

Legal Education to Prevent Juvenile Delinquency at Muhammadiyah Junior High School 1, Sleman

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Abstract

The phenomenon of juvenile delinquency is increasingly alarming, as reflected in various forms of misconduct ranging from bullying and drug abuse to street crimes. This condition is often caused by limited legal literacy and adolescents' lack of awareness of the legal consequences of their actions. SMP Muhammadiyah 1 Sleman, as an educational institution, plays a vital role in protecting students from such deviant behavior. The purpose of this community service activity was to improve students' legal understanding in order to foster law-abiding behavior. The implementation method employed interactive legal counseling, which included lectures, question-and-answer discussions, and case simulations. The effectiveness of the activity was evaluated through the distribution of pre-tests before the material was delivered and post-tests after the activity was completed to measure the increase in participants' knowledge. The target of this activity consisted of 70 students of SMP Muhammadiyah 1 Sleman representing each class. The results of the community service activity indicated a significant improvement in the partners' understanding. Based on the evaluation, there was an 80% increase in the average score of students' knowledge regarding types of juvenile criminal acts and their legal sanctions compared to before the counseling. The students also showed high enthusiasm and were able to identify actions that violate the law during the discussion sessions. The implications of this activity include the formation of legally aware agents within the school environment, which is expected to minimize the

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potential for legal violations and create a conducive, safe, and disciplined school environment.

Keyword

Juvenile Delinquency, Legal Literacy, Legal Counseling, Legal Awareness Education

Abstrak

Fenomena kenakalan remaja saat ini semakin mengkhawatirkan dengan munculnya berbagai bentuk pelanggaran, mulai dari perundungan (bullying), penyalahgunaan narkoba, hingga kejahatan jalanan. Hal ini sering kali disebabkan oleh minimnya literasi hukum dan ketidaktahuan remaja akan konsekuensi yuridis dari tindakan mereka. SMP Muhammadiyah 1 Sleman, sebagai institusi pendidikan, memegang peranan vital dalam membentengi siswa dari perilaku menyimpang tersebut. Tujuan kegiatan pengabdian ini bertujuan untuk meningkatkan pemahaman hukum siswa yang taat aturan. Metode pelaksanaan kegiatan menggunakan metode penyuluhan hukum interaktif yang meliputi ceramah, diskusi tanya jawab, dan simulasi kasus. Evaluasi efektivitas kegiatan dilakukan melalui penyebaran pre-test sebelum materi diberikan dan post-test setelah kegiatan selesai untuk mengukur peningkatan pengetahuan peserta. Sasaran kegiatan adalah siswa SMP Muhammadiyah 1 Sleman sebanyak 70 siswa yang mewakili masing-masing kelas. Hasil pengabdian menunjukkan adanya peningkatan pemahaman mitra yang signifikan. Berdasarkan evaluasi, terdapat kenaikan nilai rata-rata pengetahuan siswa mengenai jenis-jenis tindak pidana remaja dan sanksi hukumnya sebesar 80% dibanding sebelum penyuluhan. Siswa juga menunjukkan antusiasme tinggi dan mampu mengidentifikasi tindakan yang melanggar hukum dalam sesi diskusi. Implikasi kegiatan ini berimplikasi pada terbentuknya agen-agen sadar hukum di lingkungan sekolah yang diharapkan dapat meminimalisir potensi pelanggaran hukum dan menciptakan lingkungan sekolah yang kondusif, aman, dan disiplin.

Kata Kunci

Kenakalan Remaja, Literasi Hukum, Penyuluhan Hukum, Pendidikan Sadar Hukum

Introduction

Adolescence is a transitional period where individuals experience significant physical, emotional, and social changes. During this phase, adolescents tend to search for their self-identity and are more vulnerable to environmental influences, including peer pressure, social circles, and the impact of social media. Without being equipped with self-control and legal literacy, the risk of falling into deviant behavior or juvenile delinquency becomes significantly higher. In this context, deviant behavior is not merely seen as a breach of social norms; it can lead to serious legal consequences when it involves actions categorized as criminal offenses, such as violence, drug abuse, bullying, or the distribution of illicit goods.¹

Several studies indicate that juvenile delinquency is influenced by multifactorial elements, including individual internal factors (such as self-control and emotional intelligence or character) as well as external factors like family environment, social circles, and residential social conditions.² Furthermore, empirical research reveals that aspects such as character, emotional intelligence, and interpersonal skills play a vital role in reducing the tendency toward juvenile delinquency.³ Therefore, addressing juvenile delinquency is not sufficient through a purely repressive approach; rather, it requires preventive efforts through legal education, character building, and emotional literacy starting from school age.

