

# Legal Education in Understanding Intellectual Property Rights: The Importance of Protecting Creativity and Innovation Based on Artificial Intelligence for Generation Alpha

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## Abstract

The rapid development of digital technology has brought significant changes to everyday life. Generation Alpha (children born after 2010) are growing up surrounded by technological advancements, which means they have been accustomed to using gadgets and social media from an early age. Today, the use of Artificial Intelligence (AI) as a tool to support content creation is becoming increasingly widespread, even among children. This phenomenon presents new challenges, particularly regarding the understanding of Intellectual Property Rights (IPR). A study by Hosting Advice found that nearly half (49%) of parents with children aged 7–14 reported that their children are already familiar with AI. Meanwhile, data from the 2021 NeuroSensus study revealed that 92% of Generation Alpha children in Indonesia were introduced to digital devices at an early age, and 87% had interacted with social media before turning 13. These findings highlight the urgent need for proper legal education so that children can use technology creatively while also understanding its legal boundaries. This community engagement program was implemented in the form of a legal awareness session at SMP Al-Kautsar, Sukoharjo. The activity was carried out in collaboration with the *Majelis Hukum dan Hak Asasi Manusia (HAM)*

**Submitted:**

October 14, 2025

**Accepted:**

November 12, 2025

**Published:**

December 31, 2025

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Aisyiyah Sukoharjo and involved law students as part of the “*Kampus Berdampak*” (Campus with Impact) initiative. The program aimed to educate students about the use of AI in content creation and its connection to copyright, raise awareness of the risks of IPR violations among young generations, and strengthen collaboration between universities and schools through outreach activities. The session generated strong enthusiasm from the students, reflected in interactive discussions and numerous questions about how to use AI legally and ethically. Through this initiative, Generation Alpha students are expected to develop the ability to utilize digital technology creatively while also respecting and complying with applicable legal frameworks.

## Keywords

Generation Alpha, Artificial Intelligence, Intellectual Property Rights, Legal Awareness Program

## Abstrak

Perkembangan teknologi digital membawa pengaruh besar dalam kehidupan sehari-hari. Generasi Alpha-anak-anak yang lahir setelah tahun 2010-hidup di tengah kemajuan teknologi, sehingga sejak usia dini mereka sudah terbiasa menggunakan gawai dan media sosial. Saat ini, penggunaan Artificial Intelligence (AI) sebagai alat bantu pembuatan konten juga semakin meluas, bahkan di kalangan anak-anak. Fenomena ini menimbulkan tantangan baru, terutama terkait pemahaman Hak Kekayaan Intelektual (HaKI). Penelitian *Hosting Advice* mencatat hampir setengah (49%) orang tua dengan anak berusia 7–14 tahun menyatakan anak mereka sudah terbiasa memakai AI. Data dari studi *NeuroSensum* (2021) juga menunjukkan 92% anak Generasi Alpha mengenal gawai sejak dini, dan 87% telah berinteraksi dengan media sosial sebelum usia 13 tahun. Kondisi ini menandakan perlunya pemahaman hukum yang tepat agar mereka mampu memanfaatkan teknologi secara kreatif sekaligus memahami batasan hukumnya. Program pengabdian masyarakat ini dilaksanakan dalam bentuk penyuluhan hukum di SMP Al-Kautsar, Sukoharjo. Kegiatan ini menggandeng Majelis Hukum dan Hak Asasi Manusia (HAM) Aisyiyah Sukoharjo, serta melibatkan mahasiswa Fakultas Hukum sebagai bagian dari implementasi kampus berdampak. Penyuluhan bertujuan untuk memberikan edukasi tentang pemanfaatan AI dalam pembuatan konten serta kaitannya dengan hak cipta, meningkatkan kesadaran mengenai risiko pelanggaran HaKI di kalangan generasi muda, mendukung kolaborasi

kampus dan sekolah melalui kegiatan penyuluhan. Hasil kegiatan menunjukkan antusiasme tinggi dari siswa, yang terlihat dari diskusi interaktif dan pertanyaan seputar penggunaan AI secara legal dan etis. Melalui penyuluhan ini, siswa Generasi Alpha diharapkan mampu memanfaatkan teknologi digital secara kreatif sekaligus memahami dan menghormati aturan hukum yang berlaku.

