



An Example of a Model for the Protection of the Right to Education for Children Who Work

Mashendra^{1*}

¹Faculty Of Law, Buton Muhammadiyah University

ABSTRACT

The right of children who are employed to receive an education is called into question in this study. In order to develop an optimal model for protecting the right to education for working children, the purpose of this research is to identify the regulations that govern working children in Indonesian laws and regulations. A normative legal research approach is utilized in this study. A study of laws was carried out by researchers in order to compare and contrast the various pieces of legislation. In the process of analyzing the findings of research, both human rights theory and statutory theory are utilized as analytical tools. The findings of this study lead to the conclusion that, first and foremost, the government has protected the rights of children in accordance with a number of laws and other rules. Regarding the rights of minors who are employed, there are regulations that are quite clear. Second, the utilization of a circle of protection is the most appropriate and perfect model for safeguarding the educational rights of children who are employed. Protecting children who are employed in order to ensure that they are able to exercise their right to receive an education is the purpose of the circle of protection. There are various parties within the circle of protection that are responsible for protecting children who are employed. These parties include the government, parents, employers, and the community.

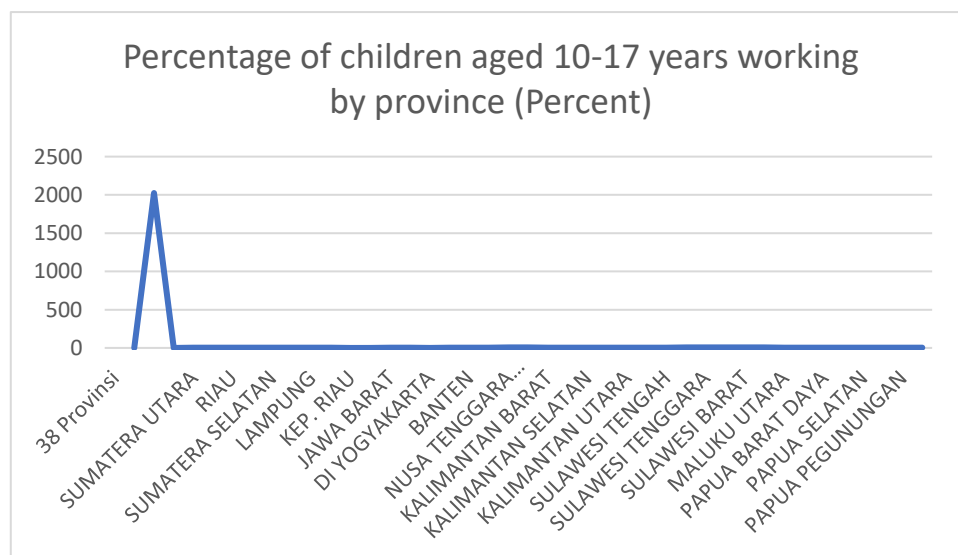
Keywords: Child Welfare, Employment, Safety, Instruction

1. Introduction

In order to safeguard the right of children to receive an education, this research investigates the various efforts that have been made to identify the most appropriate legal protection model for child labor. This debate is essential due to the fact that the legal structure and culture of Indonesia both offer chances for youngsters to find employment (Nandi, 2016). On the other hand, children have particular rights that allow them to grow and develop in accordance with their biological conditions and cognitive development, and they are protected from being discriminated against due to their age (Dwitamara, 2013). Therefore, it is of utmost significance for the state to safeguard the rights of children (Iryani & Priyarsono, 2013).

The Constitution of the Republic of Indonesia, which was ratified in 1945, includes a provision in Article 28D paragraph (1) that states the state is obligated to give fair guarantees and equal treatment before the law to all individuals. According to one interpretation of this article, these rights are applicable to all residents, regardless of whether they are male or female, adults or children. There is a connection between this article and the first paragraph of Article 31 of the Constitution of 1945, which states that the right to get an education is guaranteed to every person. Each and every child have the right to receive an education in this environment (Phillo et al., 2021). In accordance with the provisions of Article 60 paragraph (1) of Law Number 39 of 1999 on Human Rights, the right to education is included among the human rights granted to individuals. However, the reality is that a significant number of children in Indonesia are denied their rights to receive an education, and one of the reasons for this is that they are required to

work. Apprehensions have been raised regarding the potential for it to disrupt their mental and cognitive processes. The answer to this problem can be found in Article 64 of Law Number 39 of 1999 on Human Rights, which states that minors have the right to be protected from being exploited economically and from working in jobs that are hazardous for them. Their rights to education, physical health, morality, social life, and mental and spirituality are taken into consideration as part of the protection (Wahyuni, 2017).



