

Legal Development Relating To Regulations On Education In Reducing The Number Of Social Problems In West Jawa

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Abstract.

This article raises the issue of the influence of educational regulations on suppressing the number of social problems in West Jawa, which will have implications for legal development, because one of the factors for good legal development is the small number of social problems. The focus of this research is to discuss the influence of educational regulations on reducing the number of social problems in West Jawa and what appropriate suggestions are for overcoming these problems. This research uses sociological juridical research where the author conducted data research and interviews with sources in their field, namely the Social Service and the West Jawa Province Education Service. Based on research results, educational regulations have a significant influence on reducing the number of social problems in West Jawa. This is because through ideal educational regulations, a good education system will be born and accommodate all levels of society to obtain both formal and informal education, so that these educational regulations have implications for controlling community behavior patterns so that they do not deviate and cause social problems in West Jawa.

Keywords: Legal Development, Educational Regulations and Social Problems.

I. INTRODUCTION

The legal development relating to regulations on education in West Jawa is a multifaceted issue that intertwines with various social problems prevalent in the region. Education is a fundamental pillar for societal progress, and its regulation plays a crucial role in addressing issues such as poverty, unemployment, and social inequality. In West Jawa, the educational landscape is shaped by both formal and non-formal educational institutions, which aim to empower diverse segments of the population, particularly marginalized groups such as women and the elderly. The Sekoper Cinta program, for instance, exemplifies a non-formal educational initiative designed to enhance women's skills and knowledge, thereby contributing to family welfare and community development (Khairunisa et al., 2023). Moreover, the integration of civics education into the curriculum is pivotal for fostering awareness of legal rights and responsibilities among students. The Law and Human Rights Awareness Students Forum in West Jawa serves as a platform for promoting legal consciousness and civic engagement among youth, which is essential for nurturing informed citizens capable of contributing positively to society (Hidayatin & Al Muchtar, 2020). This educational approach aligns with the broader goals of reducing social problems by equipping individuals with the knowledge necessary to navigate legal frameworks and advocate for their rights. The educational policies in West Jawa are also influenced by economic factors, as evidenced by studies highlighting the correlation between education, economic growth, and unemployment rates. Research indicates that enhancing educational quality and accessibility can significantly impact the region's economic stability and employment opportunities (Judijanto & Sudi, 2023).

Furthermore, the relationship between education and the Human Development Index (HDI) underscores the importance of educational attainment in improving overall quality of life and reducing inequalities (Hendajany & Riyadi, 2022). In light of these dynamics, the legal framework governing education in West Jawa must be continuously evaluated and adapted to meet the evolving needs of its population. This includes addressing challenges such as disparities in educational access, particularly in rural areas, and ensuring that educational institutions are equipped to provide quality education that aligns with labor market demands (Haetami, 2023). The role of government in implementing effective educational policies is critical, as it can facilitate the necessary infrastructure and resources to support educational

initiatives (Prannisa et al., 2023). Furthermore, the intersection of education and social issues such as health, gender equality, and economic empowerment cannot be overlooked. For instance, character education initiatives aim to instill ethical values and social responsibility in students, which can contribute to reducing social problems such as crime and violence (Taufik & Nurhayati, 2023). Additionally, programs that focus on improving health literacy among students can play a significant role in addressing public health challenges, including stunting and reproductive health issues (Sahiratmadja et al., 2021).

Regulations regarding inclusive education play a crucial role in reducing social problems in West Java by fostering legal development. Inclusive education provides equal opportunities for all students regardless of physical, social, emotional, religious status, etc., thereby increasing intelligence levels and promoting harmonious social relations (Jauhari, 2017; Khairuddin, 2020). This equitable distribution of educational resources helps mitigate issues such as crime and poverty, which often stem from inadequate access to quality education (Agustina & Purnomo, 2023; Chandra et al., 2022; Johannes, 2019). By ensuring inclusive education systems are implemented effectively, regulations like Law Number 20 of 2003 concerning the National Education System, Government Regulation Number 13 of 2020 regarding adequate accommodation for students with disabilities, Minister of National Education Regulation Number 70 of 2009 on inclusive education, and the principles outlined in the 1945 Constitution contribute to better societal outcomes (Hariyanto, 2022; Soerjono Soekanto, 2000). Ultimately, well-implemented inclusive education reduces social disparities, enhances cognitive abilities, and supports compliance with state regulations aimed at creating harmony within society, thereby facilitating legal development that is aligned with national goals to reduce social problems (Diab, 2014; Hamzani et al., 2019).

