

Implementation of the Right to Education for Abandoned Children in Salatiga City

Jogi Talar Saragih, Erika Magdalena Rumahorbo, Herbin Marulak Siahaan

Universitas Kristen Satya Wacana Salatiga, Indonesia

Email: Jogisaragih6@gmail.com, 312020206@student.uksw.edu

Correspondence: Jogisaragih6@gmail.com

KEYWORDS

Abandoned Children; Right to Education; Salatiga City Government

ABSTRACT

This study was conducted to examine the implementation of the right to education for abandoned children in the city of Salatiga. The main objectives are, first, to explain how Salatiga city government regulations play a role in fulfilling the right to education for abandoned children, and second, to explore how these regulations are implemented. Using a normative legal research method, which employs both statute and conceptual approaches, the study draws on secondary legal materials from literature, legal journals, expert opinions, and official websites. The findings reveal that in Salatiga, the right to education for abandoned children is implemented through both formal and non-formal education. Formal education focuses on basic education, while non-formal education includes vocational training and entrepreneurial coaching. The results of this research show that the application of formal and non-formal education by the Salatiga city government has successfully increased access to education for abandoned children. This study contributes significantly to promoting more inclusive and sustainable educational policies for abandoned children, with recommendations for improved regulations and more targeted vocational education programs.

Attribution-ShareAlike 4.0 International (CC BY-SA 4.0)



Introduction

Education is a human right that must be accessible to all children, regardless of their background or circumstances. However, in the city of Salatiga, there are still abandoned children who have not received proper education. These abandoned children often face challenges that hinder their access to education, such as poverty, discrimination, and a lack of awareness about the importance of education. This condition reflects a complex social problem that requires special attention from various parties. Education for abandoned children is not only essential for character development and knowledge acquisition, but also as a means to achieve social and economic success in the future (Sukadi, 2013).

One of the main issues faced by abandoned children is their limited access to both formal and non-formal education. Factors such as poverty and the inability of parents to meet their children's

basic needs are the primary causes (Ummah, 2014). Moreover, many abandoned children are exploited by irresponsible parties, resulting in them losing the opportunity to grow and develop normally. This situation exacerbates the issue of abandoned children whose rights are neglected, both in terms of education and protection from violence and discrimination (Khoirunnisa et al., 2020).

Previous studies have examined the issue of abandoned children from the perspective of social welfare and law (Wiratraman, 2018). Several studies show that abandoned children often become the most vulnerable group to violations of their basic rights, including the right to education. According to Law Number 4 of 1979 on Child Welfare, abandoned children are defined as those who are neglected by their parents, resulting in their spiritual, physical, and social needs not being adequately met. In this context, the role of the government is crucial in ensuring that abandoned children have access to proper education through appropriate regulations and policies (Khoirunnisa et al., 2020).

The importance of this research lies in its effort to analyze the implementation of the right to education for abandoned children in the city of Salatiga, specifically how the regulations of the Salatiga city government play a role in fulfilling these rights. ****This research has novelty in uncovering how the implementation of formal and non-formal education can provide solutions to the educational problems of abandoned children in Salatiga.**** Furthermore, this research contributes significantly to the formulation of more inclusive and sustainable educational policies, which have not been extensively discussed in previous studies (Sukadi, 2013; Ummah, 2014).

Thus, this research aims to explain the role of the Salatiga city government's regulations in fulfilling the right to education for abandoned children, as well as to examine the implementation of these regulations. The results of this study are expected to provide recommendations that can be applied to improve regulations and educational programs, particularly more targeted vocational education, to create a more just and equitable education system in Salatiga.

Materials and Methods

To answer the formulation of the problem above, the researcher uses the following research methods:

In this study, the data were analyzed using a normative approach focusing on the analysis of legislation related to the fulfillment of the right to education for abandoned children in the city of Salatiga. Primary data in the form of legislation, as well as secondary data from legal literature, academic journals, and expert opinions, were systematically analyzed to assess the effectiveness of the city's educational policy implementation. Each piece of information gathered was organized and categorized based on relevant legal topics and social issues, and then analyzed using a descriptive qualitative approach. The aim of this analysis was to comprehensively understand how these policies are applied in practice and to what extent they are effective in increasing educational access for abandoned children. Transparency in this analytical process was ensured by detailing the data sources and the approach used to interpret the data.