Source: Central Bureau of Statistics (BPS), Susenas March 2024

The figure shows a bar chart of the percentage of children aged 10-17 years working by province in Indonesia, displayed as a horizontal graph. The graph contains data from 38 provinces, but there is a striking data anomaly in North Sumatra Province, which shows a very high percentage of working children reaching more than 2000 percent, which is statistically impossible as the normal percentage should range from 0-100%. This suggests data input errors or technical errors in the visualization of the graph, such as disproportionate scales or raw data processing errors. Meanwhile, other provinces are shown with bars that are so small that they are barely visible, limiting the reader's ability to make valid and meaningful comparisons between provinces. This graph, if improved with accurate data and scale, could provide an important picture of children's vulnerability to labor exploitation in different parts of Indonesia, which could form the basis for child protection policies and stricter labor inspection. However, in its current state, this graph cannot be used as a reliable reference without prior data clarification or correction.

Due to the fact that children have the right to survive, grow, and develop, it is of utmost importance to have a conversation on the subject of protecting the right to education for children who are employed as minors. In addition to this, they have the right to be protected against acts of violence and prejudice. In addition, children should have the right to not be exploited in any way, whether it be economically, physically, or psychologically (Darmini, 2020). Due to the fact that children are buds, potentials, and younger generation succeeding ideals of nation fight, conversations about children have always been an interesting worry. This is because children have strategic roles, qualities, and a distinctive nature that must be protected.

Studies on the employment of children have been extensively studied in a variety of journals. In these studies, the same topic is discussed from a variety of

distinct points of view. It is important to note that the article headed "Exploitation of Working Children in Indonesia" takes a different approach than this one does. A demonstration of the exploitation of child labor is provided in the essay that was authored by Beta S. Iryani and D. S. Priyarsono. One of the factors that contributes to the exploitation of children in terms of working hours and access to education is the level of education that the head of the household possesses. Even in terms of remuneration, the likelihood of female child laborers being exploited is 2,357 times higher than the likelihood of male child laborers being exploited.

According to the findings of other studies, children who were employed in labor did a wide range of tasks and had a high incidence of health problems. Participating in activities involving livestock allowed youngsters to gain knowledge about environmentally responsible agricultural operations (Fassa et al., 2021). The journal *Child Labour in Indonesia: Supply-Side Determinants* is yet another publication that has explored the issue of child labor. The purpose of this paper was to analyze the prevalence of luxury hypothesis and focus on the examination of the factors that determine employment among youngsters aged 10 to 17 or younger. The findings of the study indicated that there was a biological connection between the head of the family and the children, that there was a tendency for children to work as they grew older, and that the majority of the residents of the rural areas lived in rural areas (Haszelinna binti Abang Ali & Arabsheibani, 2017). It is important to take note of the findings of this study, which revealed that there was a statistically significant correlation between the level of education of the household head and the degree to which children were encouraged to work.

In a magazine titled "Legal Protection for Child Labour, Study on Provisions of the United Nations Convention on the Rights of the Child," which was written by Lucia Charlotta Octavina Tahamata, it was demonstrated that the state was accountable for the issue of child labor. Specifically, this is due to the fact that the state has committed to ratifying the Convention on the Rights of the Child from 1989. In a legal sense, the international law has been incorporated into the legal system of the nation. On the other hand, the state has not yet put into effect legally obligatory rules that are intended to safeguard the rights of children.