II. METHODS

Methods are important in writing or research. In this article, a sociological juridical approach will be used (Ali, 2014; Efendi & Ibrahim, 2016). The sociological juridical approach emphasizes research that aims to obtain legal knowledge empirically and uses secondary data as initial data and is linked to reality in society (Amiruddin & Asikin, 2004). The data collection techniques used were interviews and literature study. Researchers interviewed 2 (two) resource persons who have capacity in their fields, namely each resource person comes from 2 (two) agencies in West Java, namely the West Java Provincial Education Service and the West Java Provincial Social Service. The first is Mr. Wahyu Hendrawan as Head Of The Planning and Reporting Team West Java Provincial Social Services, and the second one is Mr. Yuyus Wisnurat as Data Manager For Teachers and Education Personal at West Java Provincial Education Office. The data obtained later from interviews and literature studies will later be processed by researchers by compiling, analyzing and interpreting the data.

III. RESULT AND DISCUSSION

The Welfare State concept which launched by Jeremy Bentham states that the government has a responsibility to provide happiness for its people (Bentham, 2018). This concept is defined as a country that must guarantee the fulfillment of public welfare standards. (Triwibowo & Bahagijo, 2006). In line with this, Spicker said that the welfare state is a social welfare system that gives the state the role of allocating public funds to ensure the fulfillment of society's basic needs which can be realized through a stable economy (Sukmana, 2017). Apart from the economic sector, the public has great hopes for the supremacy of the law after going through the new order period, that justice, propriety and legal certainty will be highly upheld, remembering that if the law falls into the hands of wise parties, the regulations and climate created will produce justice, propriety and certainty law (Libra & Fauzan, 2023). Not only the economy, people have other rights that are no less important, namely the right to education.

The right to education is an absolute right for all levels of society regardless of physical condition, social status, position, religion and so on. The aim of education itself is to make someone intelligent, knowledgeable, so that they are able to clearly differentiate between good and bad. Education will impact how a person behaves. A person who has sufficient knowledge and education will not behave deviantly from what he should or even cause social problems, So if interpreted otherwise, it is possible for social problems

to be avoided and suppressed if the community receives sufficient education (Agus et al., 2020). As a country of laws, of course we all have to respect the applicable regulations. Laws manifested in regulations must be obeyed by all levels of society, and must be able to accommodate all levels of society (Suryadi, 2010), especially important issues belonging to government affairs. Article 1 Paragraph (5) of Law Number 38 of 2007 concerning the Division of Government Affairs between Provincial Regional Governments and Regency/City Regional Governments states that:

“Government affairs are government functions which are the rights and obligations of every level and/or structure of government to regulate and manage these functions which are within their authority in order to protect, serve, empower and prosper the community.”

Referring to these provisions, it is clear that several things are the responsibility of the state because they cover the basic and fundamental rights of a human being. Meanwhile, according to Article 2 Paragraph (4) of the Law, it is said that there are 31 (thirty one) areas of government affairs, one of which includes education and social affairs. This commitment is a representation of the values and goals of the Indonesian nation as stated in the preamble of Undang Undang Dasar 1945. In the preamble of Undang Undang Dasar 1945 as the Constitution of the State of Indonesia, precisely in the 4th paragraph, it is stated that one of the aims of the formation of the Indonesian State was to make the nation's life more intelligent. This must be interpreted as a state commitment that must be properly realized. This realization can be manifested by the state through laws and regulations. Law is also interpreted as a set of rules made by the state with the aim of regulating people's lives, as well as as a tool in realizing the ideals of the state (Hariyanto, 2022) as intended in the preamble of Undang Undang Dasar 1945 Constitution which has been explained. More clearly, it is stated in Article 28C Paragraph (1) of the Undang Undang Dasar 1945 that :

