Fachri, dan Sahri Ramadhan. "Tanggung Jawab Negara Dalam Pemenuhan Hak Atas Pendidikan Menurut Undang-Undang 1945." *Mediation: Journal of Law*, 2024, 44-51.
- Sofa, Ade, Iga Mawarni, dan Asra'i Maros. "Implementasi Program Wajib Belajar Pendidikan Dasar 9 Tahun Bagi Suku Anak Dalam." *Administraus* 7, no. 1 (2023): 31-42.  
<https://doi.org/10.56662/administraus.v7i1.175>.
- Stolinská, Dominika P., Miluše Rašková, dan Eva Šmelová. "Communication Competencies of the Child before Starting Compulsory Education as a Factor Affecting the Readiness for School." *Procedia - Social and Behavioral Sciences* 233, no. May (2016): 240-46.  
<https://doi.org/10.1016/j.sbspro.2016.10.211>.
- Subramaniam, Ashwinesree, Nurul Hidayat, dan Ab Rahman. "Children ' s Right to Education in the Digital Environment Post COVID-19," no. December (2024).  
<https://doi.org/10.55057/ajlg.2024.6.4.3>.
- Trian Servica, Jasmine Rayra Martiza, Sri Pingit Wulandari. "Analisis Faktor-Faktor Yang Memengaruhi Akses Pendidikan Di Provinsi Papua Tahun 2022 Menggunakan Metode Analisis Komponen Utama Dan Faktor" 8, no. 12 (2024): 127-35.
- Wang, Tianheng. "The impact of education on mental health: evidence from compulsory education law in China." *Applied Economics Letters* 29, no. 16 (2022): 1515-21.  
<https://doi.org/10.1080/13504851.2021.1946002>.
- Wawan, D. Kurniansyah dan K. Febriantini, ". "Efektifitas Program Karawang Cerdas dalam meningkatkan sumberdaya manusia di Kabupaten Karawang." *Kinerja* 2 (2021).
- Wijayanti Rina, Iswahyudi Didik, Akbar, Ramli mohammad. "Model Pembelajaran Hukum Untuk Anak Usia Dini." *Prosiiding Seminar Nasional Hasil Penelitian Universitas Kanjuruhan Malang* 2017 1, no. 60 (2017): 454-59.  
[https://semnas.unikama.ac.id/lppm/prosiding/2017/4.PENDIDIKAN/Rina](https://semnas.unikama.ac.id/lppm/prosiding/2017/4.PENDIDIKAN/Rina%20Wijayanti_Penelitian_Pendidikan.pdf)  
[Wijayanti\\_Penelitian\\_Pendidikan.pdf](https://semnas.unikama.ac.id/lppm/prosiding/2017/4.PENDIDIKAN/Rina%20Wijayanti_Penelitian_Pendidikan.pdf).



- Xiang, Qingsong. "an Analysis of Taiwan ' S " Nine-Year Compulsory Education " Policy Uma Análise Da Política De " Ensino Obrigatório De," 2024, 313–29.
- Yu, Jiangran. "Education for All-Round Student Development" 41, no. 4 (2022): 655–61.
- Yudha, Rendy, dan Pratama Ulfa. "Pengaruh Struktur Sosial terhadap Akses Pendidikan di Masyarakat Pedesaan" 4, no. 1 (2025): 23–26.
- Zickafoose, Alexis, Olawunmi Ilesanmi, Miguel Diaz-Manrique, Anjorin E Adeyemi, Benard Walumbe, Robert Strong, Gary Wingenbach, Mary T Rodriguez, dan Kim Dooley. "Barriers and Challenges Affecting Quality Education (Sustainable Development Goal# 4) in Sub-Saharan Africa by 2030." *Sustainability* 16, no. 7 (2024): 2657.