

From Punishment to Prevention: Disrupting the Prison Pipeline for At-Risk Youth

Ferawati ¹, Atthyobi Muhammad Fikranta ²

¹ Faculty of Law, Riau University, Indonesia. E-mail: ferawati@lecturer.unri.ac.id

² Ushuludin faculty, Al Azhar University, Mesir. E-mail : Thobifikran12@gmail.com

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Corresponding Author:

Name : Ferawati

Email:

ferawati@lecturer.unri.ac.id

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Abstract

This study critically examines the effectiveness of addressing juvenile criminal cases through a predominantly repressive approach. Employing a normative legal research method, it draws upon statutory provisions of the Juvenile Criminal Justice System Act, relevant court decisions, and secondary legal literature to evaluate both regulatory intent and practical outcomes. While Indonesian law formally distinguishes the treatment of juvenile offenders from that of adults, findings indicate that implementation continues to generate significant adverse effects. These include enduring social stigma, psychological distress, and heightened risks of recidivism resulting from the imposition of custodial and other inappropriate penalties. Such outcomes underscore an urgent need to reassess the reliance on punitive measures in light of the state's obligation to protect children as vulnerable legal subjects. The contribution of this research lies in advancing a preventive paradigm that prioritises family and community-based interventions. Specifically, it argues that empowering those closest to children particularly parents, caregivers, and educational institutions can mitigate criminogenic risks more effectively than punitive sanctions. By foregrounding preventive strategies, the study aligns juvenile justice with child protection principles and international best practices, thereby offering a model for reform that is both humane and sustainable. The novelty of this research rests in its proposition to operationalise prevention not merely through state mechanisms, but by maximising the protective role of family and immediate social environments. In doing so, it provides a fresh perspective for policymakers and legal practitioners seeking to reorient Indonesia's juvenile justice system toward long-term rehabilitation and social reintegration.

1. Introduction

Children are precious assets that God has given to families. Children are also assets that determine the future survival of the nation, so they need protection in order to grow up to be healthy, intelligent and skilled adults.¹ Efforts to protect children include placing them in a good environment, as the environment plays an important role in shaping a child's character, whether it be the family, school, or community environment. A negative or unsupportive environment can increase the risk of delinquency, while a positive and supportive environment can help prevent it.²

There are many reports or incidents of criminal acts committed by children, and these are not just minor offences, but serious crimes.³ Based on data from the EMP Pusiknas Bareskrim Polri, from January to the end of 2024, 8,351 children were named as suspects in various crimes and acts of violence. May was the month with the highest number of children named as suspects in criminal cases, with 1,481 children. The number of children named as suspects fluctuated. However, it is important to note that every month, more than a thousand children are designated as suspects. The North Sumatra Police Department is the police department with the highest number of children facing legal action. Since the beginning of the year, the North Sumatra Police Department has taken legal action against 1,046 children facing legal issues as suspects. Meanwhile, the North Kalimantan Police Department has the lowest number of children facing legal issues, with only 17 children.⁴

According to the Directorate General of Corrections published by Kompas.id, cases of law violations by children have increased significantly from around 1,700 cases in 2021 to more than 2,000 cases in 2024. Meanwhile, data from the National Law Development Agency (BPHN) of the Ministry of Law and Human Rights shows that, nationally, between 2020 and 2022, the number of children involved in criminal activities handled by BPHN through 619 accredited legal aid organisations (OBH) totalled 2,338 individuals, comprising 2,271 boys and 67 girls.

The government has made many efforts to address juvenile delinquency, one of which is through the implementation of a juvenile justice system. The purpose of the juvenile justice system is not solely to impose criminal sanctions on children who have committed criminal acts, but rather to focus on the principle that such sanctions serve as a means to support the well-being of the child offender. Therefore, decisions must be guided by the following principles:

¹ Meilan Lestari, "Hak Anak Untuk Mendapatkan Perlindungan Berdasarkan Peraturan Perundang - Undangan," *Uir Law Review* 1, no. 02 (2017): 183.