There are discrepancies between this article and other research comparable to the one presented above. The purpose of the research presented in this article is to identify a model that can be used to satisfy the right to education for children who are employed. The content of the article that was just discussed demonstrates that the issue of child labor is not confined to the country of Indonesia alone. There is a problem that is also present in other countries. As a result, it is of the utmost importance to perform this research as soon as possible in order to discover the optimum model for ensuring that the right to education is met for children who are employed. Specifically, the features of legal substance and legal structure are the primary emphasis of this research inquiry. When the regulations that are already in place do not offer any form of protection to children who are participating, and when every authorized institution has failed to pay attention to the issue of child laborers. The current situation appears to be one in which each institution or linked party operates independently. Furthermore, in terms of legal culture, the great gap in economic position is a driving force that contributes to the emergence of child labor. The existence of child laborers who have the ability to override their right to education is a consequence of inadequate regulations that govern child labor, a legal structure that is not yet strong, and a legal culture that is still low in relation to children's rights, particularly in the right to education. All of these factors contribute to the emergence of child laborers.

2. Methods

This research uses a normative legal research type.¹³ A statutory approach is used in this research. Research data was obtained from various sources including journals, law and economics books, doctrine, and statistical data from the Central Bureau of Statistics. Data on child laborers aged 0-17 years was obtained from 38 provinces, with striking data on North Sumatra Province, which shows a very high percentage of child laborers reaching more than 100 percent. This province was chosen because it has a high rate of child labor based on data from the Central Statistics Agency (BPS) for the year 2024.¹⁴ The model built based on this research can be applied throughout Indonesia. This is based on the study that the regulations and related institutions that exist in each region, as well as the legal culture of the Indonesian people are similar to the two provinces. Data collection techniques were conducted through literature studies and interviews. The method of analysis was carried out by describing laws and regulations related to children and education. In addition, a systematic analysis of the laws and regulations was also conducted. Systematization is done both vertically and horizontally. For the interpretation of laws and regulations, grammatical and systematic interpretations were used.

3. Findings and Discussions

3.1 Legal Regulations for Working Children in Review of Indonesian Labour Laws and Regulations

It is the loss of the ability to attend school that is the most detrimental effect of child labor. Education is absolutely necessary in order to solve this issue. ¹⁵ If children are equipped with general skills, they will have the intellectual awareness necessary to continue their education at a higher level, which will allow them to obtain occupations that are more respectable and better. There is a significant relationship between education and the growth and enhancement of the quality of the generation that will come after us. ¹⁶ Because of this, our educational system needs to be guaranteed and of high quality. ¹⁷ For the purpose of meeting work targets, children are coerced into performing labor, and their fundamental rights are disregarded. For instance, in Papua, there are still a great number of youngsters who are compelled to refrain from attending school or even compelled by their parents to participate in the process of making a living in order to meet the requirements of their entire family. Employers are also able to take advantage of the fact that youngsters of school age are participating in child labor. They make the assumption that child labor will result in lower wages and will not result in a significant number of issues at work that will have a detrimental effect on the organization or the location where the child is employed. ¹⁸ A study conducted by the Central Bureau of Statistics in 2024 revealed that children between the ages of 10 and 17 were employed as child laborers. It has been observed that the prevalence of male child labor is higher than the prevalence of female child labor during the course of the past year.

Male and female child labor continues to increase, as shown by the figures presented above. Based on the Performance Report of the Deputy for Special Protection of Children of the Ministry of Women's Empowerment and Child Protection in 2021, child labor is closely related to poverty. The high rate of child labor can interfere with children's ability to develop physically and psychologically according to their potential. The type of work that children do poses a risk to their continued growth and development due to the nature of the work they do. The International Labor Organization (ILO) and the United Nations Children's Fund (UNICEF) collected data in 2024 indicating the prevalence of child laborers between

the ages of 5 and 17 employed in hazardous working conditions. In addition, the data on child labor around the world is distressing. Between 2020 and 2024, the International Labor Organization and the United Nations Children's Fund (UNICEF) reported the following child labor data.

CHILD LABOUR AGE



Source: ILO and UNICEF, 2024

Child labour becomes a global problem based on the above data (Pardede, 2021). Other countries also have the same problem. As in Indonesia, there are also a lot of cases of child labour. The following data were obtained by the researchers from the Papua and West Papua Provinces.

