

ABSTRAK

Sistem Pembinaan narapidana anak dilakukan melalui berbagai kegiatan seperti pendidikan, agama, serta olahraga dan kesenian. Kegiatan pendidikan bagi tahanan dan narapidana serta anak dilakukan melalui pendidikan formal yang dilaksanakan sesuai dengan ketentuan yang telah ditetapkan pemerintah masing-masing daerah. Lembaga pembinaan Khusus Anak merupakan tempat atau kediaman bagi orang-orang yang telah dinyatakan bersalah oleh pengadilan bahwa ia telah terbukti melanggar hukum. Penerapan Pembinaan Terhadap Anak Didik Pemasarakatan Menurut UU No.12 Tahun 1995 Tentang Pemasarakatan Di Lembaga Pembinaan Khusus Anak Kelas I Medan memiliki berbagai hambatan-hambatan dalam melakukan pembinaan Untuk itu permasalahan yang diajukan dalam skripsi ini yaitu bagaimana peran LPKA Kelas 1 Medan dan petugas pemasarakatan dalam menjalankan tugas dan fungsinya melakukan pembinaan agar terjadinya Upaya Pembinaan Terhadap Anak Didik Pemasarakatan Di Lembaga Pembinaan Khusus Anak Kelas I Medan.

Metode penelitian ini adalah metode penelitian yuridis empiris dimana data diperoleh melalui data sekunder yaitu berupa peraturan Perundang-undangan, buku dan artikel-artikel ataupun bahan lainnya yang berkaitan dengan penelitian ini dan data primer berupa wawancara narasumber di lembaga pembinaan Khusus Anak Kelas 1 Medan.

Hasil dari penelitian skripsi ini diketahui bahwa, pertama, Pembinaan Anak Didik Pemasarakatan diatur dalam Undang-Undang Nomor 12 Tahun 1995 dan beberapa peraturan. Proses pembinaan narapidana di Lembaga Pembinaan Khusus Anak Kelas 1 Medan dilakukan dengan dengan apa yang terdapat di dalam peraturan perundang-undangan yang mengatur tentang proses pembinaan Anak Didik Pemasarakatan dan diharapkan sesuai dengan Pemenuhan Hak-Hak Anak Didik Pemasarakat

Kata Kunci : lembaga Pembinaan, Sistem Pemasarakatan, Anak Didik Pemasarakatan

ABSTRACT

The fostering system for convict children is carried out through various activities such as education, religion, as well as sports and the arts. Educational activities for prisoners and convicts as well as children are carried out through formal education which is carried out in accordance with the provisions set by the respective regional governments. The Special Child Development Institution is a place or residence for people who have been found guilty by a court that they have been proven to have violated the law. The Implementation of Guidance for Correctional Students According to Law No. 12 of 1995 concerning Correctional Institutions in Medan Class I Special Children Development Institutions has various obstacles in carrying out coaching. For this reason the problem posed in this thesis is what is the role of LPKA Class 1 Medan and correctional officers in carry out its duties and functions to carry out coaching so that there are coaching efforts for correctional students at the Special Development Institution for Class I Children in Medan.

This research method is an empirical juridical research method in which data is obtained through secondary data, namely in the form of laws and regulations, books and articles or other materials related to this research and primary data in the form of interviews with informants at the Medan Class 1 Special Children Development Institute.

The results of this thesis research show that, first, the Development of Correctional Students is regulated in Law Number 12 of 1995 and several regulations. The process of fostering convicts at the Medan Class 1 Child Special Development Institution is carried out according to what is contained in the laws and regulations governing the process of fostering Correctional Students and it is hoped that it will be in accordance with the Fulfillment of the Rights of Community Students.

Keywords: fostering institutions, Correctional System, correctional