² Shofiyatuz Zahroh and Na'imah Na'imah, "Peran Lingkungan Sosial Terhadap Pembentukan Karakter Anak Usia Dini Di Jogja Green School," *Jurnal PG-PAUD Trunojoyo: Jurnal Pendidikan Dan Pembelajaran Anak Usia Dini* 7, no. 1 (2020): 1–9, <https://doi.org/10.21107/pgpauddrunojoyo.v7i1.6293>.

³ Pusiknas Bareskrim Polri, "Ratusan Anak Terlibat Tindak Kriminal Sejak Awal Tahun 2025 | Pusiknas Bareskrim Polri," Pusiknas Polri, February 2025, https://pusiknas.polri.go.id/detail_artikel/ratusan_anak_terlibat_tindak_kriminal_sejak_awal_tahun_2025.

⁴ Pusiknas Bareskrim Polri, "Tiap Bulan, Lebih 1.000 Anak Jadi Tersangka Kejahatan | Pusiknas Bareskrim Polri," Pusiknas Polri, July 2024, https://pusiknas.polri.go.id/detail_artikel/tiap_bulan_lebih_1.000_anak_jadi_tersangka_kejahatan.

- a. The forms of reaction/sanctions taken must always be balanced not only on the circumstances and seriousness/severity of the crime but also on the circumstances and needs of the child and the needs of society;
- b. Restrictions on the personal freedom of children shall only be imposed after careful consideration and shall be limited to the minimum extent possible;
- c. Deprivation of personal liberty should not be imposed unless the child has committed serious acts of violence against others or has repeatedly committed serious criminal offences and unless no other form of sanction is more appropriate;
- d. The welfare of the child should be a guiding factor in considering cases involving children.⁵

Based on the above considerations, it is clear that the purpose of the juvenile criminal justice system is to promote the welfare of children and to observe the principle of proportionality. The goal of promoting the welfare of children is the main focus, which means avoiding the use of criminal sanctions that are solely punitive in nature.⁶ Specifically, the provisions governing the juvenile criminal justice system in Indonesia are set out in Law No. 11 of 2012. This law on the juvenile criminal justice system was enacted, among other reasons, because it was recognised that although juvenile delinquency is anti-social behaviour that can cause unrest in society, it is also recognised as a common phenomenon that must be accepted as a social fact. Therefore, the treatment of delinquent children should differ from that of adults. Children who commit delinquency, based on their physical, mental, and social development, are in a weaker position compared to adults, and thus require special handling.⁷

From a legal-philosophical perspective, the use of criminal law as a means of combating crime committed by children is fundamentally problematic. On the one hand, the use of criminal law as a means of addressing crimes committed by children is considered a rational and legal choice, but on the other hand, the use of criminal law as a means of addressing crimes committed by children by treating children as criminals will result in highly complex negative consequences, including social stigma, psychological issues for the children, and the potential for repeat criminal behaviour due to the application of inappropriate penalties.⁸

Through research, solutions to combat juvenile crime are offered through a comprehensive preventive approach at various levels. It is hoped that juvenile delinquency can be suppressed early on and that children can grow into a young generation with good character who contribute positively to society and the nation.

In the global context, the debate on how to respond to juvenile delinquency continues to highlight a tension between punitive and preventive approaches. In the United States, the so-called *school-to-prison pipeline* has long been criticised for trapping disadvantaged youth particularly minorities into cycles of incarceration, raising broader concerns about structural inequality and systemic discrimination in

⁵ Nandang Sambas, *Pembaruan Sistem Pemidanaan Anak Di Indonesia* (Graha Ilmu, 2010). 26

⁶ Barda Nawawi Arief, *Bunga Rampai Kebijakan Hukum Pidana* (Prenada Media, 2016).

⁷ Bambang Waluyo, 2008, *Pidana dan Pemidanaan*, Sinar Grafika, Jakarta, hlm. 29.