Table 1.
Amount of school-age child labour in Sumatera 2024

Education Level	Number of Child Labour	Status (average)
Elementary School	30 - 55 children	Child Labour (drop out of school)
Elementary School	20 - 50 children	Child Labour (in school)
Junior High School	50 - 100 children	Child Labour (drop out of school)
Junior High School	50 - 150 children	Child Labour (in school)
Senior High School	50 - 150 children	Child Labour (drop out of school)
Senior High School	50 - 150 children	Child Labour (in school)

Source: Results of Interviews with facilitators of Indonesia Lebih Baik Foundation, specifically in the field of education and Sa Perempuan Foundation Sumatera 2024

Some children have unconsciously feel comfortable with working. They think being able to make money is an achievement. Thus, the picture of going to school and playing with peers of the same age as well as getting guidance from educators is no longer a longing or a focus. There are also a lot of children who feel proud of their achievements to make money from work misuse the money they earn for things that lead to deviant behaviour. For example, buying cigarettes, aibon glue, mixed alcohol, playing online games, renting PS, or spending the money for unnecessary things, just to vent their wander or curiosity about things they usually see from adult relationship in their workplace. There are various types of work for child labour in Indonesia. They cover various work such as labours, beggars, sex workers and others. Child labour in textiles and footwear is the worst problem for developing countries and countries who have a role as a 'producing' country.

Table 2.
Average Amount of Income Earned by School-age Child Labour: West Suatara
(South Sorong – Teminabuan – Kais) 2024

Education Level	Type of Work	Income (average)
Elementary School	Labour (contractor for oil palm companies, luggage/loading for ship transportation, infrastructure building project)	IDR 10,000 – IDR 50,000/day
Elementary School	Seller, culinary industry, trade	IDR 20,000 – IDR 100,000/day
Junior High School	Labour (contractor for oil palm companies, luggage/loading for ship transportation, infrastructure building project)	IDR 25,000 – IDR 150,000/day
Junior High School	Seller, culinary industry, trade	IDR 25,000 – IDR 150,000/day
Senior High School	Labour (contractor for oil palm companies, luggage/loading for ship transportation, infrastructure building project)	IDR 50,000 – IDR 200,000/day
Senior High School	Seller, culinary industry, trade	IDR 30,000 – IDR 200,000/day

Source: Results of Interviews with facilitators of Indonesia Lebih Baik Foundation, specifically in the field of education and Sa Perempuan Foundation Papua 2022

Poverty is the main reason why children start working (Nurlani, 2021). Data from ILO (2004) and UNESCO (2005) showed that poverty was the deepest root cause behind this. Among various sectors, the purpose of child labour is to help increase household income. In the manufacturing sector, one of the factors that encourage children to work is the availability of opportunities to earn direct income by becoming labour. Whereas in a small industrial sector, the need for adult labour is a factor why children are attracted to work (Muhidin & Salahudin, 1997). Asra stated that 35 percent of parents in Indonesia would suffer immediate impacts if their children stop working, and decline in household income was the main impact (Asra, 1994). Most of the child labour work because of pressure from weak economic conditions of the family.

Children have reasons why they have to work. Their reasons are documented that more children are asked by their parents. Various reasons are raised by parents, ranging from the problem of economic limitations, lack of income, and parents who do not have a steady income. Thus, children are seen as a substitute opportunity to fulfil household needs, in any ways. Another reason is the interest in seeing other friends who already work at their age, with the same condition that there is a request and coercion from the family that also requires them to work. Such conditions trigger the latest patterns and trends for school-age children who can work and earn money. Instead, it is seen as a “pride”.

An important aspect in education quality is the social development of children. However, apart from education, there are other factors such as social, cultural, and demographic factors that also influence children's social development and their involvement in the world of work. A culture that prioritizes household affairs over children's education can disrupt children's school activities and encourage them to work (Nachrowi & Usman, 2005). In fact, a small industrial system whose workplace is integrated with home can affect the involvement of children into the world of work. The activities in the small industrial centres directly or indirectly encourage children to participate in industrial activities as workers, both as labour and family worker.

