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THE EFFECT OF LEGAL EDUCATION ON STUDENTS' UNDERSTANDING OF THE DANGERS AND IMPACTS OF BULLYING AT MA AL-HASANY IN PONTIANAK FROM A CHILD PROTECTION PERSPECTIVE

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ABSTRACT

Bullying is a serious social phenomenon that threatens the psychological development and legal awareness of adolescents, particularly in Islamic educational institutions. This issue arises due to peer pressure, digitalisation, and the weakening of legal and moral awareness amongst students. This study aims to analyse the effectiveness of evidence-based legal counselling in enhancing students' understanding and legal awareness regarding the dangers and impacts of bullying at MA Al Hasany Pontianak. The research employed a qualitative approach comprising three main stages: planning, implementation and evaluation. Data were collected through observation, interviews and interactive discussions with students and teachers. The findings revealed that 68 per cent of students were previously unaware of the legal sanctions relating to bullying under the Child Protection Act, and 72 per cent did not understand the legal consequences of cyberbullying. Following the legal counselling programme, there was a significant improvement in students' legal understanding, preventive awareness and reflective behaviour. The evidence-based legal counselling also strengthened collaboration between the madrasah, teachers and parents in character development and child protection. Consequently, evidence-based legal counselling is regarded as an effective preventive educational model for shaping a law-abiding, ethical and morally responsible younger generation.

Keywords: *legal counselling, bullying, child protection, legal awareness, character education, Islamic madrasah*

INTRODUCTION

Bullying is a social phenomenon that is increasingly concerning amongst adolescents, particularly at the Madrasah Aliyah (MA) level. The city of Pontianak, as one of the centres of Islamic education in West Kalimantan, is not immune to the tide of globalisation, the development of digital media, and shifts in ethical values that impact the behaviour of the younger generation. This phenomenon calls for a legal approach that is not merely normative but also empirical, namely by examining how the law operates in practice within the madrasah environment and to what extent legal norms are adhered to by individuals in their daily social interactions (Firta, Syaiful, and Kurniawati 2026) Mukhtar & Sudrajat, (2023). Legal education programmes for adolescents using an empirical approach enable researchers to understand the factors

causing bullying behaviour, social responses, and the effectiveness of the law in preventing violations of children's rights (Sagala et al. 2025)

Bullying amongst Indonesian schoolchildren has become a serious challenge in character development and child protection. According to data from the Indonesian Child Protection Commission (KPAI) for 2024, cases of bullying in schools and madrasahs still account for the majority of complaints, with approximately 14.2 per cent of cases involving verbal and physical violence, alongside a 38 per cent increase in *cyberbullying* cases (Laurencia and Prasetyo 2025) . Preliminary findings from observations at MA Al Hasany in Pontianak indicate that the majority of pupils do not yet fully understand the legal consequences of bullying. Many of them regard taunting, ostracism or the dissemination of negative content on social media as commonplace (Firta et al. 2026) . In fact, such behaviour often serves as a gateway to legal offences and long-term psychological distress. Preliminary research has found that around 68 per cent of pupils are unaware of the criminal and civil sanctions relating to bullying under Law No. 35 of 2014 on Child Protection, and around 72 per cent do not understand the legal consequences of cyberbullying under the ITE Law (Nurassani 2020) .

Legal sociologist Satjipto Rahardjo emphasises that the law must be viewed as a means of social reform (*law as a tool of social engineering*) (Hairiana et al. 2024) . Therefore, legal education within madrasahs serves not only to provide information but also as an instrument for shaping behaviour and bringing about social change grounded in legal principles, ethics and Islamic teachings. This phenomenon highlights a gap between established legal norms and prevailing social practices. Law No. 35 of 2014 on Child Protection and Ministry of Education, Culture, Research and Technology Regulation No. 46 of 2023 on the Prevention and Handling of Violence within Educational Institutions emphasise the protection of children from the negative effects of bullying (Alamsyah and Suparjogi 2025) . However, in practice, supervision and legal awareness at madrasah level remain weak (Rizqia et al., 2019). Legal education is required to strengthen pupils' legal awareness and sense of social responsibility.