⁸ Genoveva Allicia K S Maya and Erasmus A. T. Napitupulu, *Anak Dalam Ancaman Penjara: Potret Pelaksanaan UU SPPA 2018 (Riset Putusan Peradilan Anak Se-DKI Jakarta 2018)*, 2019, 1–30.

the juvenile justice system.⁹ By contrast, the European Union has increasingly prioritised restorative and diversionary practices, with the Council of Europe's *Guidelines on Child-Friendly Justice* promoting reintegration, welfare, and social rehabilitation over imprisonment.¹⁰ A number of Asian and Pacific countries, such as Japan and New Zealand, have also institutionalised restorative justice and community-based interventions, showing that prevention and reconciliation can be more effective than punitive measures. At the same time, some jurisdictions in Asia and Africa still rely on repressive juvenile policies, often justified in the name of deterrence and public security, yet these measures frequently clash with the principles enshrined in the United Nations Convention on the Rights of the Child (CRC). These international debates underscore the importance of situating Indonesia's juvenile justice reform not only in a domestic setting, but also within a broader comparative and global framework, so that lessons learned elsewhere can inform more humane and preventive approaches at home.

2. Method

The type of research in this study is normative legal research, which uses library materials as data and research references, identifying cases of criminal acts committed by children, analysing the factors that cause juvenile crime, then identifying juvenile criminal court rulings, and analysing the condition of children after undergoing the stages of the criminal justice process. Primary legal sources include the Juvenile Criminal Justice System Act, while secondary sources consist of scientific literature, legal commentaries, and tertiary legal references. The data obtained from the identification and analysis can serve as a basis for finding appropriate solutions through a comprehensive preventive approach.

3. Analysis or Discussion

3.1. Implementation of the Juvenile Criminal Justice System

Adolescence is an age when young people want to demonstrate their existence, gain recognition and be noticed.¹¹ When parents and the environment are unable to provide adequate attention and care, children are highly likely to rebel, including committing criminal acts.¹² Over the past four years (2021 to 2024), the types of crimes committed by children in Indonesia have included theft, bullying, and drug abuse.¹³ Crimes against the body (assault, fighting, gang assault), sexual crimes

⁹ Johanna Wald and Daniel J. Losen, "Defining and Redirecting a School-to-Prison Pipeline," *New Directions for Youth Development* 2003, no. 99 (2003): 9–15; Daniel Mears, "Assessing the Effectiveness of Juvenile Justice Reforms: A Closer Look at the Criteria and the Impacts on Diverse Stakeholders," *Law & Policy* 22, no. 2 (2000): 175–202, <https://doi.org/10.1111/1467-9930.00090>.

¹⁰ A. Vandekerckhove, *Council of Europe Guidelines on Child-Friendly Justice*, Committee of Ministers of the Council of Europe, 2009, <https://calio.dspacedirect.org/items/25b59dbd-4dc7-4004-8ce1-449deccd476b>.

¹¹ Louisa Yesami Krisnalita, "Diversi Pada Tindak Pidana Yang Dilakukan Oleh Anak," *Binamulia Hukum* 8, no. 1 (2019): 93–106, <https://doi.org/10.37893/jbh.v8i1.41>.

¹² Nilda Elfemi and Dian A Kurnia, "Jurnal Pendidik Indonesia," *Jurnal Pendidik Indonesia* 5, no. 2 (2022): 202.

¹³ Nanda Narendra Putra, "BPHN 'Mengasuh': Ini Jenis Tindak Kejahatan dan Perilaku Kriminal Anak yang Menjadi Fokus BPHN untuk Dicegah," Badan Pembinaan Hukum Nasional, March 2023,

(molestation, rape, prostitution), traffic accidents, online gambling, and damage to public property and facilities.