“Every person has the right to develop themselves through fulfilling their basic needs, has the right to receive education and benefit from science and technology, arts and culture, in order to improve the quality of life and for the welfare of humanity”

It can be seen that education is one of the basic rights enshrined in the Constitution so that people can enjoy it, with the aim of being a bridge to prosperity, increasing the standard of living and intelligence so that someone can think and digest reality well, so that they can live in an orderly manner with each other together with individuals. others as social creatures. (Johan, 2018). Social creatures are creatures that live together and cannot live alone, where one human being and another human being will continue to interact and cannot be separated from the relationship or influence of other people because this is inherent in humans to live side by side with other humans (Waluyo et al., 2008). Social creatures live in a social ecosystem which must be regulated by the state through legal instruments and policies created by the Government in order to create harmony. Social ecosystems certainly cannot be separated from social problems. According to Martin S. Weinberg, a social problem is a situation that is considered to be contrary to the values held by society, or fundamental values where they agree that action is needed to change the problem situation. Currently, we are faced with a time where social problems are rife everywhere. It should be noted that the root of social problems can start from low quality education. Education is classified as one of the biological factors which is a factor that causes social problems because low levels of education can encourage the emergence of social problems (Mujiati et al., 2018).

The state must be able to make regulations related to education that can be accessed by all levels of society. Many social problems occur because a person does not have enough knowledge and intelligence to sort out what is good and what is bad. (Rahma, 2023). This is because they do not have access to education and one of the factors is because regulations are not in their favor. Currently, regulations regarding education in general and inclusive education in particular in Indonesia are very diverse, among others :

1. Law Number 20 of 2003 concerning the National Education System;
2. Law Number 5 of 2007 concerning the Advancement of Culture;
3. Government Regulation Number 57 of 2021 concerning National Education Standards;
4. Government Regulation Number 13 of 2020 concerning Adequate Accommodation for Students with Disabilities;
5. Government Regulation Number 47 of 2008 concerning Compulsory Education;

6. Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education;
7. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units;
8. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 70 of 2009 concerning Inclusive Education.

As discussed previously, education has a big role in development (Putra & Parimin, 2015). Especially regarding human behavior patterns. Through good educational rules, an education system will be created that can shape humans to behave as cultural creatures, so that they can adapt and not deviate from social (Normina, 2017). Apart from Law Number 38 of 2007 concerning the Division of Government Affairs between Provincial Regional Governments and Regency/City Regional Governments, the government's obligation to be concerned about education is also contained in Law Number 23 of 2014 concerning Regional Government. There are several matters whose implementation is classified as regional government affairs so that they can be monitored more intensely. One of the affairs delegated to regional governments is the administration of education (Widyanto, 2022). It is made clear in Article 12 Paragraph (1) letter a of the Regional Government Law that mandatory government affairs relating to basic services include education and social affairs. In this article, the author focuses his discussion on the influence of inclusive education regulations to reduce the number of social problems in West Java. Thus, this discussion can automatically be based on Law Number 23 of 2014 concerning Regional Government because West Java is within the province, which is one level smaller than a country. From the regulations previously explained by the author and which clearly apply to all regions of Indonesia, in West Java Province itself there are several regulations regarding education in general and inclusive education in particular, including:

1. West Java Province Regional Regulation Number 5 of 2017 concerning the Implementation of Education;
2. West Java Governor Regulation Number 72 of 2013 concerning Guidelines for Implementing Inclusive Education.

Since 2013, West Java Province has declared itself an inclusive education province. Inclusive education is present as the pioneer of an education that respects differences, where inclusive education must also be more open, child-friendly, non-discriminatory and affordable to all levels of society and create a school atmosphere that respects existing differences such as family background, socio-economic and physical conditions (Suroyyah & Harmanto, 2021). A form of the state's seriousness in creating inclusive and equitable education for all levels of society is by making regulations in the field of education from the national to regional levels. In this way, efforts to equalize education can also be carried out. However, do current regulations related to education have an impact on reducing the number of social problems, especially in West Java?