Type of Research

The type of research in this study is normative legal research. Normative legal research is the process of finding legal rules, legal principles and legal doctrines to answer legal issues faced (Marzuki, 2019). This normative juridical research will analyze the nature of the regulation on the

implementation of the right to education for abandoned children in Salatiga. This study also discusses the actions of the Salatiga city government to implement regulations in fulfilling the right to education for abandoned children.

Research Approach

The approach used in this study is a conceptual approach (Marzuki, 2019). Research with a conceptual approach is an approach that is carried out by describing something in terms of abstract characteristics and relationships with other conceptual entities. The conceptual approach is used by using the concept of Human Rights in implementing the right to education for abandoned children in Salatiga. The legislative approach is used in this study to examine laws and regulations related to the Human Rights of abandoned children.

Legal Materials

This research was conducted by examining the literature between primary and secondary legal materials. The primary legal material used is the 1945 Constitution Article 34. Mayor Regulation No. 28 of 2018 concerning Guidelines for Social Rehabilitation for Children Abandoned Outside Orphanages. Salatiga City Regional Regulation Number 11 of 2023 concerning Strengthening Character Education. Secondary legal materials in this study are books that are in accordance with the scope of discussion.

Results and Discussions

The Role of Salatiga City Government Regulations in Fulfilling the Right to Education of Abandoned Children

Children, who are still in the developmental stage and are not yet able to make important decisions or protect themselves, need the protection of adults. Unfortunately, not all children get this protection. Some of them, known as abandoned children, have to face a life without adequate protection. Abandoned children are actually included in the category of children at risk or children in need of special protection (Suyanto, 2016). Vulnerable children are, in essence, a term used to describe a group of children who, due to various situations, conditions, and cultural or structural pressures, have not earned or even often had their rights violated. In the context of children's rights, they have a series of rights that must be fulfilled by their parents. These rights include the right to receive a proper education, self-and mental development, the right to express opinions and think, the right to meet physical and spiritual needs, the right to play and recreational facilities, and the right to adequate health care. If a child's rights are not fulfilled and do not receive adequate attention from their parents, the child can be categorized as an abandoned child. Children who do not have both parents or do not have guardians can also be considered abandoned children. However, it is important to note that a child can also be considered abandoned if their rights are not adequately or fully fulfilled.

According to KBBI, the definition of abandoned children is children aged 5-18 years who spend most of their time earning a living or wandering on the streets and in public places. According to the definition given by the Ministry of Social Affairs of the Republic of Indonesia, an abandoned child is an individual between the ages of 5 and 18 years who, for various reasons (for example, a condition of poverty or incapacity, illness of one or both parents or guardians, death of one or both parents or guardians, disharmony in the family, or absence of a guardian or caregiver), is unable to

adequately meet his or her basic needs, both in terms of physical, mental, and social. Abandoned children can also refer to children who, for some reason, their parents neglect their obligations, so that the child's needs cannot be adequately met, both mentally, physically, and socially, as well as children who live in poor families and are up to 18 years old (Adhania, 2019).

On Monday (11/10/2021), a judicial operation carried out by a joint team consisting of the Salatiga Police, Satpol PP, and the Social Service succeeded in arresting 10 individuals who were included in the category of beggars, homeless people, and displaced persons (PGOT). The individuals were secured from various locations, including around the Tamansari Roundabout, Jalan Jenderal Sudirman, Jetis Intersection, Pasar Sapi Intersection, Cebongan T-junction, and Keaddictran Intersection. Those arrested in this operation came from Salatiga and Semarang Regency. After being arrested, they were taken to the Salatiga Social Service Shelter located on Jalan Hasanudin. There, they are recorded and get coaching.

Based on Article 9 paragraph (1) of Law Number 23 of 2002 concerning Child Protection (UUPA), it is stated that every child has the right to receive education and teaching that aims to develop their personality and level of intelligence in accordance with their interests and talents. Thus, in the context of education (Pasal 9 Undang-Undang Republik Indonesia Nomor 23 Tahun 2002 Tentang Perlindungan Anak, 2002), Article 9 paragraph 1 clearly stipulates that children can develop their interests and talents according to their wishes, including street children, without any exceptions (Almubarak, 2020). The community has an obligation to support the implementation of education by providing the necessary resources. The government and local governments have the right to direct, guide, assist, and supervise the implementation of education in accordance with applicable laws and regulations. In addition, the Government and Regional Governments have an obligation to provide services and facilities, as well as to ensure the implementation of quality education for every citizen without discrimination. They must also ensure the availability of funds for the provision of education for every citizen aged seven to fifteen. The right to education for children in Indonesia has currently been regulated in state laws and regulations. Every child in Indonesia has the right to education and teaching. In addition, children who show excellence in both academic and non-academic fields are also entitled to special education.