Based on the BPHN data, it can be concluded that the deviant behaviour exhibited by children no longer falls under the category of status delinquency offences but rather criminal delinquency offences. This certainly requires serious attention and appropriate handling, because when children become perpetrators of criminal acts, they are also victims.¹⁴ Currently, efforts to address crimes committed by children are carried out by effectively utilising legal instruments (criminal law) through law enforcement. In order to address crimes committed by children, the government has enacted legislation, namely Law No. 11 of 2012 on the Juvenile Criminal Justice System. However, the implementation of the Juvenile Criminal Justice System still faces obstacles (according to PUSKAPA, Bappenas and UNICEF, 2024).

Similarly, according to the Institute for Criminal Justice Reform¹⁵ In the implementation of the Juvenile Criminal Justice System, there are still many things that have not been optimally implemented in accordance with the mandate of the SPPA Law, including:

- 1) The high rate of imprisonment of children remains high, despite the SPPA Law providing access to a wide range of non-custodial sentencing alternatives. Not only that, the failure to fully implement the SPPA Law has also led to violations of children's rights, such as the right of children to be separated from adults in detention or prison facilities, due to the lack of LPAS or LPKA facilities that meet the required separation standards. Detention and prison facilities are also overcrowded.
- 2) Diversion and restorative justice are increasingly being applied, but accountability and the impact of their implementation are not yet visible.¹⁶
- 3) The implementation of fair trial provisions in the SPPA Law is still very weak. Issues in fulfilling children's rights to a fair trial include the right to legal representation and effective legal assistance, the right not to be arbitrarily detained, the right to non-legal assistance, and the right to a competent, independent, and impartial trial with reasoned decisions.
- 4) If deviant behaviour by children is responded to by imposing criminal penalties on them, there is no guarantee that these children will improve. In fact, reality shows that children who are convicted and imprisoned are more likely to become more serious criminals, so that in the end, juvenile detention centres will become schools for crime. As a result, it turns out that after being released

<https://bphn.go.id/publikasi/berita/2023031708412683/bphn-aeuroemengasuhaur-ini-jenis-tindak-kejahatan-dan-perilaku-kriminal-anak-yang-menjadi-fokus-bphn-untuk-dicegah>.

¹⁴ I Dewa Ayu Yus Andayani, "Pidana Penjara Bagi Anak Yang Berkonflik Dengan Hukum Dalam Perspektif Sistem Hukum Pidana Edukatif," *Yustitia* 12 (2018).

¹⁵ Anggara et al., *Studi Implementasi Penanganan Anak Di Pengadilan Berdasarkan UU SPPA* (2016).

¹⁶ Arista Candra Irawati, "Tindak Pidana Oleh Anak: Suatu Kajian Dan Analisis Pelaksanaan Diversi Dalam Sistem Peradilan Pidana Anak," *Jurnal Ilmiah Dunia Hukum* 5, no. April (2021): 84, <https://doi.org/10.35973/jidh.v0i0.1929>.

from the correctional institution, these children tend to commit criminal acts again (becoming repeat offenders).¹⁷

Based on the author's analysis, in anticipation of the suboptimal implementation of the SPPA in combating juvenile crime, it is important to focus on prevention efforts to stop children from committing crimes.¹⁸ Cooperation from various parties (synergy between the nuclear family, extended family, educational institutions, government, and universities) is needed to address juvenile delinquency, as various studies show that structurally, these parties can contribute to preventive efforts.

3.2. Juvenile Delinquency Prevention Model

1. Focus On Prevention By Providing Legal Understanding And Education To Mothers

Parents play a very important role in guiding, educating, and shaping their children's personalities so that they develop good character, religious values, and humanistic values.¹⁹ Although ideally there should be a balanced role between fathers and mothers, it cannot be denied that women (as wives and mothers) play an important role in crime prevention efforts in Indonesia. Women can be a strong foundation for their partners and children to do good and not commit acts that are contrary to established norms.²⁰ As a companion, women are extraordinary figures who support their husbands or partners in their daily activities. A mother, who has many opportunities to be with her children every day, is the one who provides education and influence to shape her children's personalities. There is a theory that mothers have a significant influence on their children's character, including Social Role Theory,²¹ this theory states that due to social structures and traditional role divisions, mothers are often more involved in childcare, thereby exerting a greater influence on their children. Patriarchal cultures often divide the roles of mothers as primary caregivers and fathers as breadwinners. As a result, children internalise more behaviour and values from their mothers. John Bowlby and Mary Ainsworth's Attachment Theory argues that the early emotional bond between a child and their primary caregiver is crucial for the child's social, emotional, and behavioural development.²² This theory is supported by various studies and the views of psychologists and education

