

Educating Students on the Implementation of the Juvenile Criminal Justice System Law (UU SPPA): Legal Protection and Guidance for Children in Conflict with the Law at SMA Al Islah, Kampung Kebon Cau, Mekar Kondang Village, Sukadiri, Tangerang Regency

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INDEXING	ABSTRACT
Keywords: Keyword 1; UU SPPA Keyword 2; Guidance Keyword 3; Educating Keyword 4; Criminal Justice Keyword 5; Tangerang Regency	The Juvenile Criminal Justice System Law (UU SPPA) provides legal protection and regulates the development mechanisms for children in conflict with the law. Tangerang Regency, as an area with a large student population, requires efforts to improve legal understanding among the younger generation to foster legal awareness from an early age. This community service activity was conducted in the form of a seminar at a high school in Tangerang Regency, involving 35 students as active seminar participants and 65 other students as interview respondents to obtain a general understanding of the Juvenile Criminal Justice System Law. The seminar material included an introduction to the concept of the Juvenile Criminal Justice System Law, the principles of child protection in the legal process, diversion mechanisms, and the roles of schools, law enforcement, and the community in developing the development of children in conflict with the law. The methods used included presentations, case studies, group discussions, and interactive question-and-answer sessions. The results showed a significant increase in understanding among seminar participants, with an average post-seminar score of 37% higher than before the seminar. Meanwhile, interviews with 65 non-participating students indicated an increase in general awareness of children's rights and obligations, although in-depth understanding remained limited. This activity sparked a commitment from students to disseminate legal knowledge to their peers through student council (OSIS) and extracurricular activities. This article recommends implementing ongoing seminars in other schools in Tangerang Regency, establishing student groups for legal awareness, and integrating children's legal education into school development programs.

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INTRODUCTION

Tangerang Regency is one of the areas with a significant high school-age population in Banten Province. Data from the Tangerang Regency Central Statistics Agency (2024) indicates that there are over 70,000 high school students. This large population presents its own challenges, particularly in shaping the character of a young generation that is legally aware and understands their rights and obligations as citizens.

In recent years, numerous cases have emerged involving children as perpetrators of crimes. These cases encompass a wide range of offenses, from student brawls and bullying to social media abuse and other minor crimes (Setiawan and Saputra, 2024).

This phenomenon demonstrates the urgency of improving legal literacy among students. Children and adolescents often do not fully understand the legal consequences of their actions, as well as their rights if involved in the legal process (Ifitah et al., 2023).

As part of this effort, a community service seminar, "Guiding Students to Understand the Implementation of the Child Protection Law: Legal Protection and Guidance for Children in Conflict with the Law," was held at a high school in Tangerang Regency. This activity was designed to provide students with a comprehensive understanding of the content, objectives, and implementation of the Child Protection Law, while also fostering legal awareness among the younger generation.

The seminar involved 35 students as active participants. They participated in presentations, case studies, and an interactive Q&A session with speakers with legal and educational backgrounds. The material presented included:

1. Definition and scope of the SPPA Law, Definition of children in conflict with the law. Classification of children as perpetrators, victims and witnesses of criminal acts.
2. Principles of child protection in the legal process. Children's rights according to the SPPA Law. Special treatment given to children..
3. Diversion mechanism The purpose of diversion in resolving child cases. The role of law enforcement officers, families and the community.
4. 4. The role of schools and the environment in preventing legal violations through character building. School cooperation with legal institutions and the community.

In addition, 65 other students who did not attend the seminar directly were involved as interview respondents. The interviews were conducted to gauge their level of knowledge before and after the seminar, as well as to determine their perceptions of the issue of children in conflict with the law. Initial results indicated that before the seminar, most students only knew the general concept that "children cannot be imprisoned like adults," but did not understand the legal mechanisms, children's rights, or the forms of guidance regulated by the SPPA Law. After the seminar, active participants' understanding improved, both in understanding the concept and in relating it to real-world situations in their environment. The importance of activities like this extends beyond knowledge transfer to building collective awareness. Students who understand the Child Protection Act (UU SPPA) are expected to become agents of change in their communities. They can help disseminate accurate information about children's rights and obligations, prevent behavior that risks legal issues, and foster a healthy legal culture in schools.