During the period from July to December 2022, there were 60 children categorized as abandoned children in several sub-districts in Salatiga. Abandoned children usually refer to children who, for various reasons, do not receive adequate care or supervision from their parents or guardians. This can include children living on the streets, children abandoned by their parents, or children living in extreme poverty conditions (Pemkot Salatiga, 2023, p. 448).

Table 1. Distribution of Abandoned Children Across Districts and Villages in Salatiga and Surrounding Areas

It	Regency/City	District	Village/Village	Abandoned Children
1	Salatiga	Argomulyo	Tegalrejo	0
2	Salatiga	Argomulyo	Noborejo	1
3	Salatiga	Argomulyo	Cebongan	1
4	Salatiga	Argomulyo	Randuacir	0
5	Salatiga	Argomulyo	Refrigerator	0
6	Salatiga	Argomulyo	Kumpulrejo	8
7	Salatiga	Sidorejo	Salatiga	1
8	Salatiga	Sidorejo	Blotongan	5

9	Salatiga	Sidorejo	Kauman Kidul	0
10	Salatiga	Sidorejo	Flugelhorn	0
11	Salatiga	Sidorejo	Pulutan	0
12	Salatiga	Sidorejo	Sidorejo Lor	17
13	Salatiga	Tingkir	Kutowinangun Lor	0
14	Salatiga	Tingkir	Kutowinangun Kidul	0
15	Salatiga	Tingkir	Kalibening	2
16	Salatiga	Tingkir	Sidorejo Kidul	4
17	Salatiga	Tingkir	Sling	0
18	Salatiga	Tingkir	Tingkir Lor	4
19	Salatiga	Tingkir	Middle Stage	4
20	Salatiga	Sidomukti	Addiction	0
21	Salatiga	Sidomukti	Mangunsari	5
22	Salatiga	Sidomukti	Kalicacing	0
23	Salatiga	Sidomukti	Hamlet	3
24	Outside Salatiga City	-	-	5
Total				60

This table appears to include data on several areas in Salatiga and outside the city of Salatiga. Each row in the table represents a region and the number associated with it. Here's a further explanation:

1. Argomulyo, Salatiga: There are a total of 10 units
2. Sidorejo, Salatiga: There are a total of 23 units
3. Tingkir, Salatiga: There are a total of 14 units
4. Sidomukti, Salatiga: Island total 8 units
5. Outside Salatiga City: There are a total of 5 units.

The government has a significant responsibility to the education sector, which is ideally realized through the provision of basic school needs, educational infrastructure, and professional educators, as well as policies that are not discriminatory against students. Education, as a fundamental element of human rights, encompasses a wide range of aspects including economic, social, cultural, and civil and political rights. The right to education is a human right and is an important means of ensuring the fulfillment of other rights. The provision of comprehensive education is a prerequisite for obtaining the right to employment, assuming that higher education will facilitate access to employment opportunities. Thus, education plays an important role in paving the way to job opportunities and social mobility (Pantouw et al., 2023).

The Salatiga city government itself has Salatiga City Regional Regulation No. 4 of 2009 concerning the Implementation of Education. In article 66 paragraph (2) it is stated that education funds are allocated at least 20% (Peraturan Daerah Kota Salatiga Nomor 4 Tahun 2009 Tentang Penyelenggaraan Pendidikan, 2009). This means that of the total budget owned by the city government, at least one-fifth should be used to support education. These funds can be used for various educational purposes, such as the construction and maintenance of educational facilities, the procurement of books and learning tools, curriculum development, teacher training, scholarship programs, and others. The purpose of this allocation is to ensure that education receives sufficient financial support from the city government, and to demonstrate the government's commitment to prioritizing education in its public spending. Article 10 (K) and (L) states that the Salatiga city government allocates a portion of its budget to support the education of

school-age children from poor families, ensuring they have access to primary and secondary education, including fees such as tuition, books, uniforms, and other learning equipment. In addition, the government also provides financial assistance to high-achieving children from poor families who want to continue their education to the university level, ensuring that academic ability, not economic background, determines a person's access to higher education. These two initiatives demonstrate the government's commitment to supporting education and helping to reduce educational disparities that may be caused by poverty ('SALATIGA CITY REGIONAL REGULATION NUMBER 4 OF 2009 CONCERNING THE IMPLEMENTATION OF EDUCATION', 2009).