¹⁷ Sitti Nurhaliza Musa et al., "Anak Sebagai Pelaku Residivis Tindak Pidana Pencurian Dan Perlindungan Hukumnya," *Terang: Jurnal Kajian Ilmu Sosial, Politik Dan Hukum* 1, no. 3 (2024): 15–26, <https://doi.org/10.62383/terang.v1i3.353>.

¹⁸ Hafzana Bedasari and Muhammad Djaiz, "Upaya Pencegahan Dan Penanggulangan Kenakalan Remaja Oleh Aparat POLSEK Karimun Kabupaten Karimun," *MENARA Ilmu* XII, no. 80 (2018): 137–45.

¹⁹ Hilyatul Aulia et al., "Pentingnya Peran Orang Tua Dalam Pendidikan Anak," *Jurnal Pengabdian Masyarakat Bangsa* 2, no. 6 (2024): 1906–11, <https://doi.org/10.59837/jpmba.v2i6.1141>.

²⁰ Sri Mulyani, "Peran Ibu Dalam Pendidikan Karakter Anak Menurut Pandangan Islam," *An-Nisa* 11, no. 2 (2019): 511–25, <https://doi.org/10.30863/annisa.v11i2.336>.

²¹ Tamrin Fathoni, "Peran Teori Sosial Émile Durkheim Dalam Pengembangan Pendidikan Agama Islam (Perspektif Solidaritas Sosial Dan Integrasi Masyarakat)," *AL-MIKRAJ Jurnal Studi Islam Dan Humaniora (E-ISSN 2745-4584)* 5, no. 01 (2024): 1654–68, <https://doi.org/10.37680/almikraj.v5i01.6403>.

²² Lina Warniati, "Perempuan Peran Ganda : Perspektif Teori Pertukaran Perilaku Dan Teori Pertukaran Sosial," *JAROW: Journal of Ar-Raniry on Social Work* 2, no. 2 (2024): 123–37, <https://doi.org/10.22373/jarow.v2i2.5226>.



experts. Mothers are often considered to be their children's first teachers, and the experiences and parenting styles provided by mothers in the early stages of their children's lives greatly influence the formation of their character. Mothers are the first figures to provide love and set an example for their children, which has a major influence on their emotional, social, and moral development.²³ According to criminal psychology, mothers play a role as educators and primary role models in the family, which greatly influences the psychological development and personality of children. Mothers who do not provide adequate support, affection, and guidance can increase the risk of criminal behaviour in children in the future.²⁴ To maximise the role of mothers as the front line in preventing family members from committing crimes, mothers must obtain sufficient information and knowledge regarding the following: First, what acts are classified as criminal offences, because the definition of crime from the perspective of society differs from the definition of crime according to regulations or positive law in Indonesia. for example, acts classified as bullying are sometimes considered normal and acceptable from a societal perspective. Second, what legal penalties (criminal sanctions) can be imposed on criminals if they are caught. Third, what consequences will the family face if a family member commits a criminal act. Information and knowledge about the intricacies of criminal acts can be provided to mothers through legal education and awareness programmes targeting mothers via organisational platforms or activities involving women, such as study groups, savings groups, exercise communities, and others, by involving legal experts, community leaders, religious figures, and psychologists. The method used in socialisation activities is not limited to lectures alone (because they are one-sided and tend to be boring, so that the socialisation objectives are not achieved optimally).²⁵ Therefore, socialisation can be carried out through more effective and interesting visual media, ²⁶such as videos or short films with the theme '*The impact of a family member committing a crime on the future of the family.*' This will undoubtedly serve as moral education for mothers, enabling them to understand the consequences and repercussions if a family member commits a criminal act. As a result, a mother will act as a protector and consistently remind family members (husband and children) to act cautiously and prevent themselves from becoming perpetrators of criminal acts.