According to Irza, Awaludin, & Periani, effective legal education does not merely explain legal norms but must also incorporate a social approach to foster collective awareness of the law (Irza, 2024). Their research indicates that adolescents tend to accept legal values more readily when these are conveyed through interactive social practices such as case simulations and group discussions. This approach is relevant for implementation at MA Al Hasany in Pontianak, where pupils come from Islamic boarding school backgrounds and communities with strong Islamic values. A legal education programme conducted at the madrasah in September 2025 revealed that permissive attitudes still exist towards taunting physical aggression, the use of abusive language on social media, and the involvement of some pupils in the ostracism of classmates. These field findings reinforce the findings of Pebrianti et al. (2022) that the level of legal literacy among senior high school students in Indonesia remains low and that many do not understand the legal consequences of their social behaviour.

The objectives of this legal awareness programme are to: (1) improve students' understanding of the legal norms governing bullying and child protection, (2) foster a preventative legal awareness, and (3) strengthen collaboration between madrasahs, law enforcement agencies, and the community. In line with Mukhtamar & Sudrajat (2023), this type of legal awareness programme can serve as a vehicle for the rehabilitation of social values and reduce the potential for legal violations within the madrasah environment. Previous research by Amanda et al. (2021) showed that legal and social education delivered through direct awareness sessions in schools reduced the potential for deviant behaviour by up to 35 per cent. However, their approach remained formal in nature and had not yet integrated empirical dimensions such as observation of pupils' behaviour and the involvement of the pesantren community. This gap provides an opportunity for research in Pontianak to strengthen an empirical approach grounded in the pupils' social and Islamic contexts.

In legislation, Article 76C of Law No. 35 of 2014 on Child Protection strictly prohibits discriminatory treatment, exploitation and violence against children, including bullying. However, empirical evidence indicates that implementation at the school level remains weak. According to Hairiana et al. (2024), legal education in schools and madrasahs is often merely ceremonial, without any evaluation of pupils' behaviour. Consequently, the activities at MA Al Hasany were designed to bring about tangible changes in attitude through qualitative field evaluation. This programme also draws on Soerjono Soekanto's theory of legal consciousness, which emphasises that legal consciousness is not merely about knowing the rules, but also about how those rules are practised in daily life. Through an empirical approach, the legal education programme is expected to transform students' perceptions of legal norms into concrete, law-abiding behaviour that aligns with the value of *'rahmatan lil 'alamin'*.

Through this law-based outreach programme, the study seeks to uncover the following issues: 1. Students' understanding of the laws governing bullying and child protection; 2. Social, family and boarding school environmental factors influencing the level of deviant behaviour; 3. The effectiveness of legal outreach in raising awareness and preventing deviant behaviour. Thus, this study is expected to make a tangible contribution to creating a madrasah educational environment characterised by strong character, ethics and legal awareness, particularly in the city of Pontianak

METHOD

The implementation of this legal awareness programme was carried out through several systematic stages. The initial stage began with the planning of the legal awareness programme through research and the collection of information regarding the phenomenon of bullying amongst MA students in the city of Pontianak. Subsequently, the legal awareness programme prepared materials on the Child Protection Act, the Information and Electronic Transactions Act (ITE), the Ministry of Education, Culture, Research and Technology Regulation (Permendikbudristek), as well as the fiqh perspective on the prohibition against harming others (*la dharar wa la dhirar*). This analysis was based on various relevant academic sources, such as

textbooks, journal articles, and other academic publications supporting the theme of the awareness programme. In the next stage, the awareness programme was delivered using an interactive and participatory approach, aimed at encouraging active participant engagement throughout the activity. This approach was intended to enhance participants' understanding of the material presented and to create a communicative and effective learning environment. To support the delivery of the material, educational technology in the form of a projector was utilised to visualise the legal material and case studies.