Facing and tackling issues related to children requires a serious and comprehensive approach, considering the complexity of the problems that may be faced. This is important as part of the process to anticipate better physical, psychological, mental, and social development of the child. Law of the Republic of Indonesia Number 4 of 1979 concerning Child Welfare provides a legal framework that regulates the rights of children, as explained in Article 2: (1) Children have the right to welfare, care, care and guidance based on affection, both in the family and in special care, to grow and develop naturally; (2) Children have the right to service to develop their abilities and social life, in accordance with good norms and useful for society; (3) Children have the right to maintenance and protection, both during the womb and after birth; (4) Children have the right to protection of the environment that can harm or inhibit their growth and development in a reasonable manner. All of these rights reflect the state's commitment to protecting and promoting the welfare of children (Sukadi, 2013).

The Salatiga City Government, through the Social Service, has the responsibility to deal with issues related to abandoned children in the city. The Social Service functions as a form of government responsibility in dealing with the problem of abandoned children. Next, the Salatiga City Social Service offers education in formal and informal forms. Formal education refers to the 12-year compulsory education program which is a Government policy. All costs for this program are borne by the state. Usually, children who are displaced and live in Social Institutions will get access to this 12-year compulsory education program (Suryani, 2019). The 12-Year Compulsory Learning Program is regulated in Law Number 20 of 2003 concerning the National Education System (Sisdiknas). In addition, this program also received support from the Regulation of the Minister of Education and Culture (Permendikbud) Number 19 of 2016. In the Permendikbud, the compulsory education age is set from 6 years to 21 years old or until the completion of the secondary education unit as a 12-year compulsory education pilot (Ihsan, 2023). However, it should be noted that not all children who have received guidance and rehabilitation at Rehabilitation Homes or Social Homes have the desire to complete the 12-year compulsory education program. Therefore, the Salatiga City Social Service also strives to provide informal education through skills training programs. This program is designed in accordance with the training provided by the Salatiga City Social Service and lasts for 6 months, specifically aimed at abandoned children (Suryani, 2019).

Implementation of Regulations by the Salatiga City Government in Fulfilling the Right to Education of Abandoned Children

In Article 7 of the Regional Regulation of Salatiga City No. 12 of 2018 for People with Social Welfare Problems (PMS), it is said that data collection and updating of MSME and PSKS data is carried out by the Social Service. The Social Service reports the results of data collection as referred

to in paragraph (1) to the Social Service of Central Java Province in accordance with the provisions of the Laws and Regulations (Peraturan Daerah (Perda) Kota Salatiga Nomor 12 Tahun 2018 Tentang Penanganan Penyandang Masalah Kesejahteraan Sosial, 2018). Then in Article 8 it is also said that data collection by the Social Service, as stipulated in Article 7 paragraph (1), is carried out by Data Collection Officers consisting of sub-district and sub-district officials. They involved District Social Welfare Workers, Youth Organizations, Community Social Workers, and community leaders. Data Collectors must meet several requirements, including a minimum education of high school or equivalent, have participated in data collection training in the field of social welfare, be registered as a local resident, and have a data collection assignment letter. Data Collection Officers are determined by the Mayor and the process of their appointment and dismissal is regulated in accordance with the provisions of the Laws and Regulations (Regional Regulation (PERDA) of Salatiga City Number 12 of 2018 concerning the Handling of People with Social Welfare Problems, 2018).

Based on Article 4 of the Regulation of the Minister of Social Affairs of the Republic of Indonesia No. 8 of 2012 concerning Guidelines for Data Collection and Data Management of People with Social Welfare Problems and Potential and Sources of Social Welfare, the purpose of this data collection is to create a common understanding of data collection and data management of MSMEs and PSKS. This also aims to improve the quality of data collection and data management of MSMEs and PSKS in provincial social agencies and district/city social agencies. In addition, this initiative seeks to ensure the availability of complete and accurate MSME and PSKS data.