The impact of the school-age child labour is that they drop out of school. However, some school-age children may continue their study while working. The challenge is certainly far more severe, due to the increasing burden or responsibility that must be completed at their age and busy life as students. Thus, there are cases such as school-age children whose achievement decline or they are no longer focused on lessons. Thus, their rights to education and play are not fulfilled properly. They are also at risk of being mistreated (Mardiyanti & Handayani, 2020). It is even possible that the level of crime committed by school-age children who are also workers increases significantly. Low education and child labour are two mutually sustainable factors. Low education makes children difficult to get a job with a decent wage. This is even more difficult for a female worker (Marnisah, 2017). Therefore, those with low education usually live below the poverty line. This is one of the biggest drivers that lead to the involvement of children into the world of work. Low education means that children do not have skills needed to find higher-paid jobs.

3.2 A Comparative Analysis of Indonesian Labor Laws and Regulations with Regard to Legal Regulations for Children Who Are Working

Protection is all activities to guarantee and protect children who are forced to work to continue their education/schooling so that they can grow and develop optimally so as to improve their quality of life. For this reason, the state needs to provide security guarantees for working children so that they do not interfere with their main obligation to study (school). Because only through the learning process can someone improve their competence. Do not let the younger generation of Indonesia, from childhood to adulthood, forever become laborers in their own country. The legal basis governing the problems of working children can be found both at the international and national levels. At the international law level, regulations that should be noted are the ILO core standards and CRC. In addition, there are also Indonesian laws that reflect efforts of Indonesia to meet these international standards.

The regulation of labour and child labour is stipulated in several government laws and regulations. Article 68 of Law No. 13 of 2003 on Manpower stipulates that employers are prohibited from employing children. However, in the same law, Article 69, it can be excluded for children aged 13-15 years. Protection for children as labour in criminal terms has been stated in Articles 183, 185, and 186 Law No. 13 of 2003 on Manpower. Whereas from a civil perspective, there is one condition of an employment agreement that requires employers to enter into an agreement with parents/guardian of the child. This certainly provides legal certainty related to wages and clarity of employment relationship between employers and child labour. Indonesia already has a set of laws and regulations to guarantee children's rights and reduce the impact of child labour, including the 1945 Constitution, ILO No. 138, ILO No. 182, Child Labour Regulations based on Child Protection Law No. 23 of 2022 as amended into Law No. 35 of 2014, Law No. 13 of 2003 on Manpower,

Decree of the Minister of Manpower and Transmigration No. 235/MEN/2003 on types of work that endanger health, safety, or moral of children. Legal protection for child labour in the Law No. 13 of 2003 on Manpower is related to legal protection of wages and welfare of child labour included in the provision of Articles 68 to 75. Article 64 and 65 of the Law No. 39 of 1999 on Human Rights describes the efforts of protection already regulated by the government. Child Labour Protection is also contained in Law No. 4 of 1979 on Child Welfare, as described in Article 1.

Indonesia became a member of the ILO in 1950, and since then Indonesia has ratified 18 conventions. Indonesia was the first Asian country to ratify all the fundamental conventions, the most important ILO key standards to ensure justice in the labour sector, and one of which was “Effective Abolition of Child Labour”. By ratifying the convention, the state has the responsibility to submit reports at regular times, and the reports must show the state's efforts to implement the standards stated in the convention. There are two ILO conventions on child labour, namely Convention No. 182 – Worst Forms of Labour Convention 1999, and Convention No 138 – Minimum Age for Admission to Employment. These two conventions have been signed and ratified by Indonesia. The Convention No. 182 covers all children under the age of 18 and the 'worst types of child labour' including slavery, prostitution, use of children for illegal activities and work that is likely to endanger the health, safety or morals of the children. The Convention No. 138 describes the youngest age to work, and this age depends on the type of work load.

Indonesia's relationship with the ILO has been quite strong and transparent, as can be seen from its responsiveness to comments of The Committee of Experts on the Application of Conventions and Recommendations (CEACR). One of the suitable examples is direct request of the CEACR in 2013 regarding Indonesia's efforts to implement “The Worst Forms of Child Labour Convention” 1999. In this case, the CEACR requests results and data from governments such as the National Action Plan on the Elimination of the Worst Forms of Child Labour, and a description of the trend in the worst types of child labour. In addition, there is a demand to prevent child labour in the footwear sector. Another body concerned with this matter is the CRC, which requires state governments to ensure the protection of children from exploitation. The CRC also emphasizes the “child-centred approach” on education, and that the primary goal for education is the development of nature, interests and abilities of each child, by recognizing that every child has a unique and different way of learning. In terms of education quality, the CRC shows that the school curriculum must have a strong relationship or conformity to the child's social, cultural, environmental and economic context.

