

## DEVELOPMENT OF THE CANVAS MODEL IN ASSESSMENT FOR CHILDREN IN LAW

**Sugeng Pujileksono**

Prodi Kesejahteraan Sosial Universitas Wijaya Kusuma Surabaya  
[pujileksono\\_65@yahoo.co.id](mailto:pujileksono_65@yahoo.co.id)

**Yudi Harianto Cipta Utama**

Prodi Kesejahteraan Sosial Universitas Wijaya Kusuma Surabaya  
[yudiharianto26@gmail.com](mailto:yudiharianto26@gmail.com)

**Sari Dewi Poerwanti**

Prodi Kesejahteraan Sosial Universitas Wijaya Kusuma Surabaya  
[saridewipoerwanti@gmail.com](mailto:saridewipoerwanti@gmail.com)

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### *Abstract*

*This research is motivated by the high number of cases of children in conflict with the law (ABH) and the need to develop an assessment model for ABH by adding an educational aspect. In addition, the model offered is expected to accelerate the assessment of ABH. Assessment is the first step for social work professional help, prior to intervention and intervention plans. The ultimate goal of this research is to produce a new model in the implementation of rapid assessment for ABH. The model development was carried out by modifying the Biopsychosocial spiritual model assessment (BPSS) with the Business Model Canvas. The model offered is expected to provide benefits and convenience for ABH Social Workers who handle ABH in conducting assessments of perpetrators, victims, and witnesses who are still children. The aims of this study were: (1) to design the initial assessment model for ABH, (2) to test the ABH Canvas Model Assessment, (3) to make the final model of the Canvas Model Assessment for ABH. This type of research is development research with 10 steps of development research according to Borg & Gall (2007). The model trial was conducted three times, namely trial I (Social Worker ABH Malang Raya) with an average value of instrument validation 82.5 (Appropriate). Trial II (East Java ABH Social Worker) with an average value of instrument validation 84.25 (Appropriate). Trial III (ABH Social Workers outside East Java Province) with an average validation value of 87.25 (Fair). In conclusion, the assessment canvas model for ABH is feasible to be applied as a tool for conducting assessments and preparing social reports for ABH. The results of model development can help speed up the assessment. The advantage of this model is the addition of an educational aspect to the BPSS assessment component and can be used for rapid assessments. The weakness of this model is that it is only used for ABH, not for the characteristics of other pediatric clients.*

**Keywords:** *assessment of social work, children in conflict with the law, assessment model canvas*

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## INTRODUCTION

The global definition of social work is a practice-based profession and academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. The principles of social justice, human rights, collective responsibility and respect for diversity are at the core of social work. Supported by social work theory, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life's challenges and increase well-being (IASSW & IFSW, 2014). Social work has an important role in providing services to children, including Children in Conflict with the Law (ABH). The process of social work intervention according to experts is different, but there are similarities, namely assessment as an initial process in social work intervention. Assessment is the distinct, individualized, and accurate identification and evaluation of problems, people, and situations and their interrelationships, to serve as a solid basis for intervention. Assessment is the process of interpreting or giving meaning, conceptual data, and efforts to make meaning from the data that has been collected. Furthermore, assessment is an activity directed towards understanding the client's problem or situation and developing an action plan (Sheafor, Horejei & Horefjsi, 1988).

Good ABH assessment has a role in early intervention strategies, and contributes to effective intervention goals. However, the assessment is not the only thing that affects the outcome of the ABH problem solving. A number of other factors are involved, such as the different behavior and responses of ABH and their families (either as perpetrators, victims, or witnesses), the motivation of

parents, availability of resources to address the needs, problems and difficulties in handling ABH, and so on. The assessment of ABH may be inaccurate, the reason is not only related to the assessment of ABH social workers, but must be understood at the structural level (demands of laws and regulations) and individual (supervisor, leader).