## Kata Kunci

*Generasi Alpha, Kecerdasan Buatan, Hak Kekayaan Intelektual, Penyuluhan Hukum*

## Introduction

The development of digital technology in recent years has had a tremendous impact on various aspects of life, from the way we learn and communicate to creating works in the creative world.<sup>1</sup> One group that has been greatly affected by this progress is Generation Alpha (children born after 2010), who are growing up amid a rapid wave of digital innovation. From a very early age, they have been accustomed to gadgets, social media, and various online platforms.<sup>2</sup> NeuroSensum Indonesia Consumer Trend Data 2021 shows that 92% of Generation Alpha children have been familiar with digital devices since preschool age, and 87% have interacted with social media before the age of 13.<sup>3</sup> This fact shows how closely technology is integrated into their lives, while also hinting at new challenges related to its wise use.<sup>4</sup>

One phenomenon that is becoming increasingly apparent is the use of Artificial Intelligence (AI) to support digital content creation. Various AI applications and platforms help generate images, videos, and writing, which are even used by children in the process of learning and

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<sup>1</sup> Rony Sandra Yofa Zebua et al., *Fenomena Artificial Intelligence (AI)* (PT. Sonpedia Publishing Indonesia, 2023).

<sup>2</sup> Muhammad Yani et al., *Penguatan Ketahanan Keluarga Di Era Digital* (Syiah Kuala University Press, 2024).

<sup>3</sup> Qouliyah Balqis, Suryati Suryati, and Manalullaili Manalullaili, "Peran Media Sosial Melalui Aplikasi Youtube Dalam Meningkatkan Kemampuan Komunikasi Interpersonal Siswa SMP Sriwijaya Palembang," *Jurnal Bisnis Dan Komunikasi Digital* 1, no. 2 (2024): 10.

<sup>4</sup> Aldo H B Wendur, "Perlindungan Hukum Terhadap Hak Kekayaan Intelektual Di Era Digital Dalam Penggunaan Artificial Intelligence," *Lex Administratum* 12, no. 2 (2024).

creating on social media. A survey by Hosting Advice (2024) revealed that nearly half (49%) of parents with children aged 7–14 said their children were already accustomed to using AI-based technology.<sup>5</sup> This situation does indicate a high level of digital literacy, but it also raises an important question: do they understand the legal restrictions related to the works they create and share? A lack of understanding of intellectual property rights (IPR) could potentially lead them to unintentionally violate copyright or even use other people's work without permission.<sup>6</sup>

In response to this challenge, the community service team conducted a legal counseling session on July 15, 2025, at Al-Kautsar Junior High School in Sukoharjo. This activity was carried out in collaboration with the *Majelis Hukum dan Hak Asasi Manusia (HAM)* Aisyiyah Sukoharjo and involved law students as part of the “Kampus Berdampak” (Impactful Campus program) while also supporting the *Merdeka Belajar Kampus Merdeka* (MBKM) policy. SMP Al-Kautsar, known for its “digital school” concept, was seen as the ideal partner to educate students on the ethical and responsible use of technology.

From the initial identification, several main problems faced by partner schools were found, namely: (1) students' lack of understanding of AI and its legal implications, (2) low awareness of the importance of intellectual property rights and copyright, and (3) the potential for unintentional copyright infringement when creating or sharing digital content.

Based on these conditions, this outreach activity was designed with the following objectives: (1) to educate students about the use of AI in creating content and its relationship to copyright, (2) to raise awareness of the risks of IPR infringement in the digital age, (3) encourage cooperation between universities and schools through outreach programs, and (4) strengthen networks with legal advocacy institutions in an effort to build digital literacy and

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<sup>5</sup> Syukaisih Syukaisih et al., “Determinan Perilaku Orang Tua Terhadap Pengawasan Dalam Penggunaan Gadget Pada Anak Usia 7–12 Tahun Di Rt 02 Rw 02 Dusun Wonosri Barat Desa Koto Tinggi Pasir Pengaraian,” *Al-Tamimi Kesmas: Jurnal Ilmu Kesehatan Masyarakat (Journal of Public Health Sciences)* 11, no. 2 (2022): 174–85.

