

**IMPLEMENTASI KESETARAAN GENDER DALAM PEMENUHAN HAK
PENDIDIKAN SISWI HAMIL SEBAGAI KORBAN DISKRIMINASI
INSTITUSIONAL**

***IMPLEMENTATION GENDER EQUALITY INFULFILLMENT STUDENT'S
RIGHT TO EDUCATION PREGNANT AS A VICTIM OF
DISCRIMINATION INSTITUTIONAL***

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ABSTRAK

Penelitian ini mengkaji penerapan menyeimbangkan gender dalam kelengkapan hak pendidikan bagi siswi hamil yang mengalami diskriminasi kelembagaan di Kabupaten Lampung Utara. Praktik diskriminasi terhadap siswi hamil masih Berlangsung secara sistematis, terlihat dari kebijakan sekolah yang bersifat eksklusif, perilaku guru dan teman sebaya yang bias gender, serta ketidakterbatasan kebijakan integrasi ulang pendidikan yang efektif. Tujuan penelitian ini adalah mengidentifikasi berbagai bentuk diskriminasi institusional yang dialami siswi hamil serta menyusun model perlindungan hukum yang berperspektif gender dan berlandaskan hak asasi manusia. Penelitian ini menggunakan metode hukum normatif dengan pendekatan politik hukum serta pendekatan konseptual, yang dilakukan melalui kajian terhadap peraturan nasional, instrumen internasional, dan bahan bacaan terkait. Hasil penelitian mengungkapkan bahwa praktik diskriminasi pendidikan terhadap siswi hamil tidak sejalan dengan prinsip keadilan substantif dan melanggar hak konstitusional warga negara sebagaimana dijamin dalam Konstitusi 1945 atau Undang-Undang Nomor 20 Tahun 2003 mengenai Sistem Pendidikan Nasional. Kebaruan penelitian ini terletak pada rencana model perlindungan hukum yang integratif Pendekatan Berbasis Hak Asasi Manusia dan Pengarusutamaan Gender melalui kebijakan afirmatif seperti peraturan daerah tentang pendidikan inklusif bagi siswi hamil, pembentuk Unit Konseling Ramah Remaja, serta mekanisme integrasi ulang pendidikan formal dan nonformal. Model penerapan ini diharapkan mampu mewujudkan penyelenggaraan pendidikan yang lebih inklusif, responsif, dan sensitif gender, sekaligus menjadi acuan bagi pemerintah daerah dalam memperkuat perlindungan hak pendidikan bagi remaja perempuan yang menghadapi kehamilan di luar pernikahan.

Kata Kunci: Benar Pendidikan Siswi Hamil, Diskriminasi Institusional, Kesetaraan Gender, Pendidikan Inklusif Daerah, Perlindungan Hukum Berbasis HAM

ABSTRACT

This study analyzes the implementation of gender equality in fulfilling the educational rights of pregnant students who experience institutional discrimination in North Lampung Regency. Discriminatory practices remain systematic, evident in exclusive school policies, gender-biased attitudes from teachers and peers, and the absence of effective reintegration programs. The study aims to identify forms of institutional discrimination faced by pregnant students and to develop a gender-responsive, human rights-based protection model. Using a normative legal method with both legal-political and conceptual approaches, this research reviews national regulations, international instruments, and relevant academic literature. The findings indicate that discrimination against pregnant students is inconsistent with substantive justice and violates constitutional guarantees under the 1945 Constitution and Law No. 20 of 2003 on the National Education System. The novelty of this research lies in proposing a protection model that integrates a Human Rights-Based Approach and Gender Mainstreaming through affirmative measures such as a Regional Regulation on Inclusive Education for Pregnant Students, the establishment of a Youth-Friendly Counseling Unit, and reintegration mechanisms in formal and non-formal education. This model is expected to promote a more inclusive, responsive, and gender-sensitive educational system while guiding local governments in strengthening protections for young women who experience pregnancy.