Based on the results of interviews I conducted with relevant stakeholders on January 23 and 24 2024 from the West Java Provincial Social Service, represented by Mr. Wahyu Hendrawan as Head of the Planning and Reporting Team and from the West Java Provincial Education Service, represented by Mr. Yuyus Wisnurat as Teachers and Education Personnel Sector Data Manager at the interviewed session by author on 23th January 2024 obtained the following results:

1. The research results obtained from the interview with Mr. Wahyu Hendrawan said that social problems are defined as the existence of gaps between adjacent environments. For example, in a city there are many luxury buildings but they are close to densely populated residential areas. Social problems are defined as desires and an environment that does not support the achievement of basic needs, resulting in feelings of unfavorability personally or otherwise. For example, someone's desire to learn is where learning is a human need, but because that person lives in poverty, that person cannot experience this education. It was also conveyed that referring to the Minimum Service Standards provided by the Indonesian Ministry of Social Affairs, examples of social problems are neglected children, neglected elderly, neglected disabled and homeless/beggars. However, when viewed in a broader scope, disasters can also be one of the causes of social problems. In this case, if a disaster causes destruction of some of a person's property, that person is categorized as a disaster victim. The Ministry of Social Affairs calls this

term PPKS (Social Welfare Service Requirements) or individuals, families, groups and/or communities who, due to obstacles, difficulties or disturbances, are unable to carry out their social functions, so they need social services to fulfill their daily needs, both physical and spiritual. socially. There are 26 types of PPKS, namely abandoned children under five, neglected children, children in conflict with the law, street children, children with disabilities, children who are victims of violence or are abused, children who need special protection, neglected elderly, people with disabilities, Immoral people, homeless people, scavengers, beggars, minority groups, former prison inmates, people with HIV/AIDS, victims of drug abuse, victims of trafficking, victims of violence, migrant workers with social problems, victims of natural disasters, women who are socio-economically vulnerable, families social psychological problems and remote indigenous communities. He stated that there are several factors that cause social problems to emerge. Firstly, there is the legacy of poverty. It cannot be denied that unbroken poverty will leave a legacy of poverty for generations, so someone must break the chain of poverty. Second, there is education. Education really encourages a person to think well and act wisely. A person with adequate education will behave well, be polite and understand the existing rules. The third factor is not having a job and a place to live. The third factor can also be categorized as the first factor. In this case, Mr. Wahyu once served at UPTD midfield. At that time, the social services team had tried to rehabilitate and develop the midfielders to be more active, but they refused on the grounds that if they were trained by social services, they would feel restricted and uncomfortable. This refusal is actually also a deviation that occurs, when they are being coached, they should agree and follow directions from social services which have good intentions so that they have a decent living environment. Existing social problems will actually disrupt development in general, and legal development in particular in Indonesia. In this case, he also agreed that social problems can hinder development because if development is to be even and maximal, it must be addressed in terms of human resources and social problems. You can see a lot of magnificent infrastructure but it is surrounded by old and poor people, so it is not good to look at. Inequality also plays a role here. Some are already big, but some still look poor, and that is one thing that must be paid attention to. Likewise, in legal development, poor people who lack education will find it difficult to access how to apply the law properly, so they still need to be guided even from the smallest things. Education is also closely related to behavior patterns. If people are not educated, their behavior patterns will also be bad, either towards the environment or not obeying the rules. So education is vital, and closely related to state development, or law in particular. Education is also something that must be interpreted broadly. Education is divided into two, namely formal and non-formal. Currently, if you look at the regulations, education needs to establish mandatory rules regarding non-formal learning. Non-formal education can at least accommodate poor people who cannot go to formal school which takes longer. Non-formal education can accommodate learning in a short time, improve skills by empowering their abilities so that they have selling points so they can compete. Non-formal education in social life can also be interpreted as acceleration. Regarding non-formal education, currently in the West Java provincial social service, there is something called UPTD Youth Development which is intended for neglected teenagers. This UPTD is specifically intended to reduce learning time, if school and formal education takes a long time and is tiered, so it cannot accommodate the poor and neglected. However, this non-formal education can be more focused on how they hone their skills so they can work and have an income. The time required for this UPTD ranges from 2-4 months. For example, activities at UPTD Bin Teen include learning to be a barista, shaving, becoming a mechanic and so on. The end result is that they will be given a certificate and have skills, so they can be used for work and have social functions. Such education will help a person change his behavior patterns for the better. This is related to the relationship between educational regulations that can accommodate things outside of formal education so that they are more flexible, this will give birth to an education system that can reach all groups, where if a person has sufficient education, deviant behavior will be minimal. Education is also closely related to behavior patterns that lead to whether there are social problems or not.