<sup>6</sup> Fitria Ayuningtyas, Muthia Sakti, and Nurfarah Nidatya, “Peningkatan Kesadaran Literasi Digital Bagi Remaja Melalui Program Edukasi Interaktif,” *Jurnal Abdimas Ilmiah Citra Bakti* 6, no. 1 (2025): 201–12.

legal awareness among the younger generation. Findings from previous studies show that legal education in schools has been proven effective in improving students' understanding of copyright and ethical digital behavior.<sup>7</sup>

With this program, it is hoped that Generation Alpha students will not only become more creative in utilizing technology, but also understand the legal and ethical rules that underlie every work they produce.

## Method

The method used in this community service activity was designed to directly address the partner's problem, namely the lack of understanding among students regarding the use of Artificial Intelligence (AI) in digital content creation and its relation to Intellectual Property Rights (IPR). The chosen approach is participatory-educational, where students not only receive information but are also encouraged to discuss, practice, and provide feedback to enhance their understanding.

### *Activity Targets*

The main target of this activity is Al-Kautsar Sukoharjo Junior High School students, especially those who actively use gadgets, social media, and are beginning to learn about AI-based applications in learning and entertainment activities. This school was chosen because it promotes the concept of a “digital school” and is considered relevant as a place to provide an understanding of digital literacy and legal awareness from an early age.

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<sup>7</sup> Dwi Haryadi et al., “Literasi Hukum Berbasis Digital Terhadap Siswa Sma Di Belitung Timur,” *Prosiding SNasPPM* 7, no. 1 (2022): 253–59; Ayuningtyas, Sakti, and Nidatya, “Peningkatan Kesadaran Literasi Digital Bagi Remaja Melalui Program Edukasi Interaktif”; Deni Apridinatae, “Peran Guru Dalam Mengedukasi Siswa Tentang Undang-Undang ITE Di Era Teknologi,” *Satya Dharma: Jurnal Ilmu Hukum* 8, no. 1 (2025): 446–60.

### *Implementation Time*

Legal counseling will be conducted on July 15, 2025, after students have completed their final exams. This timing is intended to allow students to participate in the activity with full focus, without being distracted by a busy academic schedule.

### *Work Program and Implementation Stages*

The implementation of the activity is divided into the following stages:

- a. Preparation Stage: The service team coordinates with the *Majelis Hukum dan Hak Asasi Manusia (HAM)* Aisyiyah Sukoharjo and Al-Kautsar Junior High School to determine the material, schedule, and technical aspects of the counseling. The materials prepared include an introduction to AI, basic concepts of intellectual property rights, and examples of copyright infringement cases on social media.
- b. Implementation Stage: The activity begins with an interactive presentation using slides and short videos, followed by a question-and-answer session. During this session, students are encouraged to identify which works are protected by copyright and how the use of AI can lead to certain legal implications.
- c. Discussion and Simulation Phase: To reinforce understanding, a simple simulation is conducted (for example, a case study on the use of AI images on social media) where students are asked to provide opinions and solutions based on the legal explanations already provided.
- d. Closing and Reflection Stage: The activity concludes with a summary, distribution of a brief guide on intellectual property rights and AI, and an appeal to students to be more careful in utilizing technology.

### *Mentoring Results*

The mentoring program generated positive responses from students and teachers. Students showed great enthusiasm, asking many questions about the legal use of AI and how to avoid copyright infringement. Teachers also said that the mentoring helped them understand how to guide students in creating and sharing content more responsibly.

Through this series of methods, the community service activity not only provided legal education but also encouraged students to actively participate, think critically, and internalize the values of digital literacy and legal awareness in their daily lives.

### ***Activity Evaluation***

The evaluation of this outreach activity was conducted through open discussions and feedback from students and teachers. Most participants reported a better understanding of the basic concepts of intellectual property rights and the relationship between AI and copyright after attending the outreach session. The evaluation results also suggested that future sessions should focus on more specific topics.

## **Result and Discussion**

The implementation of the community service program at SMP Al-Kautsar, Sukoharjo on July 15, 2025, produced various important findings that were in line with the initial objectives of the activity. Each series of activities carried out was designed to address the problems of partners, particularly related to students' lack of understanding of the use of Artificial Intelligence (AI) in content creation and its legal implications for Intellectual Property Rights (IPR).