As a formal educational institution, schools hold strategic potential as an arena for preventive intervention. One of the schools serving as the focus of this community service activity is Muhammadiyah 1 Sleman Junior High School, a private school under the auspices of the Muhammadiyah Organization. It holds an “A” accreditation and was established in 1974,

¹ Ahmad Sholikhin Ruslie et al., “Penyuluhan Hukum Waris Untuk Meningkatkan Pemahaman Masyarakat di Kelurahan Wonorejo, Kota Surabaya,” *Jurnal Penyuluhan dan Pemberdayaan Masyarakat* 4, no. 1 (2025): 1–6.

² Herlan Purnomo Syamsi, “Peningkatan Pemahaman Masyarakat Kalurahan Potorono Terkait Hukum Waris dalam Perspektif Hukum Positif Indonesia dan Hukum Waris Barat,” *An-Nas: Jurnal Pengabdian Masyarakat* 4, no. 1 (2024): 7–16.

³ Robi’ul Afif Nurul’Aini et al., “Bimbingan Penerapan Ilmu Faraidh Untuk Mengatasi Kasus Warisan di Masyarakat Desa Kesamben Kecamatan Ngoro Jombang,” *Jurnal Pelita Pengabdian Masyarakat* 2, no. 1 (2025): 62–74.

located in Triharjo, Sleman District, Sleman Regency, DIY. The school is known for emphasizing a balance between academic achievement and religious character, making its environment highly relevant for implementing legal and character literacy programs for its students. This information is crucial to establish the relevance of the location and the research subjects so that the results reflect the real conditions of religious-based private schools in Sleman.

Based on this background, the counseling aims to enhance legal understanding regarding juvenile delinquency within the school environment. Consequently, it is hoped that the outcomes of this service will provide academic contributions as well as practical recommendations for schools, educational institutions, and policymakers in designing sustainable legal and character literacy programs for adolescent students.

Method

The implementation method for this legal understanding counseling for students, as an effort to prevent juvenile delinquency, is designed systematically with active partner participation to ensure activity goals are met. This community service activity applies the Active Legal Counseling method with a Participatory Learning and Action (PLA) approach. This method was chosen to shift the conventional top-down counseling paradigm into a participatory two-way learning process where partners are positioned as active subjects. Systematically, the activity implementation is divided into three main stages:

Preparation and Initial Observation Stage

This stage begins with intensive coordination with target partners to map out the most frequent legal issues in that environment (legal needs assessment). The service team conducts an inventory of issues, such as the high number of violent acts committed by students. Based on this data, the counseling materials are customized to be relevant to partner needs, using simple language and avoiding overly technical legal terminology (legalese).

Implementation Stage with Interactive Methods

The core of the activity is carried out through material presentation combined with Case Simulation techniques. In this session, the team does not only present theoretical rules

regarding student delinquency but also teaches students the appropriate behaviors to avoid such conduct. The steps in this active method include:

- a. Triggering: The service team provides case examples of juvenile delinquency disputes to provoke responses and initial analysis from the partners.
- b. Focus Group Discussion (FGD): Partners are given the opportunity to dissect the case based on their understanding, which is then clarified by the speaker according to applicable legal corridors.
- c. Flow Visualization: The use of visual aids (family trees and distribution flowcharts) is utilized to help partners more easily understand heir positions and the sizes of their shares.

Evaluation and Assistance Stage

The final stage of this method is the evaluation of understanding, conducted through an open consultation (Q&A) session. The indicator of success is measured by the partners' ability to identify behaviors categorized as juvenile delinquency and their understanding of how to avoid them. Additionally, a brief legal clinic consultation service is opened for partners currently facing delinquency issues, serving as a form of post-activity assistance.