Keywords: *Educational Rights of Pregnant Students, Institutional Discrimination, Gender Equality, Regional Inclusive Education, Human Rights-Based Legal Protection*

A. INTRODUCTION

Education is right base constitutionally granted to all citizens, as regulated in Article 31 paragraph (1) of the 1945 Constitution, which states that everyone has right For get education without discrimination.¹ Provision That emphasized return in Article 28I paragraph (2) of the 1945 Constitution which prohibits all form discrimination and affirm state obligation to ensure implementation fair, equal and inclusive education for all over citizens, including for students who face ectopic pregnancy wedding.²

From a philosophical perspective, the issue of educational rights for pregnant students is deeply intertwined with the concepts of justice, equality,

¹ Imma Rahmani, *Pelaksanaan Hak dan Kewajiban Warga Negara Indonesia di dalam Bidang Pendidikan Tinjauan dari Pasal 31 Undang-Undang Dasar Tahun 1945*, Pamulang Law Review, Vol.5, No.1 (Agustus 2022), p.77.

² Edo Irawan, *Pemenuhan Hak Siswi Hamil untuk Mendapatkan Pendidikan (Studi Kasus di SMA Negeri 12 Kota Semarang)*, Jurnal Hukum, Politik dan Kekuasaan, Vol.2, No.1 (Agustus 2021), p.36–53.

and human dignity.³ Classical and contemporary political philosophy views justice not merely as equal treatment (*formal equality*), but as requiring affirmative measures to ensure *substantive equality*, especially for vulnerable groups. John Rawls's theory of *justice as fairness* asserts that public institutions such as schools must provide the greatest protection to those who are most disadvantaged.⁴ In this context, the state and educational institutions must ensure that biological conditions or social stigma do not become structural barriers that deprive pregnant students of their rights to education, opportunity, and a dignified future.

This philosophical orientation aligns with the ideals of national education, which are based on Pancasila and the 1945 Constitution, which view every human being as a dignified individual with the right to receive education without discrimination.⁵ These basic values are reflected in the National Education System Law (Law No. 20 of 2003), which, through Article 4 paragraph (1) and Article 5 paragraph (1), emphasizes the implementation of democratic education, respect for human rights, and providing equal opportunities for all citizens. The state's obligation to guarantee unhindered access to education is also emphasized in Article 11 paragraph (1) of the National Education System Law and Article 31 of the 1945 Constitution. Based on this philosophical and legal basis, pregnant students must still be treated as dignified individuals who have the right to develop their potential. Therefore, acts of exclusion or rejection of them are not only unlawful but also contrary to the goals of national education, which are oriented towards humanity and justice. Schools therefore have a moral and constitutional responsibility to eliminate cultural and structural barriers that hinder the educational rights of pregnant students.

³ Emmi Rahmiwita Nasution, dkk., *Nuansa Keadilan dalam Undang-Undang Perkawinan Sebuah Kajian Filosofis Pancasila*, Journal of Social Science Research, Vol.4, No.4 (Agustus 2024), p.16585–601.

⁴ Intan Handayani, dkk., *John Rawls : Filsafat Hukum*, Nusantara: Jurnal Pendidikan, Seni, Sains, dan Sosial Humaniora, Vol.3, No.1 (Juni 2025), p.1–15.

⁵ Ferry Irawan Febriansyah, *Keadilan Berdasarkan Pancasila sebagai Dasar Filosofis dan Ideologis Bangsa*, DIH: Jurnal Ilmu Hukum, Vol.13, No.25 (Agustus 2017).

Moreover, the moral values contained in Pancasila, particularly the principles of “Just and Civilized Humanity” and “Social Justice for All the People of Indonesia,” emphasize that every human being must be respected in their dignity and guaranteed fair access to education.⁶ Therefore, the denial or termination of educational rights due to pregnancy is not only a legal violation but also an ethical and philosophical failure in upholding the humane treatment of citizens.⁷ This philosophical foundation strengthens the urgency of eliminating discriminatory practices and ensuring a gender-responsive education system.

In terms of normative, thing the supported by law Number 20 of 2003 concerning National Education System, which emphasizes that organization education must done with method democratic, fair, and free from various type discrimination.⁸ The same principle is also included in Constitution Number 39 of 1999 concerning Right Basic Humans and the Minister of Education and Culture Regulation Number 82 of 2015 which requires unit education create environment safe, comfortable, and learning free from violence and abuse discriminatory. With Thus, the policy schools that refuse or emit female students consequence pregnancy can categorized as practice discrimination conflicting institutions with principle right basic man as well as fundamental values of education national.⁹

Indonesia's commitment to ensure equality access education seen from ratification Convention Deletion All Form Discrimination Against Women (CEDAW) through Constitution Number 7 of 1984 and Covenant International about Rights Economic, Social and Cultural Affairs (ICESCR) through Constitution Number 11 of 2005. In (General Recommendation No. 36, 2017), the CEDAW Committee emphasized that female students pregnant No may issued from schools and the state have obligation For provide mechanism alternative that guarantees sustainability education they.¹⁰

⁶ Reynaldi Idil Jibrán, dkk., *Relevansi Nilai – Nilai Pancasila dalam Menghadapi Kasus Pelanggaran Hak Asasi Manusia di Indonesia*, Media Hukum Indonesia (MHI), Vol.2, No.2 (April-Juni 2024), p.363–68.