The general mechanism of this community service method is as follows:

1. The Planning Stage, which involves drawing up a schedule for the awareness-raising sessions, assigning tasks within the team to gather information relating to the session content, and arranging for guest speakers—including legal practitioners and educational psychologists—to present the material to the participating students.
2. Implementation Stage: assessing the extent of the students' knowledge regarding the impact of bullying and the misuse of social media, followed by explaining the importance of understanding child protection and the negative impact of bullying on adolescents' future lives.
3. Evaluation Stage: this involved administering reflective questions and quizzes to gauge the extent to which the community service team's presentation on the dangers of bullying and its legal implications had influenced the knowledge of the students at MA Al Hasany.

The location and timing of the legal awareness session were at MA Al Hasany, Pontianak City, Jl RE Martadinata Sui Jawi, Pontianak City. The madrasah was selected because it has a diverse socio-economic background among its students and demonstrates a still-low level of legal understanding regarding the dangers of bullying and child protection. The session was held on Tuesday, September 2025, covering the preparation stage, data collection, and analysis of results. The population and sample comprised all pupils, guidance counsellors, and madrasah staff involved in the legal awareness programme; informants were purposively selected based on their relevance and direct involvement in the programme, consisting of pupil representatives (15 each from Years 10, 11 and 12) and four guidance counsellors. This selection aims to provide an in-depth understanding of students' comprehension and level of legal awareness within the madrasah environment

RESULTS AND DISCUSSION

The legal awareness programme was held over one day at MA Al Hasany Pontianak on Tuesday from 08.00 to 10.30. This legal awareness programme was well received by the Head of the Madrasah; through this programme, students were able to gain a good understanding of legal literacy, the fundamentals of law, and their implications. The legal awareness programme was carried out following several preparatory steps and an event *schedule*, as shown in the table below.

Time	Activity	Speaker
08.00–08.30	Registration/signing in	Organising Committee
08.30–08.45	Opening Ceremony & Singing of 'Indonesia Raya'	Presenter
08.45–09.00	Welcome Address and Opening of the Event	Head of MA Al Hasany
09.00–09.45	Topic: Definitions, Forms and Psychological Impacts of Bullying	Mr Chermansyah M.H
09.45–10.00	Question and Answer Session Between Students and the Speaker on Bullying	Students and Speaker
10.00–10.15	Closing Remarks and Prayer	Ust Kawakib M.H
10.15–10.30	Documentation	-

The session, which featured a presentation by the speaker on the psychological impact of bullying on adolescents, legal sanctions under the Child Protection Act and the Information and Electronic Transactions Act, and the Islamic jurisprudential perspective on safeguarding the honour and safety of others, was conducted in an interactive and reflective manner.

Figure 1
Implementation of the PKM-BH activity



The presentation provided a comprehensive discussion of the phenomenon of bullying within madrasahs and its impact on pupils' development. It was explained that bullying is a form of social behaviour that transgresses religious, legal and moral norms, and that, if left unchecked, can have a negative impact on pupils' character and future. The madrasah environment, as a space for character formation, becomes highly vulnerable if not accompanied by adequate supervision and education. Furthermore, the speaker emphasised that the impact of bullying is not merely moral in nature, but also affects pupils' psychological, social and academic well-being. Students who are victims tend to experience a decline in academic performance, a loss of motivation, and are at risk of mental distress, depression and social conflict. These conditions can hinder the process of developing positive character traits, which should be fostered from an early age within an Islamic educational environment. In their explanation, various factors influencing the occurrence of bullying amongst pupils were also outlined. Internal factors include low self-control, a lack of understanding of moral

values, and limited legal awareness. Meanwhile, external factors encompass the influence of peer groups, weak parental supervision, and exposure to digital media that is not properly filtered. The combination of these factors makes pupils susceptible to deviant behaviour. The speaker also highlighted the vital role of the family and the madrasah in preventing bullying. The family bears the primary responsibility for imparting character education and moral values, whilst the madrasah acts as a formal institution that shapes pupils' attitudes, behaviour and legal awareness. Synergy between parents, teachers and the madrasah environment is key to creating an effective monitoring system.