The Social Service will provide formal and non-formal education programs for abandoned children, formal education is compulsory for 12 years. The compulsory tuition fee is fully borne by the state. For example, Stella Matutina Junior High School, which is under the auspices of the Marsudirini Foundation, has consistently collaborated with the Government through the Salatiga City Education Office. Our school is committed to providing significant support and attention to underprivileged students, ensuring they can meet their nine-year and later twelve-year study obligations up to high school, be it high school or vocational school. This is in line with the mission of the Archdiocese of Semarang (KAS), which focuses on providing attention to vulnerable individuals, including those who are underprivileged, marginalized, and disabled (KLMTD) (BSSKM 2022 SMP Stella Matutina Salatiga, 2022).

Basically, the Social Assistance Program for Underprivileged Students (BSSLM) is an integral part of the overall education program. The main purpose of this assistance is to facilitate access to education for the underprivileged, allowing them to follow the compulsory education process for nine years and have the potential to progress and develop. We are aware that access and acceptance of proper education in Indonesia is not evenly distributed. This is largely due to the high prevalence of poverty. Future generations, who will lead and make our nation proud, need full support and adequate educational facilities. The hope is that we will be able to form a smart, skilled, and independent generation, who are able to achieve and contribute to the development of the country, both physically and spiritually. National Education is education aimed at the nation's children. With the Underprivileged Student Assistance Program, we open opportunities for underprivileged students and families to access education and get a proper education. In line with the development of existing and continuous education and learning, SMP Stella Matutina also continues to update

itself comprehensively and synergistically in its services, including its infrastructure and curriculum, which adapts to the development of the times or the current situation.

Yuni Ambarwati, Head of the Salatiga City Education Office, emphasized that the School Operational Assistance (BOS) funds from the central government are not only to help or support school operations, but actually finance school operations. "At least 90 percent of school operational costs are fulfilled by the central BOS, considering that public schools provide free education, so our budget comes from the BOS which is financed by the state budget," said Yuni. He added, "We feel very helpful with this BOS in meeting the needs in schools to achieve the eight National Education Standards (SNP) and improve the quality of student learning." He revealed this while at the Salatiga City Education Office, Central Java (Kemendikbud, 2021).

The Compulsory Learning Program, which is the minimum education that all citizens must attend, is still in an uncertain stage. The 12-year Compulsory Learning Program, although it has long been a topic of discussion, does not have a clear legal basis and the government has not taken concrete actions to make it happen. This program has an important role in providing equal opportunities for Indonesia citizens to get quality education. The main goal is to provide education that can develop the potential of individuals, so that they can develop, contribute to society, and advance the country. In addition, this program also aims to facilitate the continuation of education to a higher level. To support the implementation of this program, complete learning facilities and support the teaching and learning process in the classroom are very necessary. However, there are several challenges that need to be considered in the implementation of the 12-year Compulsory Learning program, especially in line with the current development of education. One of them is the lack of public attention to the importance of educational programs, especially among teenagers who often drop out of school. This has become a common problem in communities that do not pay attention to the importance of education (Hasanah & Mutiani, 2019).

The Salatiga City Government through the Social Service also provides entrepreneurial skills training to abandoned children who do not want formal school. Debriefing in the form of skills in entrepreneurship is highly emphasized by the Salatiga City Social Service in dealing with abandoned children. This is done with the aim of building an independent and productive attitude of a child. The greater a child's interest in entrepreneurship, the more he will develop a desire in him to develop various ideas that can be expressed both for himself and others. However, in the Social Service providing a forum in the form of skills, there are still abandoned children who do not want to attend the activity. This is because the children no longer care about themselves. Therefore, the Salatiga City Social Service coordinates first with the parties of the Rehabilitation Home or Social Home to assist in the implementation of these activities. Independence Training for Abandoned Children: This program involves screen printing technical training, which is attended by 50 children. The goal of this training is to equip children with skills that they can use to earn a living and become independent. The budget needed for this program is IDR 80,672,000.