²³ Meike Makagingge et al., "Pengaruh Pola Asuh Orang Tua Terhadap Perilaku Sosial Anak (Studi Kasus Pada Anak Usia 3-4 Tahun Di KBI Al Madina Sampangan Tahun Ajaran 2017-2018)," *YaaBunayya Jurnal Anak Pendidikan Usia Dini* volume 3 n (2019): 115–22, <https://doi.org/10.24853/yby.3.2.16-122>.

²⁴ Maman Rachman and Suwito Eko Pramono, *Peran Orang Tua Tunggal (Ibu) Dalam Mengembangkan Moralitas Anak Di Kelurahan Tlogo Mulyo Kecamatan Pedurungan Semarang Abstrak*, 6, no. 1 (2017): 52–58.

²⁵ Ken Dedes et al., "Peran Media Digital Dalam Meningkatkan Kesadaran Dan Pemahaman Hukum Di Kalangan Mahasiswa," *De Cive : Jurnal Penelitian Pendidikan Pancasila Dan Kewarganegaraan* 5, no. 1 (2025): 19–29, <https://doi.org/10.56393/decive.v5i1.2773>.

²⁶ Kesya Nur Aulia and Lutfi, "Analisis Pengaruh Media Audiovisual Dalam Menyimak Pada Pembelajaran Bahasa Indonesia Materi Kejujuran Di Kelas I SD Dharma Karya UT," *Jurnal UMJ: Universitas Muhammadiyah Jakarta*, 2024, 535–42.



The centrality of mothers in shaping children's behaviour is also a subject of international debate. In Western contexts, feminist legal scholars have questioned the disproportionate moral burden placed on mothers in preventing juvenile delinquency, warning that such expectations risk reinforcing traditional gender stereotypes.²⁷ At the same time, empirical studies in Europe and North America demonstrate that parental involvement particularly maternal attachment remains one of the strongest predictors of resilience against delinquent behaviour.²⁸ In New Zealand, restorative justice initiatives such as *family group conferences* have institutionalised the active participation of mothers and extended kin, showing that community-based family engagement can reduce recidivism more effectively than punitive measures.²⁹ Similarly, research in African and Asian contexts indicates that empowering mothers through legal literacy programmes not only benefits children but also strengthens community resilience against cycles of poverty and crime.³⁰ These comparative perspectives suggest that while Indonesia's emphasis on mothers as primary educators is culturally resonant, it must be situated within a wider global conversation that balances the recognition of maternal roles with broader structural responsibilities shared by fathers, communities, and state institutions.

2. Focus On Prevention By Providing Understanding And Legal Education To Children

What we can do is provide sufficient information and knowledge about what constitutes a criminal offence (this is important because a number of cases have arisen from the assumption that what was done was merely a joke), criminal sanctions and the consequences of committing a criminal offence. The programme can be implemented in the following ways:

- a. Mobile legal education programmes by lawyers, lecturers and law enforcement officials, involving Youth Ambassadors
Schools are formal educational institutions that have a strong influence on children's development. There are many things that schools can do to improve children's behaviour, including several efforts to prevent misbehaviour at school, such as: strengthening children's mental attitude so that they are able to solve the problems they face, providing education not only in terms of increasing knowledge and skills, but also mental, personal, religious, and moral education, providing facilities and creating an optimal environment for healthy personal development, organising discussion groups to

²⁷ Carol Smart, *Law, Crime and Sexuality: Essays in Feminism* (Sage, 1995), <https://books.google.com/books?hl=id&lr=&id=UwshFCMbc6IC&oi=fnd&pg=PP8&dq=Smart,+Carol.+Law,+Crime+and+Sexuality:+Essays+in+Feminism&ots=Nn9b7uG2Uk&sig=aR417CngfKgLOOKmcNQSidH0FwI>.