⁷ Hesti Armiwulan, *Pelanggaran HAM dan Mekanisme Penanganannya*, Ruas, Bantul, 2017.

⁸ Lukman Hakim, *Pemerataan Akses Pendidikan bagi Rakyat Sesuai dengan Amanat Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*, EduTech: Jurnal Ilmu Pendidikan dan Ilmu Sosial, Vol.2, No.1 (Maret 2016), p.53–64.

⁹ M. Afiquil Adib dan Nurwahidah Nurwahidah, *Gender Equality and Fulfillment of Human Rights in the Education System in Indonesia*, Spiritus, Vol.2, No.3 (Oktober 2024), p.105–14.

¹⁰ Lotem Perry-Hazan, *Students' Perceptions of Their Rights in School: A Systematic Review of the International Literature*, Review of Educational Research, Vol.91, No.6 (Juli 2021).

Principle the in harmony with target Sustainable Development Goals (SDGs), especially SDG 4 on Quality Education and SDG 5 on Gender Equality, which highlights urgency inclusive, equitable and impartial education discrimination For all over child Woman.¹¹ In framework development sustainable, gender- equitable education becomes runway important for realization a society that respects values humanity and guarantee justice social.

However, the implementation principles in Indonesia still face various obstacles.¹² In Lampung Province, for example, data from the Education Department recorded improvement amount children who do not go to school from 2,625 in 2022 to 5,599 in 2023.¹³ Temporary that, Kotabumi Religious Court report there are 47 applications dispensation married, with 27 cases of which caused by late pregnancy students.¹⁴ Fact This show close relationship between pregnancy teenagers, marriage children, and increasing number separated school, which reflects weakness protection to right education for Woman young. Case something similar also happened in Bandar Lampung City, where a junior high school students must stop his education consequence pressure social and not existence policy reintegration education.¹⁵ Condition the is form indirect discrimination policies that are law looks neutral, but in a way substantive harm women. Therefore that, the problem education for female students pregnant No can viewed just as problem morality individual, but rather as problem structural origin from culture patriarchy and gender inequality in system social.¹⁶

¹¹ Anissa Oktavianatun dan Nursiwi Nugraheni, *Analisis Perkembangan Pendidikan Berkualitas sebagai Upaya Mewujudkan Tujuan Pembangunan Berkelanjutan (SDGs)*, Socius: Jurnal Penelitian Ilmu-Ilmu Sosial, Vol.1, No.10 (Mei 2024), p.113–18.

¹² Lotem Perry-Hazan, Rotem Kirma dan Avihu Shoshana, *Rights Consciousness, Sense of Constraint and the Reproduction of Inequalities: Perceptions of Rights among Pupils of Low Socioeconomic Status Who Completed a Human Rights Education Unit*, Cambridge Journal of Education, Vol.54, No.1 (November 2023), p.53–69.

¹³ Lampung.iNews.id., *Miris, 5.599 Anak Di Lampung Utara Putus Sekolah Karena Faktor Ekonomi Keluarga*, diakses dari <https://lampung.inews.id/berita/miris-5599-anak-di-lampung-utara-putus-sekolah-karena-faktor-ekonomi-keluarga>, diakses pada 19 Desember 2025.

¹⁴ Teraslampung.com, *Setahun, Puluhan Pelajar di Lampung Utara Hamil di Luar Nikah*, diakses dari <https://teraslampung.com/setahun-puluhan-pelajar-di-lampung-utara-hamil-di-luar-nikah>, diakses pada 19 Desember 2025.

¹⁵ Kompas.com, *Siswi Hamil di Bandar Lampung Berhenti Sekolah Karena Tekanan Sosial*, Kompas, 2024.