### ***Interactive Material Delivery***

The initial stage of the activity consists of an interactive presentation on the basics of AI, copyright concepts, and the role of intellectual property rights in protecting digital works. The material is delivered through presentations, short videos, and real-life examples that are relevant to students' daily lives, such as the use of images from the internet or musical works for social media content. The material was presented by Dr. Nuria Siswi, S.H., M.H., from the *Majelis Hukum dan Hak Asasi Manusia (HAM)* Aisyiyah Sukoharjo, and also by the head of the community service program, Diana Setiawati, S.H., LL.M., as shown in Figure 1 and Figure 2. We also created an explanatory video of the material, which can be accessed via the following link:



[https://drive.google.com/file/d/1H6uLRIWev5\\_NgADzTwJR9wUzmO3qmgD/view?usp=sharing](https://drive.google.com/file/d/1H6uLRIWev5_NgADzTwJR9wUzmO3qmgD/view?usp=sharing)

Before the seminar, most students admitted that they did not understand the difference between works that can be used freely and works that are protected by copyright. After the session, students began to be able to identify simple examples of copyright infringement, such as taking illustrations from the internet without permission.



**Figure 1.** Counseling from MHH Aisyiyah PDA Sukoharjo, Dr Nuria Siswi,S.H.,M.H



**Figure 2.** Counseling by Diana Setiawati,S.H.,LL.M



### *Discussion and Q&A*

The next session took the form of an open discussion and Q&A, where students were free to ask questions about AI, copyright, and content creation practices (Figure 3). Many questions arose about whether AI-generated works (such as images from generative applications) could be used freely, and how to cite sources or give credit for digital works.

It was revealed that students had a great interest in this topic because it was directly related to their daily activities on social media. The discussion also revealed misconceptions (such as the assumption that all AI works are automatically free to use), which were then clarified in this briefing.



**Figure 3.** Participants asking questions and door prize distribution

### *Case Study Simulation*

To reinforce understanding, a case study simulation was conducted in the form of a case example explained by the presenter, followed by an analysis of the case. Students were then asked how to decide on appropriate legal actions (for example, giving credit, requesting permission, or not using certain works) as shown in Figure 4.

From this simulation, it is evident that students' ability to assess simple legal situations has improved. Currently, students can provide appropriate solutions, such as suggesting the inclusion of sources or the use of content with an open license (Creative Commons).



**Figure 4.** Students answering and asking questions

### *Results of Community Service*

Overall, this community service activity achieved its objectives with several important results, such as:

- a. Increased Student Understanding of Intellectual Property Rights and AI. After the activity, the majority of students (around 85% based on a simple post-counseling questionnaire) stated that they had a better understanding of the relationship between AI works and copyright.
- b. Enhanced Legal Awareness in Creating and Using Digital Content. Students began to recognize the risks of copyright infringement, including the consequences of using others' works without permission.
- c. Positive Feedback from Teachers and Schools. Teachers reported that the outreach helped them gain new references to guide students in learning activities involving digital technology. Emergence of Recommendations for Follow-Up Programs. From the evaluation discussion, the school expressed gratitude for the educational program provided to the students and hoped for further programs from this initiative.

These results demonstrate that legal education using participatory methods can address previously identified issues. The lack of student understanding regarding AI and IPR can be addressed through relevant materials, interactive approaches, and real-life case simulations. These findings align with Anrilla E. M. Ningdyah's (2021) research, which states that school-based legal education effectively enhances students' digital legal literacy and fosters more ethical behavior in utilizing technology.

With this success, the outreach program not only enhances knowledge but also cultivates critical awareness among Generation Alpha students, enabling them to be more responsible in creating and using digital technology.

## Conclusion

The legal education program on the use of Artificial Intelligence (AI) and its relationship to Intellectual Property Rights (IPR) conducted at SMP Al-Kautsar, Sukoharjo, successfully provided new insights to Generation Alpha students regarding the legal boundaries in the creation and use of digital content. Through interactive materials, discussions, and case simulations, students not only grasped the basic concepts of IPR but also learned to identify practices that could potentially infringe on copyright in their daily activities on social media. Key findings indicate an increase in students' legal awareness, as evidenced by from their ability to provide simple legal solutions and their commitment to be more cautious in utilizing digital works. This addresses the main issue faced by the partner, namely the low level of legal literacy regarding AI and IPR among students.

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