This activity aligns with the Tangerang Regency student character development mission, which focuses on developing a young generation with integrity, knowledge, and competitiveness. The program also supports the national vision of strengthening legal awareness from an early age as part of civics and character education.

LITERATURE REVIEW

Law Number 11 of 2012 concerning the Juvenile Criminal Justice System (UU SPPA) serves as a legal instrument governing the treatment of children in conflict with the law. This law emphasizes protection, rehabilitation, and guidance for children, not solely punishment (Ariani et al., 2019; Sukereni, 2022; Yanti, 2024). One of the important principles of the SPPA Law is the diversion mechanism, namely the transfer of

the resolution of children's cases from the criminal justice process to a process outside the courts, with the aim of safeguarding the child's future and avoiding the negative impacts of the formal justice process, as explained by Lubis and Siregar (2021), and also Simatupang (2024).

However, the existence of the Child Protection Act (SPPA) is not yet fully understood by students or the general public. Most students are aware that children have legal protection, but they do not understand the mechanisms, requirements, and objectives of that protection. This lack of understanding has the potential to lead to misunderstandings and counterproductive behavior (Harefa, 2017). Therefore, systematic, targeted, and student-specific legal education and outreach efforts are needed.

Thus, this seminar on the SPPA Law not only provides theoretical understanding but also relates it to the practical context of the school environment (Purwati, 2022). By understanding the SPPA Law, students can understand that legal protection for children does not mean freedom to commit violations, but rather a responsibility to maintain behavior that aligns with legal and social norms, as explained by Permatasari et al. (2025).

RESEARCH METHOD

The community service program, "Promoting Students to Understand the Implementation of the Child Protection and Child Protection Law: Legal Protection and Guidance for Children in Conflict with the Law," was implemented at a high school in Tangerang Regency. The location and implementation method were selected based on preliminary data obtained from field observations and interviews in 2024.

In 2024, the implementation team conducted a baseline assessment to map the level of legal knowledge and awareness among high school students. The survey, conducted with 65 students as initial respondents, involved questions regarding their understanding of children's rights in conflict with the law, the principles of legal protection in the Child Protection Act (UU SPPA), diversion mechanisms, and their perceptions of the development of children involved in legal problems. Initial results showed that most students had limited understanding, with some even holding misconceptions, such as viewing diversion as a form of "removal of punishment" without understanding the role of development within it. This data provided an important basis for designing interventions in the form of interactive seminars in 2025.

The seminar was held in August 2025, involving 35 students as active participants. They were selected based on recommendations from guidance counselors and student council administrators to represent diverse student backgrounds and characteristics, including those active in school organizations and those with the potential to become agents of positive change. This group participated in all seminar activities, from presentations, group discussions, case studies, and interactive question-and-answer sessions.

The seminar approach was chosen because of its participatory and interactive nature. The speakers not only conveyed theory but also used a case-based learning method by presenting case examples relevant to students' lives. The material covered: (1) an introduction to the SPPA Law and the definition of children in conflict with the law, (2) children's rights in the legal process, (3) diversion mechanisms as a guidance-based solution, and (4) preventing legal violations among students, especially in the digital era.

The presentation of the material was enriched with visual displays, case illustrations, and short simulations involving students.

The implementation phase of the activity was divided into three phases. First, the pre-activity phase began with coordination with the school, determining the seminar schedule, and selecting participants. This phase also involved the development of materials using simple language while maintaining legal substance. Evaluation instruments, such as pre- and post-seminar questionnaires for active participants and follow-up interview guides for 65 non-participant respondents, were also prepared.

Second, the seminar implementation phase began with an opening remarks by the principal and an explanation of the activity's objectives. The resource person presented the material systematically, followed by a group discussion in which participants analyzed the case studies provided. The results of the discussion were presented to the forum as a form of critical thinking and legal communication practice. An interactive question-and-answer session provided a valuable opportunity for students to ask questions, share experiences, and even express their opinions regarding the role of schools in preventing legal violations. At the conclusion of the activity, participants and the resource person formulated the Declaration of Legally Aware Students as a shared commitment.

