

## **ABSTRACT**

**STIVANI SALSABILLA, 21.03.072: *The Role of Probation Officers in Fulfilling the Rights to Non-Formal Education for Children in Conflict with the Law at the Payakumbuh Class II Special Child Guidance Institution, Supervisors: SUHARMA and FACHRY ARSYAD.***

*This study aims to determine the role of Probation Officers in fulfilling the right to non-formal education for Children in Conflict with the Law (CICL) at the Payakumbuh Class II Special Children's Rehabilitation Center. The research focuses on the description of non-formal education at the center and the role of Probation Officers as facilitators, motivators, and communicators. The research method used a qualitative approach with a descriptive type. Data was collected through in-depth interviews, observations, and document analysis. The research informants consisted of three Probation Officers and three children in custody. Data analysis utilized data reduction techniques, data presentation, and conclusion drawing. The research results show that non-formal education at LPKA is implemented through the Package A, B, and C equivalency programs in collaboration with the Community Learning Center (PKBM). Probation officers act as facilitators by facilitating access to educational services and external coordination. As motivators, probation officers provide psychological support and encourage the children to learn. As communicators, guardians bridge communication between children, families, and other relevant parties. Challenges include limited infrastructure, insufficient human resources, and the lack of an optimized structured motivation program. The research conclusion emphasizes the importance of the Probation Officer's role in supporting the educational rights of children in conflict with the law, but its effectiveness is influenced by limitations in facilities and institutional support. Improvements are needed in educational facilities, training for Probation Officers, and strengthening collaboration with external parties.*

***Keywords: Probation Officer, Non-Formal Education, Children in Conflict with the Law***

## ABSTRAK

**STIVANI SALSABILLA, 21.03.072: Peran Wali Pemasarakatan Dalam Pemenuhan Hak Pendidikan Non Formal Anak Berhadapan dengan Hukum di Lembaga Pembinaan Khusus Anak Kelas II Payakumbuh, Dosen Pembimbing: SUHARMA dan FACHRY ARSYAD.**

Penelitian ini bertujuan mengetahui peran Wali Pemasarakatan dalam pemenuhan hak pendidikan non formal bagi Anak Berhadapan dengan Hukum (ABH) di Lembaga Pembinaan Khusus Anak (LPKA) Kelas II Payakumbuh. Fokus penelitian mencakup gambaran pendidikan non formal di LPKA serta peran Wali Pemasarakatan sebagai fasilitator, motivator, dan komunikator. Metode penelitian menggunakan pendekatan kualitatif dengan jenis deskriptif. Data diperoleh melalui wawancara mendalam, observasi, dan studi dokumentasi. Informan penelitian terdiri dari tiga Wali Pemasarakatan dan tiga Anak binaan. Analisis data menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan pendidikan non formal di LPKA dilaksanakan melalui program kesetaraan Paket A, B, dan C bekerja sama dengan Pusat Kegiatan Belajar Masyarakat (PKBM). Wali Pemasarakatan berperan sebagai fasilitator dengan memfasilitasi akses layanan pendidikan dan koordinasi eksternal. Sebagai motivator, wali memberikan dukungan psikologis dan semangat belajar anak binaan. Sebagai komunikator, wali menjembatani komunikasi antara anak, keluarga, dan pihak terkait lainnya. Kendala yang dihadapi meliputi keterbatasan sarana prasarana, minimnya sumber daya manusia, dan belum optimalnya peran wali yang terstruktur. Kesimpulan penelitian menegaskan peran Wali Pemasarakatan penting dalam mendukung hak pendidikan ABH, namun efektivitasnya dipengaruhi keterbatasan fasilitas dan dukungan kelembagaan. Diperlukan peningkatan sarana pendidikan, pelatihan kompetensi wali, serta penguatan kolaborasi dengan pihak eksternal.

**Kata kunci: Wali Pemasarakatan, Pendidikan Non Formal, Anak Berhadapan dengan Hukum**