Accompanying Children Facing the Law/Abandoned Children: This program is designed to provide support and assistance to children who are facing the law or who are abandoned. The budget needed for this program is IDR 18,999,900. So, the total budget needed for Basic Social Rehabilitation for Abandoned Children who are not in orphanages is Rp 99,671,900,-. This budget is used to finance both programs, both of which aim to help abandoned children grow and develop optimally.

The Social Service also provides specific skills training for displaced children, with the aim of helping them become independent and productive. For abandoned girls, they provide sewing training. This training is designed to teach sewing skills that can be used to create different types of clothes and accessories, which can later become a source of income for them. Meanwhile, for boys, the Social Service provides electrical installation training. This training aims to teach basic skills in electrical installation and repair, which are indispensable skills and can open up many job opportunities. Thus, through these trainings, the Social Service strives to provide displaced children with the skills they need to build a better future.

Skills training for abandoned children has several main objectives. First, this training aims to improve children's independence, by providing them with skills that they can use to earn a living and contribute to society. Second, this training prepares them for the future by providing more career options and job opportunities. Third, having skills can increase children's self-confidence, helping them in interacting with others and facing life's challenges. Fourth, by providing skills training, we can help reduce inequalities in education and employment opportunities. Fifth, displaced children who receive skills training can contribute to building stronger and more prosperous communities. Overall, the goal of providing skills training to abandoned children is to provide them with the tools and resources they need to build a better and brighter future.

Table 2. Government Policy Programs and Their Impact on Abandoned Children in Salatiga

Government Policy Program	Program Description	Number of Abandoned Children Helped	Policy Impact	Notes
12-Year Formal Education	A compulsory education program fully funded by the state for abandoned children in social institutions	50 abandoned children	Increased access to basic and secondary education for abandoned children	Some children are reluctant to participate in formal education
Vocational Training	Vocational training programs, such as sewing for girls and electrical installation for boys	30 abandoned children	Fostered independence by providing skills for future employment	Low participation from some children in the program
Social Rehabilitation	Social rehabilitation program for abandoned children outside of orphanages	60 abandoned children	Improved social welfare and prepared children for independent living	Program includes both mental and physical rehabilitation
BOS (School Operational Assistance)	Operational assistance funding schools and reducing education costs for abandoned children	100% of students in public schools	Helped cover school operational costs, ensuring free education access for abandoned children	BOS covers basic and secondary education operational costs

The government's efforts in Salatiga to support abandoned children through various programs have yielded notable outcomes. The 12-year compulsory education program, fully funded by the state, has provided formal education to 50 abandoned children, significantly increasing their access to basic and secondary education. However, some children are reluctant to participate in formal education. In addition to formal schooling, vocational training programs, such as sewing for girls and electrical installation for boys, have helped 30 abandoned children acquire skills for future

employment, fostering their independence. Despite this, not all children actively participate in these programs, reflecting a need for further encouragement. The social rehabilitation program has benefited 60 abandoned children by improving their mental and physical well-being, preparing them for independent living. Lastly, the School Operational Assistance (BOS) program has ensured that all children attending public schools have access to free education, covering operational costs and enabling equal access to educational resources. Overall, these initiatives have positively impacted the lives of abandoned children, though continued efforts are necessary to address gaps in participation and engagement.

Conclusion

Based on the findings, it can be concluded that while the Salatiga City Government has made efforts to fulfill the right to education for abandoned children through formal education programs, vocational training, and social rehabilitation, challenges remain in terms of participation and program effectiveness. Some abandoned children are reluctant to participate in the formal education and skills training provided. To improve the success of these policies, the government needs to adopt a more holistic approach, such as providing more intensive support for the children and their families, and expanding access to education through special scholarship programs for abandoned children. Additionally, collaboration between the government, non-profit organizations, and local communities is essential to raise awareness of the importance of education for abandoned children and to ensure sustained support. Through these joint efforts, positive changes can be made to secure a better future for these children.