¹⁶ Bernadeta Resti Nurhayati dkk., *Indonesian School Rules and Discrimination in Education against Pregnant Students: A Challenge for Human Rights Implementation*, Skripsi, Unika Soegijapranata, Semarang, 2025.

Previous studies show that study about pregnancy teenagers in Indonesia in general still focus on aspects social and psychological, while aspect law as well as policy education not yet lots studied. For example, research by Amalia and Azinar (2023) in *Higeia Journal of Public Health Research and Development* browse factor reason pregnancy not wanted in Madiun City with focus on behavior teenagers and conditions social.¹⁷ Putra (2023) in *Journal of Education and Culture* highlight weakness education health reproduction in Bandung City as contributing factors to pregnancy teenager.¹⁸ Besides that, research Rahmawati and Rosyidah et al.(2024) in *Journal Scientific Public health* and Suleman et al. (2024) in *Journal of Gender and Children* discuss impact social and level knowledge teenager about health reproduction, however not yet touch on how institution education treat female students pregnant. Therefore that, still there is emptiness research that is special discuss discrimination institutional to female students pregnant and protection models the law at the level areas, especially in North Lampung Regency.

Study This aim for fill in gap existing studies with analyze forms discrimination institutional to female students pregnant in fulfillment right education in North Lampung Regency and formulate a protection model gender-perspective law through approach based right basic human rights-based approach. New study This lies in the effort integrate law positive, commitment international, and reality social area use build strategy protection applicable laws that are oriented towards gender equality. Findings study expected can enrich treasury knowledge law, in particular in field law education and protection women, at the same time become reference for government area in compile policy affirmative action in favor of a group vulnerable. With Thus, focus main study This is study How form discrimination institutional to female students pregnant happen in practice education in the region as well as formulate a protection model ideal law for ensure right education they in a way equal and fair.

¹⁷ Anissa Oktavianatun dan Nursiwi Nugraheni, *Analisis Perkembangan Pendidikan Berkualitas sebagai Upaya Mewujudkan Tujuan Pembangunan Berkelanjutan (SDGs)*.

¹⁸ Sipin Putra, *Kehamilan Tidak Diinginkan Remaja, Potret Pergaulan Pelajar di Kota Bandung*, Jurnal Inada: Kajian Perempuan Indonesia di Daerah Tertinggal, Terdepan, dan Terluar, Vol.4, No.2 (Januari 2023), p.14–45.

B. DISCUSSION

1. Forms Discrimination Institutional to Student Pregnant in Fulfillment The Right to Education in North Lampung Regency

Phenomenon discrimination institutional to female students pregnant in North Lampung Regency shows Still existence inequality structural in system education. Form discrimination This No only appear from policy schools that have not oriented towards gender equality, but also from attitude of teachers, friends peers, as well as values social stigmatizing culture pregnancy outside of marriage as moral disgrace. A view that is judging the push Lots female students pregnant For resign self from school consequence pressure social, loss support environment, as well as absence adequate protection from institutions education.

Forms discrimination institutional to female students pregnant can categorized as following:

a. Rejection or Expenditure from School

Discrimination direct looks clear through policy schools that are firm reject or emit female students pregnant with reason violation moral norms and rules of order. Policy the reflect that institution education more prioritize moral image of the institution than uphold tall right basic humans and principles justice substantive.¹⁹

However, the policy That depart behind with Article 4 paragraph (1) of the Law Number 20 of 2003 concerning National Education System, which states that organization education must done with method democratic, fair, and free from discrimination.²⁰ In in fact, the decision school For emit female students pregnant No only ignore right constitutional they on education, but also give rise to impact psychological in the form of shame, mental stress, and serious social trauma. A proper school become room safe and inclusive for all over participant educate precisely changed become room exclusive that refuses presence groups that are considered deviant.

¹⁹ Yohannes Dibaba Wado, Elizabeth A. Sully dan Joyce N. Mumah, *Pregnancy and Early Motherhood among Adolescents in Five East African Countries: A Multi-Level Analysis of Risk and Protective Factors*, BMC Pregnancy and Childbirth, Vol.19, No.1 (Februari 2019), p.1–11.

²⁰ Widha Sinulingga, *Analisis Tata Tertib Sekolah tentang Sanksi Pengembalian Siswi Hamil Kepada Orang Tua dalam Perspektif Hukum Administrasi Negara (Studi Tata Tertib Sekolah SMA Negeri 1 Depok Sleman)*, Skripsi, UII, Yogyakarta, 2012, p.37–39.