2. The second result, at the interview session by the author on 24th January 2024 with Mr. Yuyus Wisnurat as Data Manager For Teachers and Education Personal West Java Provincial Education Office. The

results of the research from the interview the author conducted with him are as follows. There are slight differences in the meaning of education from the perspective of social and educational experts. According to him, education based on the meaning of the word is interpreted as a learning process that changes someone who doesn't know to know and who can't to become able. However, in terms of meaning, education is a basic right that humans have or exercise, education or learning will stop when someone is gone. Related to this, the quality and equity of the educational participation rate from the provincial government bureau is at 98% (ninety-eight percent) of education absorption, so it can be concluded that 2% (two percent) have not experienced it. With these figures, the West Java provincial education office has also opened many programs. For example, there is an open high school program. This program is aimed at connecting students who are not reached by formal education and children with special needs who have not yet received education, so that the teachers come. The places used to carry out this open high school are usually official buildings, or places that are suitable for activities. Talking about policies, in 2013 there was a new PPDB related policy. Usually, students with special needs are only allowed in SLB, but at that time PPDB gave a quota of 2% for children with special needs. This policy also allows children with special needs to attend high school, vocational school and conventional schools. The impact of this regulation is that schools and teachers must not reject or favor students other than those with special needs. Teachers are also given training to be able to become special guidance teachers (GPK) in order to gain experience and how to handle children with special needs well. The enactment of this regulation also has the implication that all schools in West Java are inclusive.

From data which obtained by the West Java provincial education office, it is currently proven that education is broad. Can be obtained from formal institutions (schools) or can be present informally at home, parents and the surrounding environment. The variables cannot be focused on schools alone, but the largest portion actually lies in the family and surrounding environment which play a role in a person's development. Regulations regarding "parent's meetings" must also be in place, so that programs promoted by schools can reach parents, so that parents can play a role at home and be involved in existing education patterns so that there is no synchronization. Inclusive education is regulated in a governor's regulation which states that disabilities are divided into two, including those with sensory impairments, or those with special intelligence. There are also those who have physical disabilities, but do not affect their intellectual abilities. However, if we talk about there is a policy or regulation called affirmation education.

Affirmative education covers groups of students who are economically disadvantaged, and can be proven by KIS or KIP. Currently in West Java, the policy or regulation in the education sector that must be pursued at this time is data harmonization. Currently, education policy is still divided between the Ministry of Education and the Ministry of Religion, the Ministry of Religion manages education in Islamic boarding schools. If there are no regulations regarding data alignment, it will be difficult to track data on students in Islamic boarding schools, whether they are still studying, or not continuing their education or so on, so these regulations are needed for the data to be valid. From the results of research and interviews conducted by the author with 2 (two) sources related to their field, it was found that regulations regarding education have a significant influence on suppressing the number of social problems in West Java. Because good and maximally enforced educational regulations will make the education system more orderly. This will have implications for the ease with which all levels of society can receive education, so if people can receive education, whether formal or non-formal, at least their behavior patterns will improve, thus avoiding the social problems that often occur in West Java.

IV. CONCLUSION

Good legal development is the ideal of regions throughout Indonesia. Good legal development can also provide a sense of security to society as a whole. One index of good legal development in a region is the low number of social problems. The social problems that occur in West Java are dominated by neglected communities, resulting in poverty. The factor causing social problems in West Java is due to the lack of access to education in some communities, so that behavior patterns become deviant and cannot follow social developments properly. Education is an important thing that society must have in order to avoid deviant

behavior patterns and thus avoid social problems. In this case, regulations related to education in West Java have a role in making education accessible to all communities, thereby creating a society that has good behavior patterns and avoids deviant behavior. Based on the results, it was found that education has a significant role in reducing the number of social problems in West Java, where this is proven by the fact that educated people understand better how to behave properly so as to avoid social problems. On the other hand, people who lack educational aspects will deviate with bad behavior patterns and ignore existing legal rules.

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