There are difficulties for ABH social workers in establishing and maintaining a relationship with ABH and representing ABH's voice in assessments. From assistance in investigation (Police), prosecution (Prosecutor) to trial (Court), the process must be child-focused and child-friendly. One example of a child-focused and child-friendly assessment is the CFOS (Children First, Offenders Second) model applied in the UK. The CFOS model offers a child-wide approach, prevention and diversion that normalizes abuse by children and promotes positive strengths and behaviors. This model is based on the principles of child-friendly, child-friendly, and legal practice as a means to engage children with juvenile criminal justice services and interventions. If children in conflict with the law are to benefit from the social work 'intervention', they must be enabled to engage with the intervention, otherwise they are more likely to become more detached, experience further dissatisfaction, become 'disabled' from benefiting from the support mechanisms, and actively or passively hindering interventions in achieving their goals (Haines & Case, 2015).

When conducting an assessment, ABH and his family are not always able to open up because of concerns about confidentiality, shame, taboos, and the consequences of events. A number of personal and practical factors influence the relationship between ABH and ABH social workers, including time

constraints; inadequate skills or confidence in preparing the assessment; excessive workload and inadequate emotional support to ensure that ABH social workers are not overwhelmed by the engagement.

The poor quality of the assessment is caused by several aspects, namely: gaps and inaccuracies in the information collected; a description of the analysis of the information presented; little or no indication of the views of service users (including children). On the other hand, the quality of the assessment is good, because: it can ensure that the child remains the center of attention; contains complete, concise, relevant and accurate information; include chronology and/or family and social history; make good use of information from various sources; include a clear analysis of the relationship between the recorded information and the planned intervention (or decision not to take further action). Therefore, the importance of good knowledge of case history (including child and parent history), past events, and interventions that have been carried out previously and their success or failure, need to be raised in the assessment. (Brandon et al., 2008; Farmer & Lutman, 2009).

A good assessment is a complex activity, involving the systematic and purposeful gathering of information but is more than just a process of gathering 'facts'. ABH social workers need to know why they are seeking information in the first place, and then to be able to 'process' the multi-faceted and sometimes contradictory material in order to arrive at views on its meaning – including understanding its meaning for the child and parent – and to decide how to continue. This requires a wide range of knowledge and skills, including the capacity to think analytically, critically and reflectively. Intuition also has a

role to play and besides, it can help in building rapport and showing empathy (Holland, 2010; Munro, 2008).

The preparation of assessments carried out by social workers for ABH and their families is an example of a form of relationship-based practice. A good assessment is based on a thorough understanding of the situation, needs and strengths of ABHs and their families, and to gain this knowledge, social workers need to interact directly with ABHs and their families. This demonstrates the importance of professional relationships and their role in the assessment, planning, intervention and evaluation processes.

Based on Article 1 paragraph (2) of Law Number 11 of 2012 concerning the Juvenile Criminal Justice System, what is meant by children in conflict with the law are children in conflict with the law, children who are victims of criminal acts, and witnesses to criminal acts. Based on the Social Welfare Integrated Data (DTKS) of the Ministry of Social Affairs in 2020 the number of ABH was 2,791 children. The large number of ABHs is reinforced by the findings of this study, that on average, ABH social workers handle between 15 – 70 clients in one year. This means, every month ABH social workers handle between 1 – 6 clients. Under these conditions, an assessment model is needed that can be carried out quickly, accurately and adapted to the condition of the ABH, especially as perpetrators and victims.

Perpetrators are children in conflict with the law, namely children who: a) are 12 years old; b) not yet 18 years old; c) suspected of committing a crime. Children as perpetrators, including: perpetrators of physical violence (maltreatment, beatings, fights, etc.); psychological violence (threats, intimidation, etc.); perpetrators of sexual violence

(rape/obscene); perpetrators of sodomy/pedophilia; the murderer; perpetrator of theft; traffic accident; perpetrators possessing sharp weapons; kidnappers; abortionist; and perpetrators of terrorism (KPAI's Information and Complaints Data Sector, 2020).

Victims are children who are victims of criminal acts, namely children who are not yet 18 years old who have suffered physical, mental, and/or losses. Children as victims, including: victims of physical violence (maltreatment, beatings, fights, etc.); victims of psychological violence (threats, intimidation, etc.); victims of sexual violence (rape/obscenity); victims of sodomy/pedophilia; homicide victims; victims of theft; victims of traffic accidents; possession of sharp weapons; abductees; abortion victims; and suicide victims (KPAI's Information and Complaints Data Sector, 2020).