1) Example cases in Indonesia:

a) Lampung Timur, 2023:

A junior high school student in East Lampung was expelled from school after becoming pregnant. The school argued that the student had violated the institution's moral norms. This case was widely reported in national media and received criticism from child-rights advocates, who emphasized that the student still had the right to education.²¹

b) Indramayu (West Java), 2019:

A pregnant student was pressured to withdraw from school because the school claimed her condition would "set a bad example." The National Commission on Violence Against Women (Komnas Perempuan), referencing its thematic monitoring on discriminatory school practices, stated that such expulsions constitute a violation of the principle of non-discrimination and the right to education.²²

c) Kupang (East Nusa Tenggara), 2017:

A senior high school student was expelled after the school discovered that she was pregnant. The Indonesian Child Protection Commission (KPAI) condemned the act and stated that the school had violated Article 54 of the Child Protection Law, which guarantees the right of children to education in a safe and non-discriminatory environment.²³

These examples illustrate that discrimination against pregnant students is not a local incident but a national issue.

²¹ Kompas.com, *Nasib Siswi SMP di Lampung, Dikeluarkan dari Sekolah Karena Hamil Ternyata Diperkosa Tetangga*, diakses dari <https://regional.kompas.com/image/2023/07/31/225405178/nasib-siswi-smp-di-lampung-dikeluarkan-dari-sekolah-karena-hamil-ternyata>, diakses pada 19 Desember 2025.

²² Komnas Perempuan, *Laporan Pemantauan Diskriminasi terhadap Perempuan dalam Pendidikan*, diakses dari <https://komnasperempuan.go.id/pencarian/semua?q=laporan+pemantauan+diskriminasi>, diakses pada 19 Desember 2025.

²³ Komisi Perlindungan Anak Indonesia (KPAI), *Laporan Kinerja Kpai-2017 Komisi Perlindungan Anak Indonesia*, diakses dari <https://share.google/RnVg3dZziAfA7V6Tu>, diakses pada 19 Desember 2025.

b. Attitude Discriminatory from Teachers and Parties School

Besides through policy institutions, forms discrimination is also visible in interaction daily between teachers and students pregnant. Some teachers treat female students pregnant in a way different, for example with reprimand in front of class, throwing comment morally charged, or even avoid contact. The same once. In some school, students pregnant also rejected for follow exam or activity. Study with reason considered not worthy. Again going to school. Attitude kind of this shows that environment education not yet become a safe and inclusive space, but rather still maintain values patriarchal tendencies blame woman on condition her pregnancy.²⁴

c. Bullying and Exclusion from Friend Peers

Discrimination to female students pregnant not only originate from policy school, but also from environment friendship. Many female students pregnant experience taunts, whispers, until exclusion by friends peers because considered smear name good class or school. As a result pressure social said, they often choose not to enter school.²⁵ Ironically, school often not respond case bullying. This in a way serious because absence mechanism adequate protection. In fact, exclusion social kind of that can deepen psychological trauma and enlarge possibility female students pregnant for stop school.

d. Absence Policy Reintegration at the Regional Level

Until moment this time, the North Lampung Regency Education Office has not own regulations specifically regulating mechanism reintegration for female students pregnant in order to be able to continue education after giving birth. Emptiness policy the make decision fully handed over to each school. In practice, many head school more prioritize image institution than fulfillment right education for female students pregnant. As a result, the reintegration process difficult implemented and numbers separated school keep going experience improvement every the year.²⁶

²⁴ Jumsani, *Peran Guru Pendidikan Agama Islam dalam Menanamkan Keadilan Gender Siswa Smp Negeri 2 Sukadana Lampung Timur*, Tesis, Institut Agama Islam Negeri Metro, 2023.

²⁵ Edo Irawan, *Pemenuhan Hak Siswi Hamil untuk Mendapatkan Pendidikan (Studi Kasus di SMA Negeri 12 Kota Semarang)*.