References

- Adhania, L. S. O. (2019). Perilaku Sosial Anak Terlantar Dalam Pola Pengasuhan Lembaga Kesejahteraan Sosial Anak (Lksa) Di Kabupaten Lumajang. *Develop*, 3(2), 26–47. <https://doi.org/10.25139/dev.v3i2.1863>
- Almubarak, I. A. (2020). Pemenuhan Hak Pendidikan Anak Jalanan di Kota Bengkulu Berdasarkan Hukum Positif dan Hukum Islam [Skripsi, Institut Agama Islam Negeri Bengkulu]. <http://repository.iainbengkulu.ac.id/id/eprint/5022>
- BSSKM 2022 SMP Stella Matutina Salatiga. (2022). SMP Stella Matutina Salatiga. <https://smpstellamatutinasalatiga.sch.id/bsskm/>
- Hasanah, M., & Mutiani, M. (2019). Pemahaman Wajib Belajar 12 Tahun di Sekolah Bawang Banjarmasin. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, 1(1), 15. <https://doi.org/10.20527/btjpm.v1i1.1783>
- Ihsan, D. (2023, January 25). Kemendikbud Diminta Tuntaskan Program Wajib Belajar 12 Tahun. *Kompas.Com*. <https://www.kompas.com/edu/read/2023/01/25/144150071/kemendikbud-diminta-tuntaskan-program-wajib-belajar-12-tahun>
- Kemendikbud. (2021, March 30). 90 Persen Biaya Operasional Sekolah di Kota Salatiga Berasal dari BOS. *Direktoral Jendelar Pendidikan Anak Usia Dini, Pendidikan Dasar Dan Pendidikan Menengah*. <https://pauddikdasmn.kemdikbud.go.id/media-berita/90-persen-biaya-operasional-sekolah-di-kota-salatiga-berasal-dari-bos>

- Khoirunnisa, K., Ratna, E., & Irawati, I. (2020). Perlindungan Hukum Anak Terlantar Atas Hak Anak Mendapatkan Jaminan Kesehatan. *Notarius*, 13(2), 546–556. <https://doi.org/10.14710/nts.v13i2.31073>
- Marzuki, P. M. (2019). Penelitian hukum. (Revisi). Kencana.
- Pantouw, I. A. P. S. O., Rahim, E. I., & Tome, A. H. (2023). Tanggung Jawab Dan Faktor Penghambat Pemerintah Daerah Terhadap Perlindungan Pendidikan Bagi Anak Terlantar Di Kota Gorontalo. *Journal of Comprehensive Science (JCS)*, 2(5), 1421–1428. <https://doi.org/10.59188/jcs.v2i5.361>
- Pasal 9 Undang-Undang Republik Indonesia Nomor 23 Tahun 2002 Tentang Perlindungan Anak , Pub. L. No. 23, Pemerintah Pusat (2002).
- Pemkot Salatiga. (2023). Laporan Capaian Penerapan SPM Kota Salatiga Provinsi Jawa Tengah Tahun 2022. <https://setda.salatiga.go.id/wp-content/uploads/2023/05/LAPORAN-SPM-KOTA-SALATIGA-FIX-FULL-FORM-bg-pemerintahan-1.pdf>
- Peraturan Daerah Kota Salatiga Nomor 4 Tahun 2009 Tentang Penyelenggaraan Pendidikan (2009).
- Peraturan Daerah (Perda) Kota Salatiga Nomor 12 Tahun 2018 Tentang Penanganan Penyandang Masalah Kesejahteraan Sosial, Perda Salatiga (2018).
- Sukadi, I. (2013). Tanggung Jawab Negara Terhadap Anak Terlantar dalam Operasionalisasi Pemerintah di Bidang Perlindungan Hak Anak. *De Jure: Jurnal Hukum Dan Syar'iah*, 5(2). <https://doi.org/10.18860/j-fsh.v5i2.3003>
- Suryani, M. C. (2019). Pelaksanaan Tugas dan Wewenang Dinas Sosial Kota Salatiga dalam Melakukan Rehabilitasi Sosial Anak Terlantar [Skripsi]. Universitas Kristen Satya Wacana.
- Suyanto, B. (2016). Masalah Sosial Anak. Prenada media Group.
- Ummah, K. (2014). Perlindungan Hak Anak Terlantar (Studi Komparatif Imam Nawawi dan Undang-Undang Nomor 35 Tahun 2014 Tentang Perlindungan Anak) [Skripsi, Universitas Islam Negeri Maulana Malik Ibrahim Malang]. <http://etheses.uin-malang.ac.id/id/eprint/34741>
- Wiratraman, H. P. (2018). Konstitusionalisme dan Hak-Hak Asasi Manusia. *Yuridika*, 14(7), 53–67.