Third, the post-activity phase involved re-collecting post-seminar questionnaires from 35 active participants to measure knowledge gains. Meanwhile, 65 student respondents from the 2024 baseline were re-interviewed to assess changes in their understanding, both from the seminar and from the indirect dissemination of information within the school environment.

This combined method of interactive seminars and follow-up interviews was designed to ensure that the activities not only provide immediate insights but also have a lasting impact. The use of 2024 baseline data allows for a clear comparison between pre- and post-intervention conditions. The results of this phase will inform evaluation and discussion in determining future legal development strategies in schools.

RESULTS AND DISCUSSION

The community service activity held in August 2025 at a high school in Tangerang Regency was based on the results of a baseline assessment conducted in 2024. This baseline served as an important benchmark for assessing the effectiveness of the seminar in improving students' understanding of the Child Protection Act (UU SPPA), legal protection, and guidance for children in conflict with the law.

1. Baseline Results 2024

In 2024, interviews were conducted with 65 randomly selected students from various grade levels. The interviews revealed that the majority of students did not adequately understand the provisions of the Child Protection and Child Protection Law. Sixty-eight percent of students were unaware that children in conflict with the law have the right to protection as stipulated in the law. Approximately 74% of students did not understand the concept of diversion, with some even considering diversion as "removal of punishment" without any guidance. Meanwhile, 81% of students did not understand the role of schools in preventing juvenile violations of the law. These data indicate that legal literacy among students is still minimal, necessitating targeted interventions.

2. Implementation of the Seminar in August 2025

The August 2025 seminar was attended by 35 students as active participants, consisting of student council (OSIS) officials, class representatives, members of the law extracurricular activities, and students recommended by the guidance counselor. This activity aimed to provide an in-depth understanding of the Child Protection Law (SPPA) through presentations, case studies, group discussions, and an interactive question-and-answer session.

The seminar material is divided into four parts:

a. Introduction to the SPPA Law and the concept of children in conflict with the law

Law Number 11 of 2012 concerning the Juvenile Criminal Justice System (UU SPPA) is the legal basis that regulates the procedures for handling children in conflict with the law. Children in conflict with the law include not only child perpetrators of crimes, but also child victims and child witnesses. In the context of legal guidance at the school level, the focus is often directed at child perpetrators, because their involvement in legal violations is often triggered by environmental influences, peer pressure, lack of supervision, or minimal legal understanding. The UU SPPA positions children as subjects who need to be guided and protected to ensure their future is secure, so the legal approach used is restorative and humane.

b. Introduction to the SPPA Law and the concept of children in conflict with the law.

In addition to understanding the concept of children in conflict with the law, the Child Protection Act (SPPA) also places significant emphasis on children's rights during the legal process. These rights include the right to receive assistance from parents, guardians, or legal counsel from the investigation stage, the right to maintain confidentiality of identity from publication, the right to humane treatment, and the right to continue receiving education and health services during the legal process. This protection is provided to protect children from psychological stress, trauma, and social stigma, while ensuring they continue to have opportunities for future development.

c. The diversion process and the role of guidance compared to punishment

One of the key elements of the Child Protection and Child Protection Law is the diversion mechanism, which serves as a means of resolving cases outside the courts. Diversion is carried out through deliberation between the perpetrator, victim, family, and authorities with the goal of finding a solution that prioritizes social restoration, rather than solely punishment. This approach aligns with the principles of restorative justice, which prioritizes development over punishment. Diversion protects children from the potential for long-term stigmatization in the judicial process, while victims continue to receive reparation. Through this mechanism, children can be directed to participate in development programs, counseling, or social activities that benefit their personal development.

d. The role of schools, families and communities in preventing legal violations

This interfaith dialogue, which enhances dialogic skills, also serves to cultivate intercultural communication and peaceful argumentation. Students are encouraged to express their opinions rationally and respect differing perspectives. These skills are crucial in navigating the era of disinformation and social polarization that frequently permeates Gen-Z's digital space.

In group discussions, participants analyzed case studies adapted from real-life school situations, such as bullying, the use of social media for hate speech, and traffic violations by underage students. The results of the discussions were presented to the forum to foster practical understanding.