There are already 12 laws at the domestic level concerning child labour that occurred as a result of ratifying the ILO conventions and the CRC. The law covers topics such as child protection, support for families⁴⁶, development of children's interests, and child welfare. It is clear that regulations concerning child labour and education obligations are already written in international and domestic laws. However, the implementation of the regulations has not been fair and consistent. This affects the education system quality in Indonesia.

1. The Model for Protecting Rights to Education for Child Labour 1. Education System and Quality in Indonesia

Child labour has a negative impact on schools, and low or no education at all can result in continuous child labour (Utomo et al., 2020). The research of Jones suggested developing countries to invest in the basic education system, because it has been proven that the increase in human resources is in the field of education. In addition, education is one of the main themes that emerged at CRC (Suryadarma

& Jones, 2013). Education should be something that must be accessible and also a tool that can be used to improve the quality of life.

The education system is even regulated nationally in Law No. 20 of 2003 on National Education System. This law regulates the education system in Indonesia, emphasizing that the implementation of education must adhere to several principles, including education should be carried out in a democratic and fair manner and not discriminatory by upholding the values of human rights, religious, culture, and nation plurality with a systematic unity and an open and multi-meaning system. In addition, in its implementation the education system must also be in a process of civilizing and empowering students that lasts for a lifetime by setting an example, building will (intentions, desires), and developing students' creativity in a learning process through developing a culture of reading, writing, and counting for all citizens and empowering all components of society through participation in the implementation and quality control of education services.

Reflecting on regulations applicable in the law concerning national education system, it has guaranteed the basic rights of children in this country, when at their learning age, they must be forced to earn a living by being exploited. The law concerning national education system should provide protection, become an umbrella for school-age children that must be involved as workers in all types of work, with or without coercion. Every child should be empowered through educational institutions contained in each level of regional, national, and international regulations. The importance of quality education has been described as the most important factor in efforts to stop the problem of child labour. However, quality is something that is difficult to measure. The education quality measurement system of UNESCO is comprehensive, and consists of two indicators, namely: cognitive and also emotional and mental abilities.

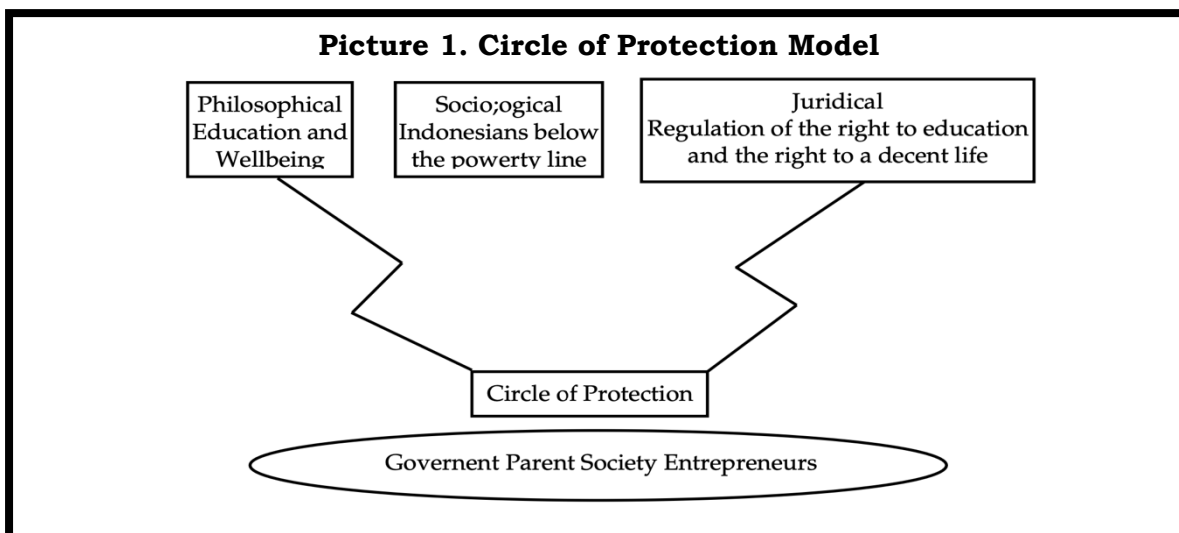
Both of these indicators are related to the way of teaching and the capacity of students to learn, as these indicators can affect the duration of their education and attendance rates. The first indicator is the one usually prioritized in education as an educational goal. This can be seen from the capacity to study, test results, and so on. The second aspect refers to the role of education to encourage creative and emotional development of students. This is more difficult to determine because it cannot be measured quantitatively, but it can be seen if there is an attempt to emphasize the importance of creativity, self-declaration, equality and cultural values. Emotional and mental abilities should be taken into account when policy is made because education is a qualitatively determined process, rather than just use the amount of students or test scores.