²⁶ Novita Tresiana, dkk., *Profil Anak Provinsi Lampung Tahun 2019*, diakses dari https://dinaspppa.lampungprov.go.id/uploads/profil_anak_provinsi_lampung_tahun_2019.pdf.

e. The Influence of Social and Cultural Norms Patriarchal

Besides factor institutional, cultural North Lampung community who still influenced by values patriarchal participate strengthen practice discrimination to female students pregnant. Pregnancies outside of marriage often occur considered as a disgrace that tarnishes Name Good family and school, so that party school tend get rid of female students pregnant to maintain moral image in front of society. In situation said, school No only become parties who are oppressed by norms social, but also plays a role in maintaining gender stigma and inequality.²⁷

Approach like This in fact contradictory with principle non-discrimination as well as right constitutional every citizens to get education. Based on General Recommendation No. 36 (2017) from CEDAW Committee, states are obliged delete all form policies, practices, and norm social barriers access Woman to education. Therefore that is, discrimination rooted in values social and cultural patriarchal can called as institutionalized gender bias, namely embedded forms of gender bias in a way systematic in institution education and creating inequality structural to Woman.

No	Year	Amount Application Marriage Dispensation	Cases Due to Pregnancy	Child No Go to school	Percentage Increase (%)
1	2022	31	14	2,625	—
2	2023	47	27	5,599	113.4

Table 1. Data Dispensation for Marriage and Children Dissolution Schools in North Lampung Regency (2022-2023)

Source : Kotabumi Religious Court (2023) and North Lampung Education Office (2023)

The data show existence quite an improvement sharp in amount application dispensation marry as well as children who do not go to school only in One year lastly. Although No all case related direct with pregnancy teenagers, trends This reflect Still strong social stigma as well as weakness policy protection to right education women in the region.

²⁷ Zunnuraeni Zunnuraeni, dkk., *Kewajiban Indonesia Berdasarkan Hukum Internasional dalam Pemenuhan Hak Kesehatan Perempuan*, Jatiswara, Vol.38, No.1 (Maret 2023), p.52–67.

Therefore, it is necessary strategy concrete like implementation policy reintegration education, training gender sensitivity for power educators, as well as implementation gender mainstreaming in all levels policy education. This become key in ensure every children, including female students pregnant, can get equal, safe and dignified education without hindered by stigma or discrimination social.

2. Protection Model Law to Student's Right to Education Pregnant

Protection to right education female students pregnant in North Lampung Regency need based on the principle substantive equality or justice substantive, namely equality that is not only formal in nature regulations, but also realized in a way real for group vulnerable, especially teenager women who experience pregnancy outside of marriage.²⁸ Principle This demand role active government regions and institutions education in create a system that guarantees female students pregnant still can go through education in a way worthy and dignified without face discrimination or social stigma. Considering context social North Lampung culture which is still thick with traditional moral values, fulfillment model education for female students pregnant must designed in a way adaptive, flexible, and harmonious with condition social public local. Approach preventive focused on the formation policy and environment inclusive learning through provision various choice system learning. Government area can take step strategic with set Regional Regulations or Regulation The Regent that arrange organization education inclusive for female students pregnant.²⁹ Regulation the expected capable accommodate three aspect main in fulfillment right education, namely:

a. Inclusive Classes in Schools.

Student pregnant entitled For still go through education at school origin with adjustment schedule, activities, and form aligned mentoring with condition physical and psychological. School obliged create environment safe, free learning from stigma and bullying, as well as push creation interaction positive social.³⁰ In matter this, support from teachers and friends peers become factor important in build climate an empathetic, inclusive, and respectful school diversity.

²⁸ Yana Suryana, *Diskriminasi terhadap Pemenuhan Peserta Didik Perempuan Hamil atas Hak Pendidikan*, Tesis, Universitas Atma Jaya Yogyakarta, Yogyakarta, 2015, p.19–54.

²⁹ A. Permatasari dan B. G. Walinegoro, *Urgensi Pembentukan Peraturan Daerah tentang Pengarusutamaan Gender*, The Journal Publishing, Vol.3, No.7 (September 2022).

³⁰ Diena Amalia, *Kebijakan Pemerintah Daerah Istimewa Yogyakarta terhadap Keberlangsungan Hak Pendidikan bagi Pelajar yang Hamil*, UII, Yogyakarta, 2017.

b. Learning Flexible or Online.

For students who don't can follow activity Study in a way face advance Because condition pregnancy or postpartum period, school can apply system learning flexible, good both online and in person based House (home-based learning). Assistant teacher responsible answer monitor development academic female students through visit periodically or virtual guidance. Through mechanism this, student still can get right education without hampered by limitations physique or pressure social from environment around.

c. Reintegration Class.