Children who are in conflict with the law usually have their education disrupted, because they have to follow the legal process. Likewise, victims, who sometimes experience trauma, depression, shame, and ultimately have an impact on their education. On the other hand, children must continue to receive a good education. This is where the importance of digging deeper into the educational problems experienced by children in conflict with the law and victims.

Based on the diversity of characteristics of perpetrators and victims, ABH social workers when conducting assessments need to pay attention to problems, needs, strengths, potentials and sources, situations, and interactions between these aspects related to the continuity of education of perpetrators and victims. The purpose of this study is to formulate a new model in the assessment of

ABH that can be used to conduct assessments quickly, precisely, and carefully. Speed in conducting ABH assessments is very much needed by Law Enforcement Officials (APH), because there is a time limit to immediately make an assessment report/social report, which is three days from the first day of assessment. ABH Social Workers are required to be fast, precise and careful. The purpose of this research is motivated by the need to carry out engineering on the current assessment model. Specifically, the objectives of this study are: 1) Designing an initial assessment model for ABH, 2) Obtaining the feasibility of an assessment canvas model for ABH, 3) Creating a final model for an Assessment Canvas Model for ABH.

Based on field observations, ABH social workers have so far carried out a BPSS model assessment. According to the researcher, it is necessary to add a more comprehensive education aspect to the BPSS model. The development of the assessment begins with the BPSS (Biological Psychological Social Spiritual) model which is often referred to interchangeably with the terms perspective, approach, and model. This perspective is often referred to as a multidimensional perspective (Fahrudin, 2018). For the purposes of this study, BPSS is positioned as a model. Based on the results of the initial study, the educational aspect is part of the social aspect of the BPSS. In fact, the educational problems faced by perpetrators and victims are very complex. This is where the importance of bringing up the education aspect as a separate component of BPSS, so that it becomes BPSSP. To facilitate the assessment, it is necessary to assist tools in the form of a canvas model template. The canvas model template offered through this research is one of the novelties of this research.

## METHODE

This type of research is research and development (R&D) with ten steps. R&D is a practice-based model in which research findings are used to design new models and procedures, which are then systematically field tested, evaluated, and refined until the research findings meet certain criteria of effectiveness, quality, or certain standards (Borg). & Gall, 2007). The choice of R&D method is considered appropriate for this social work engineering research. Through three trials, it is hoped that the results of this study can provide benefits to the ABH assessment process.

Through this R&D, it is expected to produce an assessment model that is adequate, attractive, and easy to apply in conducting ABH assessments. The trial assessment model was validated by validation experts (social work academics) and validation by ABH social worker practitioners. R&D is a research process aimed at developing and validating models. Through R&D, researchers are trying to develop an assessment model that is expected to facilitate ABH social workers in compiling social reports or assessment reports quickly, precisely, and carefully. ABH social workers who are respondents for the canvas model assessment trial are ABH social workers who have served at least 1 year and have handled at least 10 ABH cases/clients. The number of ABH social workers who were involved in the canvas model assessment trial were as follows: trial I/individual trial (4 people from Malang Raya ABH Social Workers); trial II/ limited trial (East Java Province ABH Social Workers as many as 9 people); and the third trial/expansion trial (the number of ABH Social Workers outside East Java Province was 15 people). The assessment of expert and practitioner validation instruments uses a Likert

scale with a rating scale as shown in table 1 below.

**Table 1:** Scoring scale

Value Interval	Kriteria	Criteria	Likert scale
90 – 100	<del>Sangat Baik</del>	Very Worthy	5
79 – 89	<del>Baik</del>	Worthy	4
68 – 78	<del>Sedang</del>	less worthy	3
57 – 67	<del>Buruk</del>	Not feasible	2
< 56	<del>Buruk Sekali</del>	Very Inappropriate	1

The R&D procedure for the assessment canvas model for ABH can be described as follows: 1) Searching and collecting data, carried out by reviewing literature related to ABH assessment and interviews with supervisors of ABH social workers in East Java and ABH social workers in Malang Raya. The aim is to identify problems related to the ABH assessment. 2) Planning, based on the results of the literature review and interviews, then research planning is carried out, one of which is to design the initial model of the ABH assessment. The initial model is the result of a modification of the BPSS assessment model and the canvas business model assessment. 3) Development of the initial model. In this step, interviews were conducted by telephone with social workers of ABH Malang Raya, Ponorogo Regency, and Kediri City related to the initial design of the assessment model.