Different countries use different approaches to building emotional and mental abilities. They are usually adjusted to local culture of each region. On a global scale, international law also has rules in which values regarding the development of children's nature, talents, and physical abilities must be protected, and these aspects are a major part of the education quality.

2. An Ideal Model for Handling Child Labour in Fulfilling their Rights to Education

Children with status of workers, either those who are in school or dropped out of school, will often be found, both at village, city/regency and even provincial scales. Therefore, the phenomenon of the rise of school-age children while working still needs to be considered by the government and educational institutions when formulating the latest appropriate policies in providing protection of the right to education for child labour. An ideal model in protecting the right to education for child labour can be done with the circle of protection model. This model is a protection model for working children so that they still get the right to education. This model requires collaboration between the government, parents, communities

and employers. The model offered includes studies from philosophical, sociological and juridical aspects. This model is the result of the researcher's study in finding ways to overcome working children so that they still get the right to education.



The Circle of Protection Model is a model that was initiated in dealing with child labour cases in obtaining their right to education. This model requires all parties, including the government, parents, communities and employers to collaborate in dealing with working children. These four parties must collaborate with each other in order to create and implement policies that are made for the benefit of children with the principle of non-discrimination. The government as a policy maker must make policies that are best for children by involving related parties in making policies, including parents. Parents are important to give permission for their children to work. Parents must understand that children are not adults who have responsibilities like adults who have to earn a living. The main task of children is to learn, not to earn a living. The community must participate in controlling the policies made by the government. At the same time, be pro-active if you find child exploitation. Employers must also protect children's rights and pay attention to the work environment for children. Through this model, it is hoped that cases of working children can be suppressed and even if there are children who work, they can still get their education rights.

This model is not only applicable to Papua and West Papua. Although the data shown is from these two provinces, in terms of legal substance, legal structure, and legal culture, all regions in Indonesia can use this model in handling cases of working children so that they can still get their rights as students. In terms of current conditions, Indonesia is a developing country with a low level of education below Singapore, Malaysia and Thailand. Indonesia needs smart and capable human resources for the progress of Indonesia. With the case of children working at school age, it is a problem that should be resolved immediately. Through the model developed, it is hoped that the number of working children can be reduced. Then, even if there are children who work, their educational rights can still be obtained properly.

4. Conclusion

The government, parents, and community must have a strong sensitivity in seeing the potential and future of children. As the next generation, children have the right to get protection from all forms of exploitation, including in the economic sector. For child labour, the government has protected children's rights as regulated in several laws and regulations. There are clear provisions regarding the

rights of child labour. However, the existing regulations do not adequately explain the type of work that is suitable for children. Government tries to protect the rights of child labour by determining the age limit of the child and involving the child's parents. Light work for children means work that directly or indirectly interferes with the basic rights of children, such as the rights to get adequate rest, not to be exploited, to education, and not to do work that is physically and psychologically draining for the children. The right ideal model to protect the right to education for child labour is to use a circle of protection. The circle of protection means a circle of protection for child labour that the right to education is still fulfilled. In the circle of protection there are parties who protect children, namely the government, parents, schools, entrepreneurs, and communities. These five parties are obliged to protect the right to education for child labour. All of them work simultaneously to guide, protect, and supervise. Based on this research, it is suggested that the government and community have an obligation to protect children's rights and provide protection and welfare for them.

