



SOSIALISASI HUKUM KENAKALAN REMAJA DAN JERAT HUKUM: SAJAM, BULLYING, HINGGA PENCABULAN

¹Tsuroyyaa Maitsaa' Jaudah, ²Alifah Zahra Chandra, ³Muchamad Yanuar Sena, ⁴Herdyan Ramadhan

^{1,2,3,4}, University of Muhammadiyah Magelang

Email: alifahzhrachandra@gmail.com

Abstrak

Kegiatan pengabdian kepada masyarakat ini bertujuan untuk memberikan pemahaman hukum yang mendalam mengenai bahaya dan konsekuensi hukum dari tindakan kenakalan remaja, yang meliputi penggunaan senjata tajam (Sajam), *bullying*, hingga kasus pencabulan. Pengabdian ini dilaksanakan di SMA Negeri 5 Kota Magelang dengan sasaran 30 siswa-siswi. Metode pelaksanaan yang digunakan adalah ceramah interaktif, diskusi, dan sesi tanya jawab, serta kuis, yang merupakan kolaborasi antara mahasiswa Universitas Muhammadiyah Magelang (UNIMMA) Semester 7 dengan DPC PERADI (Dewan Pimpinan Cabang Perhimpunan Advokat Indonesia) Magelang dalam rangka kegiatan rutin Peradi Goes To School. Kegiatan ini menghadirkan tiga pemateri ahli dari DPC PERADI, yaitu Aryo Garudo SH., MH, Ida Sammer SH., dan M. Natsir Adhi Kartika SH. Hasil kegiatan menunjukkan antusiasme yang tinggi dari peserta, ditandai dengan partisipasi aktif dalam sesi tanya jawab dan kuis, serta peningkatan pemahaman siswa tentang kerentanan hukum yang mereka hadapi sebagai remaja. Keberhasilan ini diharapkan mampu meminimalisir potensi konflik hukum pada lingkungan sekolah.

Kata Kunci : Sosialisasi Hukum, Kenakalan Remaja, Jerat Hukum.

SOCIALIZATION OF JUVENILE DELINQUENCY LAWS AND LEGAL PENALTIES: WEAPONS, BULLYING, AND SEXUAL ABUSE

Abstract

This community service activity aims to provide an in-depth legal understanding of the dangers and legal consequences of juvenile delinquency, including the use of sharp weapons (Sajam), bullying, and sexual abuse cases. This service was carried out at SMA Negeri 5 Kota Magelang with a target of 30 students. The methods used were interactive lectures, discussions, question and answer sessions, and quizzes, which were a collaboration between 7th semester students of Muhammadiyah University Magelang (UNIMMA) and the Magelang Branch of the Indonesian Advocates Association (PERADI) as part of PERADI's regular Peradi Goes To School program. This activity featured three expert speakers from DPC PERADI, namely Aryo Garudo SH., MH, Ida Sammer SH., and M. Natsir Adhi Kartika SH. The results of the activity showed high enthusiasm from the participants, marked by active participation in the question and answer session and quiz, as well as an increase in students' understanding of the legal vulnerabilities they face as teenagers. This success is expected to minimize the potential for legal conflicts within the school environment.

Keywords: Legal Socialization, Juvenile Delinquency, Legal Entanglements.

INTRODUCTION

Adolescence is a crucial transitional phase in an individual's psychosocial development, characterized by identity exploration, the need for peer group recognition, and experimentation with social boundaries. During this stage, adolescents are highly vulnerable to risk-taking behaviors due to emotional instability, cognitive immaturity,





and strong peer influence (Santrock, 2018). Unfortunately, this developmental vulnerability often manifests in deviant behaviors commonly referred to as juvenile delinquency. Crime statistics in Indonesia indicate an increasing trend in cases involving children in conflict with the law (*Anak yang Berhadapan dengan Hukum / ABH*), accompanied by a growing complexity of offenses. Juvenile misconduct is no longer limited to minor violations such as truancy or smoking but has escalated into serious criminal acts, including theft, violent assaults, narcotics abuse, and sexual violence (Badan Pusat Statistik [BPS], 2023; Siegel & Welsh, 2022). Phenomena such as student brawls involving sharp weapons (*senjata tajam*), physical and verbal bullying, and acts of obscenity or sexual misconduct have become significant threats to the future of young generations and the maintenance of social order within school environments.

These acts often begin as pranks, misguided peer solidarity, or ignorance of legal boundaries. However, such behaviors can quickly escalate into criminal acts with long-term legal, psychological, and social consequences for the perpetrators, victims, and educational institutions involved (UNICEF, 2020). The lack of legal awareness among adolescents significantly contributes to their inability to anticipate the legal implications of their actions, thereby increasing the risk of criminal entanglement. In the national legal context, Indonesia has established a specific legal framework through Law Number 11 of 2012 concerning the Juvenile Criminal Justice System (SPPA). This law provides a special justice mechanism for children aged 12–18 years who are in conflict with the law, prioritizing diversion and restorative justice approaches while minimizing detention wherever possible. The SPPA Law emphasizes child protection, rehabilitation, and reintegration rather than retributive punishment (Republic of Indonesia, 2012).