In the third step, validation of the initial trial model was also carried out by validation experts. The value of the initial model validation from the validation expert is 88 (Eligible to be Tried). 4) Trial I, the initial model that has been validated and revised according to expert recommendations, is then tested in trial I and is used as the basis for improving the initial model. The first trial was applied individually to social workers ABH

Malang Raya with a result of 82.25. 5) Revise the results of trial I, based on the results of trial I, then revised the assessment of the canvas model for expert validation. The second validation value from the validation expert is 85.25 (Eligible to be Tried). 6) Trial II, carried out on ABH social workers in East Java Province with a result of 84.25. 7) Revise the model, based on the results of the second trial, the canvas model will be tested in the third trial. The canvas model assessment design will be tested, then validation test will be carried out. The results of the validation test were 86 (worthy to be tested. 8) Trial III, carried out on ABH social workers outside East Java Province with a value of 87.25. 9) Completion of the final model, based on trial III, further refinement of the final model is carried out by identifying the strengths and weaknesses of the canvas model assessment, making the ABH assessment flow, and the format of the assessment report. 10) Dissemination, conducted through the National Webinar on Social Work Technology Engineering Practices and Social Welfare Polytechnic Bandung 22 – 23 June 2022. Dissemination is also carried out through writing in scientific journals.

## RESEARCH RESULT

The assessment of the assessment model includes four aspects, namely engineering aspects, visual design templates, technological novelty, and social work principles. Each aspect of the assessment consists of five indicators. The engineering aspect indicators include: 1) the completeness of the assessment concept, 2) the completeness of information for the assessment, 3) the clarity of the flow of filling out the assessment, 4) the clarity of the rationale for the development, and 5) the suitability of the model with the concepts and

needs in the field. Indicators of visual aspects of design include: 1) design attractiveness, 2) neatness of design, 3) readability of text, 4) communicative (easy to understand), and 5) coherent description. The indicators of the newness of the technology include: 1) different from the existing model, 2) easy to implement, 3) clear instructions for implementing the model, 4) clarity of user targets, and 5) the possibility of being widely used. The principle indicators of social work include: 1) client/family involvement (participatory), 2) involvement of other parties (collaborative), 3) accountability (accountability), 4) open supervision (evaluative), and 5) at least includes biopsychosocial (holistic) ).

A. The completeness of the assessment concept includes biological (B), psychological (P), social (S), spiritual (S), and educational (P) aspects. The education aspect is a development by researchers, because at first it only covered BPSS. The addition of the educational aspect to the ABH assessment is based on the argument that: ABH must still have the right to study and pursue education; cases experienced by ABH generally have an impact on the continuity of education, and motivation to learn; several cases of ABH (especially perpetrators and victims) experienced school dropouts. Problems that can be experienced by ABH include: 1) Dropping out because they were expelled from their original school; 2) Inactive status in his original school due to the legal process he must undergo; 3) There is negative stigmatization in society towards ABH; 4) Traumatic or disturbed psychological condition (Directorate of Elementary School, 2021). Article 9 of the Child Protection Law states that every child has the right to receive education and teaching

in the context of personal development and intelligence level in accordance with interests and talents. This basis strengthens the argument of this research to add an educational aspect to BPSS, so that it becomes BPSSP.

B. The filling flow in the canvas model assessment template starts from the right to the left, from the left to the bottom, and from the bottom left to the bottom right. This kind of template flow has not been found in any assessment model. Therefore, the researcher formulates the canvas model assessment as a tool and framework that discusses the assessment model for ABH by presenting it in visual form in the form of a canvas painting (template), so that it can be understood and understood easily and pay attention to biological, psychological, social, spiritual components, and education. The assessment component of the canvas model has been adapted to the needs of ABH (perpetrators and victims) by taking into account the problems, potentials, strengths, and needs from the socio-cultural aspect of education. This component is expected to be able to complete the assessment report or social report prepared by the ABH social worker.