²⁸ Machteld Hoeve et al., "A Meta-Analysis of Attachment to Parents and Delinquency," *Journal of Abnormal Child Psychology* 40, no. 5 (2012): 771–85, <https://doi.org/10.1007/s10802-011-9608-1>.

²⁹ Gabrielle Maxwell and Allison Morris, "Family Group Conferences and Restorative Justice," *The ICCA Journal on Community Corrections* 8, no. 2 (1997): 37–40.

³⁰ Brian Keeley and Céline Little, *The State of the Worlds Children 2017: Children in a Digital World*. (ERIC, 2017), <https://eric.ed.gov/?id=ED590013>.

give children the opportunity to express their views and opinions, and establishing training centres to channel children's creativity. Organising various positive activities for children, such as legal education programmes, can be done by involving other parties, for example Lawyers, lecturers, and law enforcement officials (police, prosecutors, judges) collaborate with youth ambassadors (the involvement of child ambassadors in this activity aims to attract the attention of child participants, so that the activity is not boring and leaves a lasting impression on the participants). Legal education activities in the form of counselling, introducing the types of actions that fall under the category of criminal offences and the consequences for perpetrators and their families. Children are given an understanding of actions that often have the potential to violate laws and regulations, as well as an explanation of their responsibilities if they are involved in criminal offences. This activity does not use lectures but instead involves watching short films and playing games with a legal theme. Through these audio-visual media, the information conveyed becomes more interesting and informative, especially for complex material.³¹ Visualisations, animations, and concrete examples shown in videos can help children understand legal concepts better, which is in line with the dual-coding theory developed by Alan Paivio (1971). According to this theory, humans obtain information through two main channels, namely verbal and visual channels. When information is presented simultaneously in the form of words (verbal) and images or visualisations (visual), humans can acquire information efficiently and enhance their understanding and memory retention.³² In every session, the most important part to convey to children is to emphasise the 'impact and consequences that children and families will face and experience if someone in their family commits a crime.' This will have a profound effect on children, enabling them to prevent themselves from committing wrongful acts that harm others and themselves.³³ This mobile legal education programme has been implemented by the author and colleagues since 2020 until 2025 in Indragiri Hilir District, Riau, and there has been a decrease in fights and bullying at schools.³⁴ There has been a decrease in crimes committed by children in Indragiri Hilir Regency, Riau.³⁵

- b. The programme utilises social media as a platform for positive activities

By creating an application in the form of a game that provides legal

³¹ Hidayati Purnama, "Analisis Konten Edukasi Hak Asasi Manusia Pada Kanal Youtube Virtual Education Academy," *Jurnal Interaksi Sosiologi* 4, no. 2 (2024): 1–23.

³² Wahyu Indira et al., "Perancangan Film Animasi Sebagai Alat Sosialisasi Untuk Mendukung Implementasi Peraturan Gubernur No. 1 Tahun 2020 Tentang Legalitas Arak Bali," *Nirmana* 25, no. 1 (2025): 88–96, <https://doi.org/10.9744/nirmana.25.1.88-96>.

³³ Suriani Suriani et al., "Sosialisasi Hukum Bahaya Bullying Bagi Remaja Melalui Media Sosial," *ARDHI : Jurnal Pengabdian Dalam Negri* 2, no. 1 (2024): 137–46, <https://doi.org/10.61132/ardhi.v2i1.146>.