3. 2025 Post-Seminar Evaluation Results

The detailed results of the impact of the dialogue facilitation are presented below. Following the seminar, participants' understanding was measured using a post-seminar questionnaire. The results showed significant improvement. Ninety-one percent of active participants understood that the Child Protection Act prioritizes child development, not punishment. Eighty-eight percent understood the concept of diversion and its benefits for children, while 94% were able to articulate the rights of children in conflict with the law.

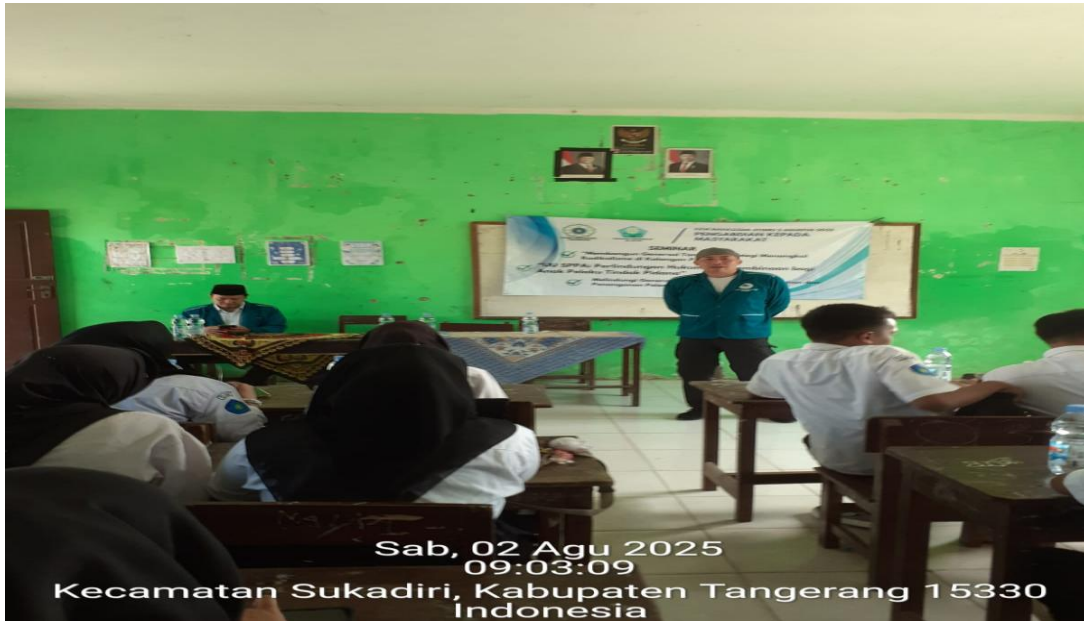
Additionally, 65 students who participated in the 2024 baseline were re-interviewed after the seminar to assess the indirect impact. Interview results indicated an increase in knowledge, although not as significant as among active participants. Approximately 64% of respondents were able to simply explain the concept of legal protection in the Child Protection Act (SPPA), up from 32% in 2024. Fifty-eight percent understood the concept of diversion (up from 26% in 2024), and 72% recognized the role of schools in preventing legal violations (up from 19% in 2024). The following are the evaluation results summarized in the following table;

Table 1 Comparison of Understanding Results Between Baseline 2024 and Post-Seminar 2025

Comprehension Indicator	Baseline 2024 (65 students)	Post Seminar 2025 (35 seminar participants)	Post Seminar 2025 (65 students interviewed)
Understanding children's rights in dealing with the law	32%	94%	64%
Understanding the concept of diversion	26%	88%	58%
Understanding the role of schools	19%	91%	72%

Source: Author (2025)

Based on the table above, the dialogue facilitated in this community service program has proven to be an effective strategy for instilling the value of religious moderation. This approach aligns with studies that show that dialogue based on trust and a safe space can reduce the tendency towards exclusivism among adolescents. Furthermore, the students' success in constructing narratives about diversity demonstrates Gen Z's great potential as a driver of value change in a pluralistic society.