The assessment of the canvas model on the visual aspect includes the attractiveness and neatness of the design, the readability of the text, communicative or easy to understand, and the coherence of the description. Based on the results of the first trial, the lowest score was in the tidiness of the design and the readability of the text, which was on a scale of 2. According to the validators and respondents, the design was considered untidy and the writing on the template was too small, making it difficult to read. As the following statement "The text is

not clearly legible and the design is not attractive in the color game" (ATM, ABH Bali Social Worker). Based on the results of the first trial, the researchers then revised the second trial. The results of the second trial, the score on the tidiness of the design and the readability of the text, the value is on a scale of 3 and in the third trial the average value is on a scale of 4. The following is the template for the I, II, and III trials as shown in Figure 1 below..

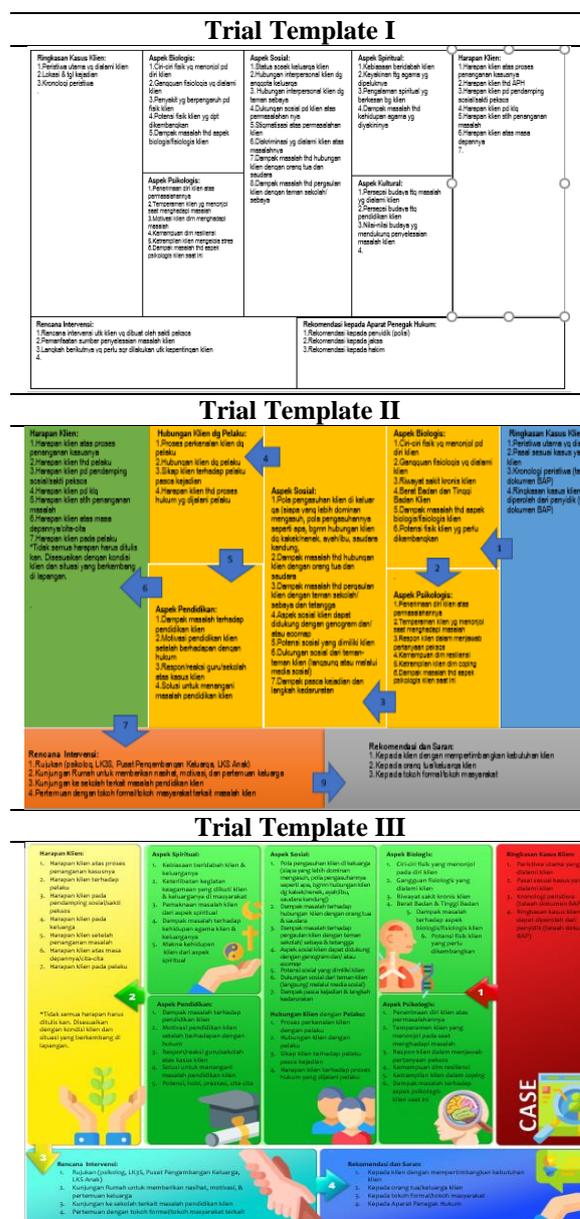
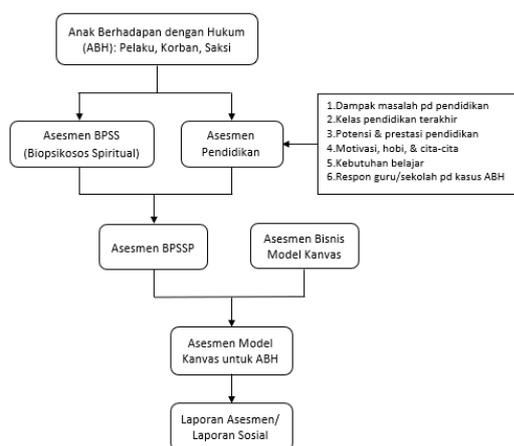


Figure 1: Development of the Canvas Model Assessment Template for ABH

The assessment of the canvas model assessment design on aspects of technological novelty, including: different from the existing model, easy to implement, clear instructions for implementing the model, clear user targets, and the possibility of being widely used. The novelty of the canvas model assessment, especially in the form or visualization of the template that makes it easier for ABH social workers to carry out assessments and add education components to the BPSS assessment model to become BPSSP. The novelty also lies in the appearance of the assessment template which is accompanied by pictures or symbols according to the assessment components. The framework for developing this model is as shown in Figure 2 below.