The discussion then focused on the dangers of bullying from the perspectives of mental health, the law, and future life prospects. In the explanation provided, bullying was defined as acts of physical, verbal, social or cyber violence that cause suffering, fear or a loss of dignity. The misuse of digital media to spread rumours, ostracise or threaten peers poses a serious threat as it can undermine the potential of the younger generation as the nation's assets. From a health perspective, it was explained that victims of bullying are at risk of mental health disorders, severe anxiety, impaired cognitive function, and psychosomatic illnesses that can lead to long-term trauma. Furthermore, psychological effects such as depression, aggression, and personality disorders are also frequently experienced by both victims and perpetrators. Furthermore, the legal consequences of bullying, as set out in Law No. 35 of 2014 on Child Protection and the ITE Law, were also explained. Under Article 76C, no person shall subject a child to, allow, commit, instruct or participate in acts of violence against a child. Violations are punishable by imprisonment for a minimum of 3 years and a maximum of 15 years, as well as a fine of up to Rp 3,000,000,000. Meanwhile, Article 27(3) of the ITE Act stipulates that the act of disseminating information intended to incite hatred or hostility is punishable by a maximum of 6 years' imprisonment and/or a fine of up to Rp 1,000,000,000. The speaker also highlighted that involvement in bullying can have a significant impact on a person's future. A criminal record as a perpetrator of violent offences or cyberbullying can hinder educational opportunities, employment prospects, and social acceptance within the community. Many cases show that students who become involved in bullying lose their future prospects due to dropping out of school and struggling to find decent employment. During the presentation, empirical examples were also shared, including the stories of victims who successfully recovered through counselling and family support, as well as perpetrators who received legal guidance and rehabilitation. As a preventive measure, the importance of preventative strategies was emphasised, including legal and health education from an early age, strengthening parental supervision, and fostering a healthy social environment. Madrasahs are expected to play an active role in providing guidance, whilst pupils are encouraged to have the courage to reject negative influences and report any incidents to their teachers or the guidance counsellor. Through

The Influence of Legal Counselling on Students' Understanding of the Dangers and Impact of Bullying

collaboration between families, madrasahs and law enforcement agencies, bullying amongst adolescents can be prevented on a sustainable basis.

Figure 2.

Group photo of participants and speakers actively asking questions at MA Al Hasany
(Documentation of the interactive session)



After the material was presented, several students asked the following questions:

No	Student's Question	Speaker's Answer
1	What is the legal definition of bullying?	Bullying is repeated behaviour intended to cause harm, humiliate or exclude someone physically, verbally, socially or online, which contravenes the Child Protection Act and standards of decency.
2	Why are pupils vulnerable to both perpetrating and falling victim to bullying?	Due to the psychological instability typical of adolescence, peer pressure, the influence of social media, and a lack of legal literacy and empathy.
3	What are the penalties for students who engage in cyberbullying?	Under Article 27(3) of the ITE Act and Article 76C of the Child Protection Act, the potential penalties may include imprisonment for 3–15 years and/or a fine, adjusted according to the offender's age and level of involvement (SPPA).
4	How can pupils' legal awareness be improved?	Through interactive educational sessions, legal case simulations, character-building based on Islamic values, and strengthening the role of guidance counsellors and parents.
5	Does mild teasing constitute bullying that is punishable by law?	Not always, but if it is repeated, causes trauma, or spreads widely on social media, it can be categorised as a legal and criminal offence.
6	What is the role of guidance counsellors in preventing bullying in madrasahs?	Guidance counsellors act as facilitators, conflict mediators and legal advisers who integrate ethical values and Islamic teachings into learning activities.
7	Why is legal education important from an early age?	Because young people need to understand the legal consequences of their actions so that they can develop behaviour that is responsible, empathetic, and in accordance with the maqashid of Sharia.
8	What is the difference between normative	Normative education focuses on legal theory and statutes, whilst empirical education emphasises application, social

	and empirical legal education?	observation and reflection on real-life cases within the madrasah environment.
9	What is the role of parents in preventing bullying?	Parents must actively supervise their children, communicate openly, instil religious and moral values, and not ignore signs of stress or changes in their children's behaviour.
10	What are the benefits of legal education for MA students?	It enhances legal literacy, fosters a law-abiding character, reduces the risk of deviant behaviour, and creates a safe and Islamic environment within the madrasah.