After the delivery process, the student still have a chance continue his education through scheme reintegration organized by institutions non-formal education, such as Activity Centers Community Learning (PKBM) and equivalency programs like chase package. The program can combined with training skills and basics entrepreneurship use support independence economy student. Approach This No only restore right they on education, but also contribute important in strengthen empowerment women at the level local.³¹

Besides aspect learning, every school recommended forming a Service Unit Youth Friendly Counseling on duty give mentoring psychological, counseling family, and education about health reproduction. This unit play a role important in help female students pregnant adapt self in a way emotional and social, at the same time grow environmental awareness school For end practice discriminatory.³² On the other hand others, teachers and principals school need get training about gender equality and protection children, so they can behave empathetic, professional, and caring confidentiality identity female students pregnant with full not quite enough answer ethical.

³¹ A. Putri, *Implementasi Program Pusat Kegiatan Belajar Masyarakat (PKBM) Maju Bersama dalam Pemberdayaan Warga Belajar di Nagari Muaro Kabupaten Kabupaten Sijunjung*, Skripsi, UIN Sultan Syarif Kasim Riau, 2025.

³² Cheryl Potgieter dan Nelisiwe Zuma, *Female Leadership, Parental Non-Involvement, Teenage Pregnancy and Poverty Impact on Underperformance of Learners in the Further Education and Training*, HTS Teologiese Studies / Theological Studies, Vol.75, No.4 (Desember 2019), p.1–8.

In order for education inclusive can implemented in a way effective, schools that refuse or emit female students pregnant should considered violate right constitutional child at a time abuse authority, according to provision Constitution Number 30 of 2014 concerning Administration Government. Therefore that, the North Lampung Regency Education Office needs to forming a Supervisory Team Educational Equity that works receive and follow up report discrimination, doing investigation, as well as give sanctions administrative to proven school violate principle non-discrimination.³³

Besides that, collaboration with institution independent like The National Commission on Violence Against Women, the Indonesian Child Protection Commission, and the Indonesian Ombudsman need to the more strengthened use ensure availability mechanism reporting, support advocacy, as well as enforcement the true law side with interests child. Approach This confirm that protection right education for female students pregnant No only problem morality, but is obligation the law that has consequence real for every his violation.

Protection model This integrate two framework main, namely *Human Rights-Based Approach* and *Gender Mainstreaming*. Approach based right basic man confirm that education is obligatory fundamental rights guaranteed without discrimination, whereas gender mainstreaming ensures that every policies and practices education take into account experience as well as need special women, including female students pregnant. Second strategy the in harmony with *the Sustainable Development Goals* (SDGs) agenda, especially SDG 4 concerning quality education and emphasizing SDG 5 importance gender equality.

Implementation of this model expected can create system more education adaptive, humanistic, and inclusive in North Lampung Regency. The Government area play a role as maker policy at a time supervisor implementation, school become end spear in realize education inclusive, and society expected participate active in remove the social stigma that has existed for a long time This limit right female students pregnant. With thus, pregnancy No Again become obstacle For access education, but rather become point beginning for recovery dignity, hope, and a better future Good for every teenager Woman.

³³ Muhammad Amin Putra, *Eksistensi Lembaga Negara dalam Penegakan Hak Asasi Manusia di Indonesia*, Fiat Justisia Jurnal Ilmu Hukum, Vol.9, No.3 (2015), p.256–92.

C. CONCLUSION

Study This conclude that practice discrimination institutional to female students pregnant in North Lampung Regency is still happen in a way systematic, which is reflected in rejection party school, treatment No equivalent from teachers and friends peers, as well as Not yet existence policy effective reintegration. Values culture patriarchal participate strengthen the stigma against pregnancy out of wedlock, so hinder fulfillment right education for teenager women. For overcome matter Therefore, a protection model is required law based on Human Rights-Based Approach and Gender Mainstreaming, through policy affirmative like publishing Regional Regulation on Inclusive Education for Student Pregnancy, the establishment of a Youth Friendly Counseling Unit, as well as strengthening mechanism reintegration on the path formal and non-formal education. Findings this also confirms importance synergy between Department of Education, National Commission on Violence Against Women, and KPAI, accompanied by improvement capacity power educators so that the principles justice substantive can come true in system inclusive, responsive and equitable education for all over participant educate.

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