References

Book

- Asra, A. (1994). *Nature and Extent of Child Labor in Indonesia*. ILO, Geneva.
- Marnisah, L. (2017). *Analysis of the Level of Education and Ability of Women Workers on the occurrence of Wage Discrimination in the Medium Industry Sector in Palembang City*. Raden Fatah State Islamic University Palembang.
- Muhidin, D. N., & Salahudin, A. (1997). *The Problem of Child Labor in the Global Economy*. Widjojo Nitiasastro 70 Years: National Development: Theory, Policy, and Implementation. Faculty of Economics, University of Indonesia, Jakarta.
- Nachrowi, N. D., & Usman, H. (2005). *Child labor in Indonesia: Determinants and exploitation (Quantitative Study)*. PT Grasindo, Jakarta.
- Nandi, N. (2016). Child labor and its problems. *Journal of Geography Gea*, 6(1).
- Suryadarma, D., & Jones, G. W. (2013). Meeting the education challenges.
- Utomo, H., Tanzuha, I., Arifin, J., & Noegroho, S. (2020). *Indonesia child profile 2020*. Jakarta: Ministry of Women's Empowerment and Child Protection.

Journal

- Darmini, M. H. (2020). Legal protection against exploitation of child labor. *QAWWAM: Journal for Gender Mainstreaming*, 14(2), 54-76.
- Dwitamara, T. (2013). Regulation and Implementation of the Rights of Children in Conflict with the Law in Indonesia (Study in Surabaya District Court and Medaeng Detention Center). *Perspektif*, 18(2), 97-107.
- Fassa, A. G., Faria, N. M. X., Szortyka, A. L. S. C., Meucci, R. D., Fiori, N. S., & Carvalho, M. P. de. (2021). Child labor in family tobacco farms in Southern Brazil: occupational exposure and related health problems. *International Journal of Environmental Research and Public Health*, 18(22), 12255.
- Haszelinna binti Abang Ali, D., & Arabsheibani, G. R. (2017). Child labor in Indonesia: Supply-side determinants. *Economics and Finance in Indonesia*, 62(3), 4.
- Iryani, B. S., & Priyarsono, D. S. (2013). Exploitation of working children in Indonesia. *Indonesian Journal of Economics and Development*, 13(2), 5.
- Mardiyanti, D., & Handayani, D. (2020). Working, good or bad for children's health? *Innovation: Journal of Economics, Finance, and Management*, 16(1), 167-177.
- Nurlani, M. (2021). Legal Protection for Child Labor: A Review of Justice and Child Welfare Perspectives. *Journal of Law Reform Studies*, 1(1), 107-132.
- Pardede, H. W. (2021). Polemics on the Sentence Except for Adultery in Matthew 19:9 Regarding Divorce and Its Impact on Christian Families. *Cultivation Journal of Theology*, 5(2), 35-46. <https://doi.org/10.46965/jtc.v5i2.578>

- Phillo, C., Arteja, H., & Rizqi, M. F. (2021). Legal Protection of Children's Right to Education during the Covid-19 Pandemic. *Law Review*, 20(3), 324-325.
- Wahyuni, I. (2017). Increasing Child Labor (Study of the Concept of Maslahah). *Wahana Akademika: Journal of Islamic and Social Studies*, 4(1), 45-62.

Legislation

- Constitution of the Republic of Indonesia Year 1945
- Law Number 39 Year 1999 on Human Rights, Supplement to the State Gazette of the Republic of Indonesia Number 3886.
- Law Number 35 of 2014 concerning Child Protection, State Gazette of the Republic of Indonesia of 2014, Supplement to the State Gazette of the Republic of Indonesia Number 5606. Law Number 13 of 2003 concerning Manpower, State Gazette of the Republic of Indonesia of 2003 Number 39.
- Decree of the Minister of Manpower and Transmigration Number 235/MEN/2003 concerning Types of Work that Endanger the Health, Safety or Morals of Children
- Decree of the Minister of Manpower Number KEP.115/MEN/VII/2004 concerning Protection for Children Performing Work to Develop Talents and Interests.