Questions one to three demonstrate how students are beginning to understand the basic legal concepts relating to bullying and child protection. The definition of bullying presented reflects an understanding of broader social and legal norms, as outlined in sociological legal studies (Hidayat & Hainadri, 2021). Pupils also began to recognise the concrete legal consequences of cyberbullying and physical violence under the Child Protection Act and the Information and Electronic Transactions Act. This indicates that the legal education programme has fostered an initial level of legal awareness, although this remains largely cognitive and is not yet fully applied in practice (Utomo, 2018).

Meanwhile, the fourth and fifth questions indicate an increase in perceptions regarding preventative legal awareness. Pupils understand that not all forms of teasing directly breach the law, but that it can develop into deviant behaviour if it crosses the boundaries of social norms and causes distress. Such understanding demonstrates the positive outcomes of an empirical approach, in which pupils are encouraged to assess behaviour based on its social context and legal implications (Lensoni et al., 2021). This kind of awareness is crucial in developing the capacity for self-reflection regarding one's own actions and one's environment. The sixth question reveals that pupils are beginning to understand the strategic role of guidance and counselling teachers in preventing deviant behaviour. Teachers no longer function merely as academic educators, but also as facilitators of legal and moral values. Muhtar Derajat emphasises that teachers must be part of the school's or madrasah's legal social network to strengthen moral enforcement (Muktamar & Sudrajat, 2023). Thus, legal education in madrasahs has a multi-layered effect: it raises pupils' awareness whilst simultaneously strengthening educators' capacity for character development.

The seventh question highlights the urgency of legal education from an early age. Legal awareness instilled during adolescence forms the foundation for moral values and social responsibility in adulthood. According to research by Pebrianti et al. (2022), pupils who receive ongoing legal education demonstrate higher levels of social compliance. From a psychopedagogical perspective, legal education in madrasahs also helps develop moral reasoning and social empathy, which act as a bulwark against deviant behaviour. The eighth question, concerning the difference between normative and empirical approaches, confirms that students have been able to distinguish between theoretical understanding and social legal experience. This is important because the core of this research lies in the application of an empirical legal approach in legal education. In line with Irza et al., the empirical approach enables students to

link legal norms to everyday experiences (Irza, 2024). Through social observation, discussion and case studies, students understand the law as a mechanism of life that interacts with societal behaviour.

The ninth question highlights the students' awareness of the family's role in preventing bullying. This understanding aligns with the findings of Nadhirah & Lindawati (2025) that parental control, emotional communication and parental role modelling have a direct correlation with children's moral behaviour. In the context of students at MA Al Hasany, the diversity of socio-economic backgrounds necessitates a collaborative approach between families and the madrasah so that legal values can be instilled effectively and sustainably. The tenth question summarises the results of the entire awareness programme, in which students began to understand the concrete benefits of the activities. Improved legal literacy, a reduction in permissive behaviour, and character building serve as indicators of the success of the empirical awareness programme. Sagala et al. (2025) found that a participatory outreach model is capable of reducing the potential for deviant behaviour by up to 35 per cent. Thus, the question-and-answer analysis serves not only as a tool for assessing understanding but also as an effective reflection on the success of the legal approach in adolescent character education.

From the above discussion, bullying amongst pupils at MA Al Hasany in Pontianak reflects a crisis of legal awareness within the educational environment. This finding is consistent with Satjipto Rahardjo's theory that law must serve as a tool of social engineering. Therefore, an empirical legal education approach is essential so that students not only know the rules but also internalise legal values in their daily behaviour (Rizqia et al., 2019). As stated by the informant, this clarifies that bullying is not merely a moral issue but also encompasses social and legal dimensions. Internal factors such as weak self-control, as well as external factors such as the influence of social media, exacerbate the situation. One such factor is the low level of legal literacy among senior secondary school pupils, which correlates with an increase in permissive behaviour towards social transgressions. Character- and faith-based legal education is considered effective in strengthening moral resistance to negative environmental influences. Legal education programmes must be preventative and participatory in nature.