Result and Discussion

Juvenile delinquency is a social phenomenon that remains a serious concern in Indonesia, considering that such deviant behavior impacts not only the adolescents themselves but also their families, school environments, and society at large. Juvenile delinquency encompasses all behaviors that deviate from criminal law norms committed by adolescents. Its development has become increasingly complex alongside technological advancements and shifts in social values. Recognizing the urgency of this issue, a service team consisting of internship students from the Faculty of Law at Unimma, the Sekawan Yogyakarta Legal Aid Institute (LBH), and the Sleman District Court (PN) initiated a legal socialization program themed "Juvenile Delinquency from a Legal Perspective" on December 4, 2025, at Muhammadiyah 1 Sleman Junior High School. This program is a form of academic concern

for character building and legal awareness among the younger generation within the educational environment.

Legal socialization programs organized at the junior high school level play a strategic role in preventive efforts against juvenile delinquency. Junior high school students are in an adolescent age group undergoing a transition from childhood to adulthood, characterized by rapid biological, cognitive, and social-emotional growth and development. During this transition period, adolescents are vulnerable to negative environmental influences, making early legal education vital. Counseling on juvenile delinquency and its management for students is essential, given the increasing number of delinquency cases.

During the presentation session (Figure 1), the service team emphasized that juvenile delinquency is not merely a matter of ethics or school rule violations but carries criminal law consequences. The material focused on understanding the definitions of deviant behavior that intersect with criminal law, as mentioned in the background of the problem. The main points of discussion included:

- a. Types of Legal Violations by Adolescents. The team explained common forms of delinquency that have serious legal impacts, such as physical and cyberbullying, narcotics abuse, brawls, traffic violations, and immoral acts.
- b. Juvenile Criminal Justice System (SPPA). The presenters also explained Law Number 11 of 2012 concerning the Juvenile Criminal Justice System. This aimed to provide an understanding that even though the partners are minors, legal processes can still proceed through special mechanisms (such as diversion), yet they still carry legal records that can harm their future.
- c. Long-Term Impact. Explanations regarding legal impacts were provided not only for the perpetrator (the adolescent) but also for the burden borne by the family and social sanctions from the community.

The socialization activities related to juvenile delinquency from a legal perspective showed positive results and an increase in the legal understanding of the partners, as demonstrated by pre-test and post-test results. The activity was attended by 70 participants, consisting of

student representatives from grades 7 and 8 of Muhammadiyah 1 Sleman Junior High School appointed by the school, who actively participated in the entire series of events, from material presentations to discussions and prevention efforts.



Figure 1. The implementation of program

The success of this legal socialization program is measured not only by quantitative aspects, such as the number of attendees, but also by qualitative aspects, namely changes in students' understanding and attitudes toward the law. Strengthening legal values can be implemented through deeper and more relevant learning processes, as well as through supportive extracurricular activities. The involvement of all stakeholders, including parents, teachers, and the community, is also crucial in supporting the implementation of legal principles within the school environment. This program is expected to serve as a catalyst for similar initiatives in other schools, ultimately achieving the goal of shaping a younger generation that is not only academically intelligent but also possesses high integrity and legal awareness in their social lives.

Conclusion

This legal socialization program successfully delivered comprehensive counseling on forms of juvenile delinquency, such as brawls, drug abuse, bullying, and digital violations along with their legal consequences based on the Criminal Code (KUHP). Through an interactive educational approach, the program not only increased students' legal literacy but also

fostered self-control and emotional intelligence as a defense against negative environmental influences during the adolescent transition period. It is understood that juvenile delinquency is heavily influenced by multifactorial elements, including internal factors like character and emotion, as well as external factors like family, social circles, and social media. The collaboration between higher education institutions, legal aid, district courts, and schools serves as a successful model for bridging the knowledge gap, with qualitative evaluations showing changes in students' understanding and motivation to avoid legal risks. Overall, a preventive approach through legal socialization helps anticipate juvenile delinquency, as providing this foundation empowers adolescents with the ability to make wise decisions amidst social challenges. This program reaffirms the importance of schools as the front line in character building, supported by the roles of parents, teachers, and the community for sustainable supervision. Although limited to one school in Sleman, these findings contribute to the development of sustainable national legal literacy programs.

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