**Figure 2:** Model Development Thinking Framework

ABH social workers who prepare assessments must still pay attention to the principles of social work. In the canvas model assessment trial, the principles of social work that were raised include 1) involving the client/family as a form of applying the principle of participation; 2) the involvement of other parties (schools, Social Welfare Institutions, Child Welfare Institutions, Witness and Victim Protection Institutions, safe houses, or law enforcement officers) as a form of application of the collaboration principle; 3) assessment

can be accounted for scientifically and professionally as a form of application of the principle of accountability; 4) open to be supervised by ABH social worker supervisors as a form of application of evaluative principles; and 5) minimum assessment includes aspects of problems, needs, potentials, and situations related to the biological, psychological, social, spiritual and educational components of the client/family as a form of applying holistic principles. The results of model trials and assessments from validation experts can be summarized as table 2 below.

**Table 2:** Test Result Value

Trial	Trial Target	Average Value	Expert Validation Value
I	Social worker ABH Malang Raya	82.25 (Layak)	88 (Layak)
II	Social worker ABH Prov. Jatim	84.25 (Layak)	85.25 (Layak)
III	Social worker ABH di Luar Prov. Jatim	87.25 (Layak)	86 (Layak)

## DISCUSSION

### 1. Quick assessment of the Canvas Model

There are many tools designed to guide practitioners in the assessment for ABH. For example, community research (Penitentiary/Bapas), social reports (ABH Social Workers), and Investigation Reports/BAP (Police). These assessments are often applied with the dual purpose of operationalizing certain definitions of ABHs and standardizing institutional practices in assessing the problems, needs, potentials and resources, strengths, and situations of ABHs and their families. Standardized assessment tools are considered to be more reliable and lead to more accurate assessments than

nonstandard practitioners' subjective assessments (Coohey et al., 2003; Johnson, 2011). Empirical research shows that empirically constructed risk assessments are superior in predictive validity when compared to so-called individual practitioner clinical assessments (Andrews et al., 2006).

Actuarial assessments for juvenile justice have higher predictive validity than consensus-based assessments of child welfare (Baird & Wagner, 2000). The debate over the use of empirically derived assessments in child protection is 'one of the few controversies (in the field) that appears to have been resolved' (Shlonsky & Wagner, 2005). This research makes it easy for ABH social workers to make quick assessments, this is because there is a predetermined time limit of 3 (three) days from the start of the investigation. The results of this canvas model assessment can then be used as the basis for diversion.

Speed is not the only advantage offered, but also accuracy in conducting assessments. Therefore, the points in each component of the assessment need to be adjusted to the client's situation, people, potential, strengths, and needs. Each ABH has a different response and impact on spiritual and socio-cultural psychology and education. This is where the importance of applying individualization in conducting assessments.

## **2. Business Process Assessment Canvas Model**

Based on the results of interviews with ABH social workers, Child social workers and discussions with validation experts, the flow (business model) of the canvas model assessment on ABH can be visualized as shown in Figure 5. The flow begins with an ABH case reported to the Police. During the investigation, the Police involved ABH social workers to

provide assistance to ABH. Assistance at this stage is also an initial assessment of ABH social workers with a focus on the chronology of events, education and information about the investigation, and spiritual and educational biopsychosocial situations. Education and information include, ABH has the right to get assistance during the investigation process, and an overview of the investigation process.

Based on the results of the initial assessment by considering the ABH crisis situation, then the ABH social worker decides whether it is necessary to carry out early intervention/crisis intervention or continue with an in-depth assessment. If, the situation is crisis, then it can be continued on the initial intervention and referral. The determination of the crisis situation refers to the assessment of the biopsychosocial aspects of spirituality and education. If the ABH situation is not in a crisis, it will be continued to carry out an in-depth assessment. The results of the in-depth assessment are used as the basis for planning interventions and the intervention plan can be used as the basis for making referrals or conducting interventions/family visits/school visits. Interventions that have been implemented can be used as material for compiling social reports/assessment reports. In practice in the field, ABH social workers often do not carry out evaluations and terminations, due to time demands to immediately submit social reports to the Law Enforcement Apparatus (APH). "In practice, not all ABH social workers can evaluate and terminate. Moreover, there are quite a number of cases handled. The important thing is that social reports can be compiled immediately and can be taken into consideration by APH in deciding cases." (NF, Social Worker ABH Ponorogo

Regency). Figure 3 below is the canvas model assessment flow.