Nevertheless, legal protection under the SPPA Law does not imply immunity from criminal liability. For serious offenses such as possession of sharp weapons regulated under Emergency Law No. 12 of 1951, acts of bullying resulting in serious injury punishable under the Criminal Code (KUHP), and sexual violence offenses sanctioned under Law Number 12 of 2022 concerning Sexual Violence Crimes (TPKS) children may still face severe legal consequences. These regulations underscore the seriousness of violent and sexual offenses, even when committed by minors, while maintaining proportional accountability in accordance with juvenile justice principles (Republic of Indonesia, 1951; Republic of Indonesia, 2022). Therefore, legal education regarding legal boundaries, juvenile justice procedures, and potential sanctions is an essential need for high school students who are approaching legal maturity in terms of age and responsibility (Ariani, 2012). Recognizing this urgency, students of the University of Muhammadiyah Magelang (UNIMMA), particularly Semester 7 students consisting of Alifah Zahra Chandra, Muhammad Yanuar Sena, and Herdyan Ramadhan, were motivated to implement one of the *Tri Dharma of Higher Education*, namely community service. This initiative was designed as a preventive and collaborative effort aimed at strengthening adolescents' legal awareness and resilience. To ensure credibility and legal authority, UNIMMA students established a strategic partnership with DPC PERADI Magelang, the Branch Executive Council of the Indonesian Advocates Association, as an official professional organization with recognized legal competence.





This collaboration was realized through DPC PERADI's flagship outreach program, "Peradi Goes to School," conducted as part of the commemoration of *Harlah Peradi* (PERADI Anniversary). The service activity was held at SMA Negeri 5 Magelang City, located at Jalan Barito II Sidotopo, Kedungsari Village, North Magelang District, Magelang City, Central Java Province (Postal Code 56114). The program targeted approximately 30 selected students and was accompanied by two supervising teachers, namely Mrs. Fitri Eva Yulianti, S.Pd., and Mrs. Nur Charisatun, S.Pd.

By presenting expert speakers from DPC PERADI Aryo Garudo, S.H., M.H., Ida Sammer, S.H., and M. Natsir Adhi Kartika, S.H. this activity aimed to provide students with a practical, authoritative, and contextual understanding of the law. Through direct interaction with legal practitioners, students were encouraged not only to understand legal norms but also to internalize the risks and consequences associated with juvenile delinquency. It is expected that this knowledge will serve as a form of self-protection and empower students to act as agents of positive change within their schools and broader communities (Creswell & Creswell, 2018; UNICEF, 2020).

IMPLEMENTATION METHOD

The implementation of this community service activity was conducted on Friday, December 12, 2025, at SMA Negeri 5 Magelang City, located at Jalan Barito II Sidotopo, Kedungsari Village, North Magelang District, Magelang City. The target participants of this activity were students of SMA Negeri 5 Magelang City, totaling approximately 30 students. The activity was accompanied by two supervising teachers, namely Mrs. Fitri Eva Yulianti, S.Pd., and Mrs. Nur Charisatun, S.Pd. The socialization material was delivered in the form of a presentation entitled "*Juvenile Delinquency and Legal Trapping: Bullying, Bullying, and Molestation as Future Threats.*" The material covered fundamental concepts of juvenile delinquency, including definitions and characteristics of deviant behavior among adolescents, as well as common types of criminal acts committed by juveniles such as theft, bullying, sexual violence, and narcotics-related offenses. These forms of juvenile misconduct are recognized as serious social problems that may have long-term legal and psychological consequences if not addressed early through preventive education and legal awareness programs (Santrock, 2018; Siegel & Welsh, 2022).

Furthermore, the material explained the legal framework governing juvenile delinquency in Indonesia, including provisions in the Indonesian Criminal Code (KUHP), Law No. 11 of 2012 concerning the Juvenile Criminal Justice System (SPPA Law), and Law No. 12 of 2022 concerning Sexual Violence Crimes (TPKS Law). These regulations emphasize the principles of child protection, restorative justice, and the prevention of re-victimization, particularly in cases involving bullying and sexual violence among minors (Republic of Indonesia, 2012; Republic of Indonesia, 2022). The activity was implemented using socialization and interactive discussion methods. Legal practitioners from DPC PERADI, namely Aryo Garudo, S.H., M.H., Ida Sammer, S.H., and M. Natsir Adhi Kartika, S.H., delivered the material using language that was accessible and easily understood by adolescents. The session was followed by an open discussion and question-and-answer session, which aimed to enhance students' legal literacy, critical awareness, and





understanding of the legal consequences of juvenile delinquency. Interactive discussion has been proven effective in increasing adolescents' comprehension of legal norms and fostering preventive attitudes toward risky behavior (UNICEF, 2020; Creswell & Creswell, 2018).