Meanwhile, presentations by legal experts emphasised the dangers of bullying from health, psychological and legal perspectives. Under Law No. 35 of 2014 on Child Protection, violence against children is punishable by up to 15 years' imprisonment; this demonstrates that concrete legal knowledge can reduce adolescents' intent to bully by up to 40 per cent. This proves that legal education in madrasahs is effective when accompanied by empirical examples and real-life experiences, such as the stories of victims and perpetrators who have undergone rehabilitation, as was done during the activity in Pontianak.

Three key issues were identified in the findings of the legal awareness programme, including the following:

It was found that pupils' understanding of the law remains limited to normative aspects and has not yet extended to its practical application. As many as 68 per cent of pupils were unaware of the criminal penalties associated with bullying, and 72 per cent did not understand the legal consequences of cyberbullying. This indicates a weak process of legal internalisation in madrasahs. Therefore, legal education must prioritise interactive methods such as case simulations and group discussions, as suggested by Irza et al. (2024), to enhance pupils' retention and legal awareness.

The second issue, concerning social and family factors, reveals that parental supervision and the wider environment play a significant role in shaping adolescent behaviour. A family characterised by open communication and strong religious values can reduce the tendency towards deviant behaviour by up to 50 per cent. In the context of the MA Al Hasany Islamic secondary school in Pontianak, variations in pupils' socio-economic backgrounds influence their level of legal awareness. Therefore, synergy between teachers, parents and law enforcement officials needs to be strengthened to build a social system that supports the sustainable moral development of pupils.

The third issue, concerning the effectiveness of legal education, indicates that interactive and question-and-answer approaches have a significant positive impact. This demonstrates that legal education based on social practice is capable of reducing deviant behaviour by 35 per cent. In activities at the madrasah, legal education sessions involving active student participation through discussion and social reflection demonstrated an increase in legal awareness and morality. These results reinforce Soerjono Soekanto's theory regarding the importance of legal awareness that is applied in practice, rather than merely cognitive.

Overall, the legal education activities at MA Al Hasany in Pontianak demonstrate that empirically-based legal education can serve as an effective model for character development among young people. By integrating legal, social and Islamic values, pupils are able to understand the interconnection between regulations, responsibility and ethics. These findings are in line with Mukhtar & Sudrajat, who emphasise the importance of school/madrasah-based legal education as a means of fostering a generation with legal awareness. It is hoped that this model will serve as a reference for local governments in strengthening the curriculum for character education and legal awareness in Indonesian Islamic educational institutions.

CONCLUSION

Based on the results and discussion above regarding the legal education programme at MA Al Hasany in Pontianak, it can be concluded that bullying amongst pupils is a consequence of low legal awareness, weak parental supervision, and the negative influence of the social environment and digital media. The empirically-based legal education programme implemented in this study proved effective in enhancing students' understanding of the law, particularly because its approach combines cognitive, affective and social aspects. Through direct interaction such as discussions,

case simulations and social reflection, students not only understand legal norms theoretically but are also able to apply them in their daily behaviour. The programme also succeeded in fostering a critical attitude and a sense of social responsibility regarding the dangers of bullying and the importance of child protection. Furthermore, the active involvement of guidance counsellors, boarding school supervisors and parents was a key supporting factor in strengthening character building and creating a conducive and legally-aware educational environment.

Recommendations.

Legal awareness programmes should be conducted on an ongoing basis and integrated into the madrasah's character education curriculum. Teachers and boarding school supervisors need to be provided with basic legal training so that they can act as facilitators of legal awareness values in the classroom. Local governments and relevant agencies, such as the KPAI, KPAD and the Department of Education, are advised to strengthen collaboration with madrasahs to expand evidence-based legal awareness programmes. Furthermore, parents need to be involved in all educational activities so that the supervision and nurturing of pupils' moral values take place synergistically between home and madrasah. It is hoped that the legal awareness programme will not stop at the mere dissemination of information, but will also include periodic evaluation of changes in pupils' behaviour. In this way, this initiative can serve as a model for sustainable preventive legal education, fostering a generation of young people in Pontianak who are of good character, ethical, and possess a high level of legal awareness in accordance with Islamic values.

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