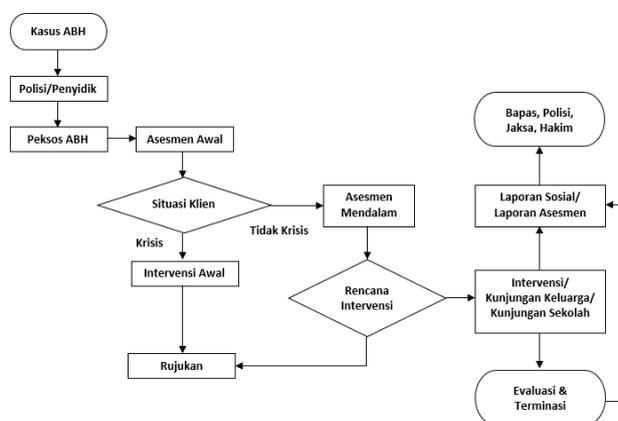


Figure 3: Canvas Model Assessment Flow

## 2. Advantages and Limitations of the Canvas Model Assessment

Based on three trials, validation of experts and practitioners, identification of input/comments/suggestions and data analysis, the template for the assessment template canvas for ABH is as shown in Figure 4 below. The assessment template consists of 9 (nine) columns and 4 (four) grooves. After the initial step (red color), the next assessment is focused on the green part. ABH social workers can start from any component of the socio-cultural aspect of education that is considered to need immediate handling and is considered a crisis. Therefore, the socio-cultural psychology of education is not a sequence, but only holistic aspects that need to be considered when conducting an assessment.

The results of the assessment of the socio-cultural aspects of spiritual education are then combined with the hope component as the basis for preparing an intervention plan. At the end of the assessment report/social report, recommendations and suggestions are included. Recommendations are formulated operationally and focus on the needs of ABHs.

Recommendations are sought to be taken into consideration by APH in conducting diversion or deciding cases.



Figure 4: Canvas Model Assessment Template

This template helps ABH social workers to conduct assessments and write assessment reports/social reports. Based on field searches, and the results of respondents' assessments, this kind of template does not yet exist and according to some respondents can help facilitate the assessment. "Paying attention to the assessment of this canvas model is very good to be applied to social workers so that it can make it easier to get information needed in providing services to ABH" (AP, ABH Social Worker in Central Lombok). The advantages and limitations of the canvas model assessment are as follows.

The advantages of the canvas model assessment are as follows: a) it can be used to assess perpetrators, victims, and witnesses of children in conflict with the law, b) adding an educational component to the BPSS, because ABH problems generally have an impact on ABH education, c) allows as a tools for conducting rapid assessments, and d) open to further development.

The limitations of the canvas model assessment are that it is only for ABH

assessments (perpetrators, victims, witnesses), it cannot be used for children in need of special protection (AMPK) in general.

Based on the limitations mentioned above, it is further suggested to further researchers to evaluate the effectiveness of the Canvas Model Assessment or further development of assessments on non-ABH AMPK.

## CONCLUSION

Based on the results of three trials, the Assessment Canvas Model for ABH is feasible to be implemented as the basis for writing social reports/assessment reports for ABH social workers. The novelty of this model compared to the BPSS model assessment is that there is an education component added to the BPSS model, so that it becomes BPSSP. The addition of an educational component is based on the reality on the ground, that children who are in conflict with the law generally have an impact on their education. The visualization model template is a modification of the Business Model Canvas. The flow of the canvas model assessment template, starting from right to left, from left to bottom and then from bottom left to bottom right, is one of the novelties offered by this model. The limitation of this model is that it is only used for ABH, it cannot be used for all AMPK.

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