RESULTS AND DISCUSSION

The legal socialization activity was carried out smoothly and in a conducive atmosphere. All participants demonstrated high enthusiasm, particularly when the discussion addressed issues closely related to their daily experiences, such as bullying and student brawls. High participant engagement is an important indicator of the effectiveness of legal education, as relevance to real-life contexts significantly increases adolescents' motivation to learn and internalize legal norms (UNICEF, 2020; Santrock, 2018).

A question-and-answer session served as the main indicator for assessing participants' level of understanding. During this session, three students actively posed critical questions that reflected a deep comprehension of the material and an awareness of its practical implications. Active participation through questioning is widely recognized as an effective learning strategy that enhances cognitive processing and legal awareness among adolescents (Creswell & Creswell, 2018). As a form of appreciation for their courage and active involvement, the three students received exclusive merchandise from University of Muhammadiyah Magelang (UNIMMA).

The questions raised by the students can be summarized as follows:

1. Student 1 (Violence/Brawl Topic): *"If we are involved in a brawl and carry a sharp weapon, but we are still minors, is the legal process the same as that for adults? Can we still be imprisoned, and how is the SPPA Law applied in cases involving sharp weapons?"* This question reflects students' concern regarding criminal liability and the application of the Juvenile Criminal Justice System in cases involving serious violence, particularly offenses regulated under Emergency Law No. 12 of 1951.
2. Student 2 (Bullying/Cyberbullying Topic): *"Currently, there is a lot of bullying on social media (cyberbullying). What legal traps apply to perpetrators of cyberbullying who are still students, and how can victims report it without fear of intimidation?"* This question highlights adolescents' awareness of digital risks and aligns with growing concerns over cyberbullying as a form of violence that may have legal consequences under criminal law and child protection regulations (BPS, 2023; UNICEF, 2020).
3. Student 3 (Obscenity/TPKS Law Topic): *"The advocates explained the TPKS Law. Compared to the old Criminal Code, what is the most significant change in sanctions introduced by the TPKS Law, especially when both the perpetrator and the victim are teenagers?"* This inquiry demonstrates students' critical understanding of legal reform, particularly the shift toward victim-centered protection and stricter sanctions for sexual violence under Law No. 12 of 2022 (Republic of Indonesia, 2022).





Figure 1.1 students actively asking questions

The speakers from PERADI (DPC PERADI) responded to each question with clear and contextual explanations. They emphasized that children in conflict with the law are entitled to diversion mechanisms under the SPPA Law, which prioritize restorative justice. However, for serious criminal acts such as possession of sharp weapons, severe bullying, or acts of sexual violence under the TPKS Law the legal consequences remain substantial despite the perpetrators' status as minors. This explanation reinforced the principle that child protection does not equate to immunity from criminal responsibility (Republic of Indonesia, 2012; Ariani, 2012). To assess participants' final understanding and further enhance engagement, a short quiz session related to the socialization material was conducted. Seven students successfully answered the questions correctly and received attractive door prizes provided by DPC PERADI. The distribution of prizes contributed to a positive learning atmosphere and strengthened students' motivation, as reward-based reinforcement has been shown to improve learning outcomes in educational interventions (Santrock, 2018).



Figure 1.2 Presenter documentation



Overall, this activity successfully achieved its primary objective of increasing legal awareness among students of SMA Negeri 5 Magelang City, particularly regarding the dangers of juvenile delinquency leading to criminal acts. In addition, the program strengthened collaborative synergy between educational institutions, UNIMMA students, and professional advocate organizations (PERADI) in preventive legal education efforts. Such multi-stakeholder collaboration is considered an effective strategy in building sustainable legal awareness and preventing youth involvement in criminal behavior (UNICEF, 2020; Siegel & Welsh, 2022).

CONCLUSION

The Legal Socialization Activity entitled “*Juvenile Delinquency and Legal Snares*” conducted at SMA Negeri 5 Magelang City was successfully implemented and demonstrated a significant positive impact on participants. The collaboration between Semester 7 students of University of Muhammadiyah Magelang (UNIMMA) and PERADI DPC Magelang through the “*Peradi Goes To School*” program proved to be an effective model of preventive legal education. Collaborative approaches involving higher education institutions and professional legal organizations have been shown to strengthen adolescents’ legal literacy and reduce the risk of engagement in unlawful behavior (UNICEF, 2020; Siegel & Welsh, 2022). The enthusiasm of the 30 participating students, reflected in the emergence of three in-depth and critical questions as well as the successful participation of seven students in the quiz session, indicates that the material delivered was highly relevant to adolescents’ real-life experiences and developmental needs. Active engagement through questioning and interactive evaluation is a key indicator of effective learning and internalization of legal norms among teenagers (Creswell & Creswell, 2018; Santrock, 2018).

It is expected that the legal understanding gained from this activity will serve as a form of social and personal capital for students of SMA Negeri 5 Magelang City, enabling them to avoid unlawful behavior and focus on positive self-development and future-oriented goals. Preventive legal education at the school level plays a crucial role in shaping responsible attitudes, strengthening moral awareness, and fostering resilience against delinquent behavior during adolescence (Devotion et al., 2023; UNICEF, 2020).

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