³⁴ Wawancara dengan Kepala sekolah dan catatan Guru Konseling di Kabupaten Indragiri Hilir Riau

³⁵ Wawancara dengan Bapak Afrido, S.H Jaksa di Kejaksaan Negeri Tembilahan Riau



education, children can gain knowledge and information about criminal law, the dangers and consequences for perpetrators of criminal acts through this game.³⁶ Internationally, the provision of legal education for children through digital platforms has generated considerable debate. In Europe, scholars emphasise the importance of *child-friendly legal literacy*, integrating human rights and conflict resolution rather than narrowly focusing on criminal sanctions.³⁷ UNICEF and child-rights advocates argue that *rights-based education* should empower children as current rights-holders, ensuring that legal education promotes agency rather than instilling fear.³⁸ On the other hand, critics warn that early exposure to criminal law concepts, particularly when presented through rigid or punitive frameworks, risks *over-criminalising childhood* and reinforcing authoritarian approaches.³⁹ Nevertheless, practices in countries such as Finland and New Zealand demonstrate that interactive methods including games, simulations, and restorative dialogues can successfully foster not only legal awareness but also empathy, social responsibility, and resilience. These perspectives show that while Indonesia's initiatives in digital legal education for children are promising, they can be further strengthened by aligning with international best practices that place empowerment and child rights at the centre.

c. Optimization of the Role of Teachers

Teachers also play an important role in preventing and dealing with criminal behaviour in children.⁴⁰ There are several steps that teachers can take, including building good relationships with students so that they feel comfortable and open to talking about the problems they face. With a good relationship, teachers can provide appropriate guidance and counselling; teachers need to recognise the signs of delinquency offences and criminal delinquency offences, such as changes in behaviour, declining academic performance, conflicts with peers, and lack of participation in school activities.⁴¹ By recognising these signs, teachers can provide the necessary assistance and intervention; teachers can implement preventive education programmes. These programmes include knowledge about the dangers of criminal behaviour, ways to address issues, and the

³⁶ Ria Safitri et al., "Edukasi Hukum Melalui Media Sosial Bagi Generasi Z," *Jurnal Citizenship Virtues* 2, no. 2 (2022): 377–85, <https://doi.org/10.37640/jcv.v2i2.1517>.

³⁷ Helen Stalford et al., *Rewriting Children's Rights Judgments: From Academic Vision to New Practice* (Bloomsbury Publishing, 2017).

³⁸ Roger A. Hart, *Children's Participation: From Tokenism to Citizenship* (1992), <https://ideas.repec.org/p/ucf/inness/inness92-6.html>; Ursula Kilkelly, "Children's Rights in Ireland," *Bloomsbury Publishing*, Bloomsbury Publishing, 2016, 1–500.

³⁹ Ana Ribeiro and Maria Rodrigues, "The Law Project: The Importance of Legal Literacy in the Everyday Life of Kids and Young People," March 2024, 3102–10, <https://doi.org/10.21125/inted.2024.0834>.

⁴⁰ D I Sma et al., (*Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan*) Volume 3, No. 1, Januari-Juni 2018, 3, no. 1 (2018).

⁴¹ Husnul Hakim, "Strategi Guru PAI Dalam Mencegah Kenakalan Remaja," *Jurnal Pendidikan Dan Riset* 2, no. 3 (2024): 282–90.

reinforcement of positive values.

Through the above programmes, it is hoped that potential criminal acts by children can be prevented, as they already understand the impact and legal consequences they will face if they or their family members are involved in and commit criminal acts.

4. Conclusion

The prevention of juvenile delinquency does not only depend on changes in legislation, but can be approached through the principles of progressive law, which prioritizes behavioral factors over the regulatory framework. In this context, efforts to minimize the risk of family members engaging in criminal activities should focus on the establishment of a Child Care Community. Communities of care serve as social environments where individuals, families, and community institutions collaboratively contribute to the prevention of juvenile delinquency. Within such a framework, all stakeholders share a common responsibility and actively participate in protecting the younger generation from potential delinquent behavior. The establishment of a caring community offers protection, guidance, and social support for adolescents, fostering a positive developmental environment. This community consists of parents, educators, community leaders, social institutions, educational institutions, and youth organizations. By engaging in a well-structured support system, children are more likely to experience a sense of belonging, security, and encouragement, ultimately reducing their vulnerability to delinquent behaviour.

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