Gambar 1. Presentation of material by the presenters of the KKM STISNU Nusantara Tangerang participants, August 2, 2025
Source: Author (2025)

4. Follow-up plan

As a form of program sustainability, follow-up is aimed at expanding the impact of the seminar activities so that understanding of the SPPA Law is not limited to seminar participants but also spreads to the wider school community. The first strategic step is the development of a policy brief and a concise module on the SPPA Law, containing substantial points on the definition of children in conflict with the law, children's rights in the legal process, diversion mechanisms, and the role of educational institutions, families, and communities in preventing legal violations. This module is designed to be used by teachers as supplementary material in Civics or Guidance and Counseling subjects.

Follow-up activities also involved strengthening students' roles as peer educators through the "Children's Legal Literacy Ambassadors" program, formed from seminar participants. These ambassadors are tasked with disseminating the material they have learned to their peers through student council forums, extracurricular activities, and school social media campaigns. This peer-based approach was chosen because it is considered more effective in influencing the behavior of adolescents who tend to imitate their peers.

At the institutional level, the school plans to integrate children's legal literacy into an annual program in collaboration with law enforcement officials, child protection agencies, and community organizations in Tangerang Regency. The goal is to create a sustainable, measurable, and integrated development mechanism between the school, families, and the community.

5. Coaching barriers

The seminar also encountered several obstacles that warrant careful consideration for evaluation. The first obstacle was the limited duration of the event. The seminar was

held over a single day, which significantly limited the depth of material and discussion. Complex topics such as diversion simulations, case studies of restorative justice implementation, and community-level prevention strategies could only be covered in broad strokes. Therefore, it is necessary to design a tiered training model or a series of seminars with specific themes.

The second obstacle was the participants' low initial literacy regarding the Child Protection Act (SPPA). Prior to the activity, the majority of participants did not understand the concept of children in conflict with the law and were unfamiliar with the term "diversion." This required an adaptive, contextual, and case-based delivery method so participants could relate the material to their everyday experiences.

Another obstacle is limited parental participation. Despite invitations being distributed, parental attendance at mentoring sessions is very low. Family involvement is a key component in preventing children from becoming involved in legal violations. This low participation may be due to time constraints, a lack of understanding of the urgency of the matter, or socioeconomic factors.

Furthermore, cross-sector coordination between schools, law enforcement officials, and community organizations still needs to be strengthened. The lack of scheduled collaborative forums means that the sustainability of the program tends to rely on the initiative of schools or community service facilitators.

Despite these obstacles, this activity still had a significant positive impact on increasing seminar participants' understanding of the Child Protection Act (SPPA) and the principles of fostering children in conflict with the law. The obstacles encountered served as lessons learned for designing a more systematic, sustainable, and collaborative follow-up program.



Figure 2. Group photo after the seminar with students and teachers

Source: Author (2025)

CONCLUSION

A community service seminar on the implementation of Law Number 11 of 2012 concerning the Juvenile Criminal Justice System (UU SPPA) at a high school in Tangerang Regency in August 2025 demonstrated that improving students' legal literacy can be achieved through a structured educational approach. The material presented

covered a basic understanding of the Juvenile Criminal Justice System (UU SPPA), children's rights in the legal process, diversion mechanisms, and the roles of schools, families, and communities in preventing legal violations.

Evaluation results showed a significant increase in participants' understanding, both those who attended the in-person seminar and those who participated in follow-up interviews. Knowledge of the concept of diversion, which was previously relatively low, increased sharply after the activity. This confirms that youth-based legal education is an effective strategy for building legal awareness among students.

Furthermore, this activity revealed that preventing children from coming into conflict with the law does not solely depend on law enforcement officials but also requires cross-sector synergy. Schools play a strategic role as agents of legal education, families as character builders and behavioral monitors, and communities as social environments that support children's development.

This activity also highlighted the importance of program sustainability through systematic and measurable follow-up. Barriers such as limited activity duration, low initial literacy levels of participants, and minimal parental participation must be addressed through ongoing training models, the use of contextual methods, and strengthened multi-stakeholder collaboration. Thus, this seminar can serve as an initial model for developing a legal literacy program for children at the secondary school level in Tangerang Regency. Consistent and sustainable implementation is expected to create a generation of young people who understand their legal rights and obligations, and utilize the principle of guidance as the primary foundation for handling children in conflict with the law.

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